

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, 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 |
| 19 | Annual Pupil Accommodation Grant – School Renewal | M. Gerard |
| 27 | Annual School Condition Improvement Grant – School Renewal | M. Gerard |
| 32 | Annual Accommodation Planning | M. Gerard |
| 43 | 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



ENVIRONMENTAL VALUES

Legal References:	<i>Education Act</i>
Related References:	<i>Administrative Procedure 4980 – Single Use Commercially Bottled Water</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>February 22, 2010, May 14, 2018</i>
Reviewed:	<i>January 11, 2016, March 6, 2017</i>

- 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.



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1. Preamble

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EARLY LEARNING AND CHILD CARE

Legal References:	<i>Education Act, section 258</i>
Related References:	<i>Board Policy 1011 – Facility Partnerships Administrative Procedure 4990 – Facility Partnerships Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships</i>
Effective Date:	<i>May 30, 2005</i>
Revisions:	<i>May 12, 2014, May 14, 2018</i>
Reviewed:	<i>February 8, 2016, March 6, 2017</i>

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

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Revisions:	<i>May 12, 2014</i>
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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.



CHARACTER EDUCATION AND SOCIAL- EMOTIONAL SKILLS DEVELOPMENT

Legal References:

Related References: *Finding Common Ground: Character Development in Ontario Schools, K–12, 2008*
A Guide to Character Development in Ontario Schools, K–12, 2008
 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, **May 14, 2018***

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, Co-operation, 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.



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Social Responsibility:

Acting as caring citizens who want to make our world a better place for everyone.



Board Policy 6001

CODE OF CONDUCT

Legal References: *Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils*

Related References: *Board Policy 6000 – Safe Schools*
Board Policy 6008 – Student Discipline;
Board Policy 6009 – Student Bullying Prevention and Intervention;
Board Policy G201 - Trustee Code of Conduct
Administrative Procedure 4070 - Responsible Use Procedure for Information,
Communication and Collaboration Technologies;
Administrative Procedure 1260 – Student Discipline;
Administrative Procedure 1620 – Alternative Suspension Program;
Administrative Procedure 3760 – Staff Discipline.

Effective Date: *June 25, 2001*

Revisions: ~~*February 1, 2008; June 16, 2008; October 27, 2008; November 14, 2014,*~~
~~*October 17, 2016, November 21, 2016*~~

Reviewed: **May 14, 2018**

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 respect, 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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Board Policy 6001 CODE OF CONDUCT

Legal References: *Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils*

Related References: *Board Policy 6000 – Safe Schools
Board Policy 6008 – Student Discipline;
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Administrative Procedure 4070 - Responsible Use Procedure for Information,
Communication and Collaboration Technologies;
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Effective Date: *June 25, 2001*

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Reviewed:

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- 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 respect, 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;
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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:	<i>Education Act</i>
Related References:	<i>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</i>
Effective Date:	<i>September 25, 2006</i>
Revisions:	<i>December 8, 2014, November 16, 2015, March 6, 2017, May 14, 2018</i>
Reviewed:	

1. Family Communication with Schools

1.1 The Waterloo Region District School Board recognizes that, from time to time, ~~parents/caregivers or guardians~~ **parents/guardians or caregivers (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~~ **parents** 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~~ **parents** 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** ~~that~~ 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~~.



PARENT/CAREGIVER OR GUARDIAN 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*

Reviewed:

1. Family Communication with Schools

- 1.1 The Waterloo Region District School Board recognizes that, from time to time, parents/caregivers or guardians 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 at schools 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. 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 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.



Report to Committee of the Whole

May 14, 2018

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

<i>Michael Martin, Chair</i>	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 Puum	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

<i>Dave Wilson, Chair</i>	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

<i>Ian Gaudet, Chair</i>	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

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

**PUPIL ACCOMMODATION GRANT - SCHOOL RENEWAL ALLOCATION
BUDGET BY CATEGORY
SEPTEMBER 1, 2018 TO AUGUST 31, 2019**

<i>Program Needs Description</i>	<i>Budget</i>	<i>Major Maintenance Description</i>	<i>Budget</i>
Renovations/Alterations Secondary Program	\$ 1,300,000	Building Envelope (roof, doors, walls, windows)	\$ 500,000
Renovations/Alterations Elementary Program	\$ 1,300,000	Interior Finishes (ceilings, floors, paint, lockers, hardware)	\$ 2,000,000
Renovations/Alterations Special Education	\$ 250,000	Site Improvements (paving, concrete, masonry, grounds)	\$ 850,000
Instructional Computer Infrastructure	\$ 250,000	Mechanical, Electrical Upgrades	\$ 950,000
Schematic Design Briefs	\$ 200,000	Energy Conservation	\$ 100,000
Health & Safety & Security	\$ 200,000	Building Code, Fire Code, OHSA Upgrades, Consulting Fees, Studies	\$ 508,140
Environmental	\$ 650,000	Portable Repairs	\$ 75,000
Accessibility	\$ 800,000		
Program Subtotal	<u>\$ 4,950,000</u>	Maintenance Subtotal	<u>\$ 4,983,140</u>
		Estimated Total	<u>\$ 9,933,140</u>

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT
PUPIL ACCOMMODATION GRANT - SCHOOL RENEWAL ALLOCATION
PROJECT PRIORITIES BY CATEGORY (REVISED)
SEPTEMBER 1, 2018 TO AUGUST 31, 2019**

A	Instructional Computer Infrastructure	Allocation:	\$ 250,000
	REGION-WIDE Renovations/alterations in facilities to address computer program requirements		
B	Schematic Design Briefs	Allocation:	\$ 200,000
	REGION-WIDE Schematic Designs for future projects to gain accurate costing and schedules		
C	Environmental	Allocation:	\$ 650,000
	REGION-WIDE Site assessment and data development for asbestos regulations, testing and abatement		
	REGION-WIDE Environmental Projects		
D	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		
E	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		
F	Renovations/Alterations Special Education	Allocation:	\$ 250,000
	REGION-WIDE Renovations/alterations for Special Ed. programs brought forward throughout the school year identified by Special Ed. staff		
G	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		
H	Energy Conservation	Allocation:	\$ 100,000
	REGION-WIDE Projects and Studies relating to Energy Conservation		
I	Portable Relocations and Repairs	Allocation:	\$ 75,000
	REGION-WIDE Repair and upgrades to single portable classrooms and Porta-Paks		
J	Interior Finishes	Allocation:	\$ 2,000,000
	REGION-WIDE Ceiling replacements and repairs		
	REGION-WIDE Flooring replacements		
	REGION-WIDE Locker replacements		
	REGION-WIDE Interior painting		
K	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		
L	Building Envelope	Allocation:	\$ 500,000
	REGION-WIDE Roof and window replacements		
	REGION-WIDE Exterior walls		
	REGION-WIDE Replacement of exterior doors		
M	Accessibility	Allocation:	\$ 800,000
	REGION-WIDE Renovations/alterations for school accessibility brought forward by Accessibility Committee		
N	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		
O	Health and Safety and Security	Allocation:	\$ 200,000
	REGION-WIDE Upgrades to CCTV, Access Card Readers, Security Cameras, Defibulator Installs		

Estimated Total

\$ 9,933,140

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

**PUPIL ACCOMMODATION GRANT - SCHOOL RENEWAL ALLOCATION
PROJECT PRIORITIES BY CATEGORY
SEPTEMBER 1, 2017 TO AUGUST 31, 2018**

			May 15 2017	May 14 2018
A	Instructional Computer Infrastructure		Allocation: \$250,000	\$250,000
	REGION-WIDE	Renovations/alterations in facilities to address computer program requirements		
B	School Communication Systems		Allocation: \$350,000	\$0
	REGION-WIDE	Telephone, PA, and UPS system upgrades		
C	Environmental		Allocation: \$650,000	\$800,000
	BCI	Phase 2 - Abatement of kitchen, corridor by cafeteria and tech wing c/w new ceiling, lights and sprinkler fire protection		
	REGION-WIDE	Site assessment and data development for asbestos regulations, testing and abatement		
	REGION-WIDE	Environmental Projects		
D	Renovations/Alterations Secondary Program		Allocation: \$1,600,000	\$1,800,000
	REGION-WIDE	Renovations/alterations to secondary facilities for projects to improve school programs - priorities are established in consultation with the Secondary Accommodation Committee		
	151 WEBER	Expansion to accommodate Rosemount students		
	ECI	Theatre Upgrade Project - Phase 2		
	CHCI	Renovation required in the Library		
	PHS	Install window room #91A, add door and clear-out millwork room #91B, remove computes from rooms 91D and 91E, replace flooring throughout library and install new shelving		
E	Renovations/Alterations Elementary Program		Allocation: \$900,000	\$1,500,000
	REGION-WIDE	Renovations/alterations to elementary facilities for projects to improve school programs - priorities are established in consultation with the Elementary Accommodation Committee		
	CORONATION	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		
	MARY JOHNSON	Relocate Main Office, add window, relocate washroom in Special Education room and enlarge work area for staff		
	MEADOWLANE	Add walls to create private meeting spaces/work rooms		
	CENTENNIAL(Camb)	Sight Lines - Add 2 windows in office		
	ST. ANDREWS	Reconfigure current layout of Guidance Area		
	GLENCAIRN	Move office into side room area , new door and window in wall – improve sight lines plus improve accessibility of grounds and playground		
F	Renovations/Alterations Special Education		Allocation: \$125,000	\$250,000
	REGION-WIDE	Renovations/alterations for Special Education programs brought forward throughout the school year as identified by Special Education staff		
	EMPIRE	Universal Washroom		
	WESTVALE	Universal Washroom		
G	Building Code, Fire Code, OHSA,		Allocation: \$429,318	\$455,183
	REGION-WIDE	Consulting fees for studies relating to building infrastructure, OH&SA compliance, Building code and Fire code compliance		
	REGION-WIDE	Playground Equipment Repairs		
	REGION-WIDE	Ministry of Labour Guarding in Tech Shops		
	REGION-WIDE	Abatement Required During Regular Repair Work orders		
	REGION-WIDE	Natural Gas Leak inspections		
	REGION-WIDE	Fire Panel Inspections		
	REGION-WIDE	Lifting Equipment Repairs Over \$2,500		
	REGION-WIDE	Electrical Panel Inspections - Thermography		

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

**PUPIL ACCOMMODATION GRANT - SCHOOL RENEWAL ALLOCATION
PROJECT PRIORITIES BY CATEGORY
SEPTEMBER 1, 2017 TO AUGUST 31, 2018**

			May 15 2017	May 14 2018
H	Energy Conservation		Allocation:	
	REGION-WIDE	Projects and Studies relating to Energy Conservation	\$100,000	\$100,000
I	Portable Relocations and Repairs		Allocation:	
	REGION-WIDE	Repair and upgrades to portable classrooms and Porta-Paks	\$75,000	\$75,000
J	Interior Finishes		Allocation:	
	BCI	Cafeteria Renovation	\$2,000,000	\$2,700,000
	FRANKLIN	JK-SK renovation - plus Doors and painting and Ceiling Work		
	151 WEBER	Expansion to accomodate Rosemount students		
	Area 1	Flooring,Ceilings,Lockers,Painting etc		
	Area 2	Flooring,Ceilings,Lockers,Painting etc		
	Area 3	Flooring,Ceilings,Lockers,Painting etc		
	Area 4	Flooring,Ceilings,Lockers,Painting etc		
K	Mechanical and Electrical		Allocation:	
	REGION-WIDE	Heating Ventilating and Air Conditioning Upgrades	\$950,000	\$1,300,000
	REGION-WIDE	Upgrade service panels and light fixtures		
	REGION-WIDE	Backflow prevention implementation		
L	Building Envelope		Allocation:	
	Area 1 - Tony P	Roofing /Windows/Brick/Exterior Doors	\$500,000	\$450,000
	Area 2 - Mark K	Roofing /Windows/Brick/Exterior Doors		
	Area 3 - Barry K	Roofing /Windows/Brick/Exterior Doors		
	Area 4 - Barry E	Roofing /Windows/Brick/Exterior Doors		
M	Accessibility		Allocation:	
	REGION-WIDE	Renovations/alterations for school accessibility brought forward by Accessibility Committee	\$800,000	\$700,000
	COURTLAND	Phase 2 - Make School Accessible - 7&8 school 25% accessible - Washroom upgrades and elevator installation including Health room relocation		
	QUEENSMOUNT	Phase 2 - Office Relocation-Washroom upgrades, elevator installation, in fill at rear entrance - Finish Project		
	MARGARET AVENUE	Phase 2 - Make School Accessible - 7&8 school 25% accessible - Washroom upgrades and elevator installation including Health room relocation		
	WILLIAM G. DAVIS	Make School Accessible - 7&8 school - Partially Accessible - Phase 2		
O	Site Improvements		Allocation:	
	REGION-WIDE	Paving repairs,New parking, Repair or Replace walkways,steps,retaining walls, Field drainage	\$850,000	\$800,000
	REGION-WIDE	Paving repairs and new parking		
	REGION-WIDE	Field drainage improvements		
	REGION-WIDE	Repair/replacement of fields,walkways, steps and retaining walls		
	JHSS	Turf Field and Track - 8 year renewal fund		
P	Health and Safety		Allocation:	
	REGION-WIDE	Upgrades to CCTV, exterior lighting, and improvements for health and safety	\$200,000	\$200,000

Estimated Total \$9,779,318 \$11,380,183

SR Grant (2017-18) - Revised to Actual	\$9,779,318
Deferred SR Revenue (2016-17)	\$1,600,865
	<u>\$11,380,183</u>



Report to Committee of the Whole

May 14, 2018

Subject: 2018-2019 School Condition Improvement Grant - School Renewal and New Greenhouse Gas Reduction Fund

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 Government of Ontario's Climate Change Action Plan (CCAP) outlines specific commitments for meeting the Government's GHG emissions reduction target by 2020.

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

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

**SCHOOL CONDITION IMPROVEMENT GRANT - SCHOOL RENEWAL
PROJECTS COMPLETED or PLANNED
SEPTEMBER 1, 2018 TO AUGUST 31, 2019**

SCI Grant 2018-19

Key Building Components and Systems (Restricted - 70%)

\$10,095,155.00

REGION-WIDE	Plumbing Improvements
REGION-WIDE	Heating Ventillation and Air Conditioning (HVAC) Improvements
REGION-WIDE	Fire Protection
REGION-WIDE	Electrical Improvements
REGION-WIDE	Substructure - Foundations, Basement Walls
REGION-WIDE	Shell/Superstructure - Roofs, Exterior Walls, Windows

Locally Identified Needs (Unrestricted - 30%)

\$4,326,495.00

REGION-WIDE	Improve Interiors - Stairs, Floor Finishes, Ceilings
REGION-WIDE	Equipment and Furnishings
REGION-WIDE	Special Construction (e.g. Improving Accessibility)
REGION-WIDE	Demolition
REGION-WIDE	Building Sitework - Parking Lots, Site Lighting

TOTAL

\$14,421,650.00

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

**ELIGIBLE EXPENSE CATEGORIES - GREENHOUSE GAS REDUCTION FUND
MAY 14, 2018**

<u>Eligible Expense Categories - Greenhouse Gas Reduction Fund</u>	
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/replacements 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)



Report to Committee of the Whole

May 14, 2018

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.

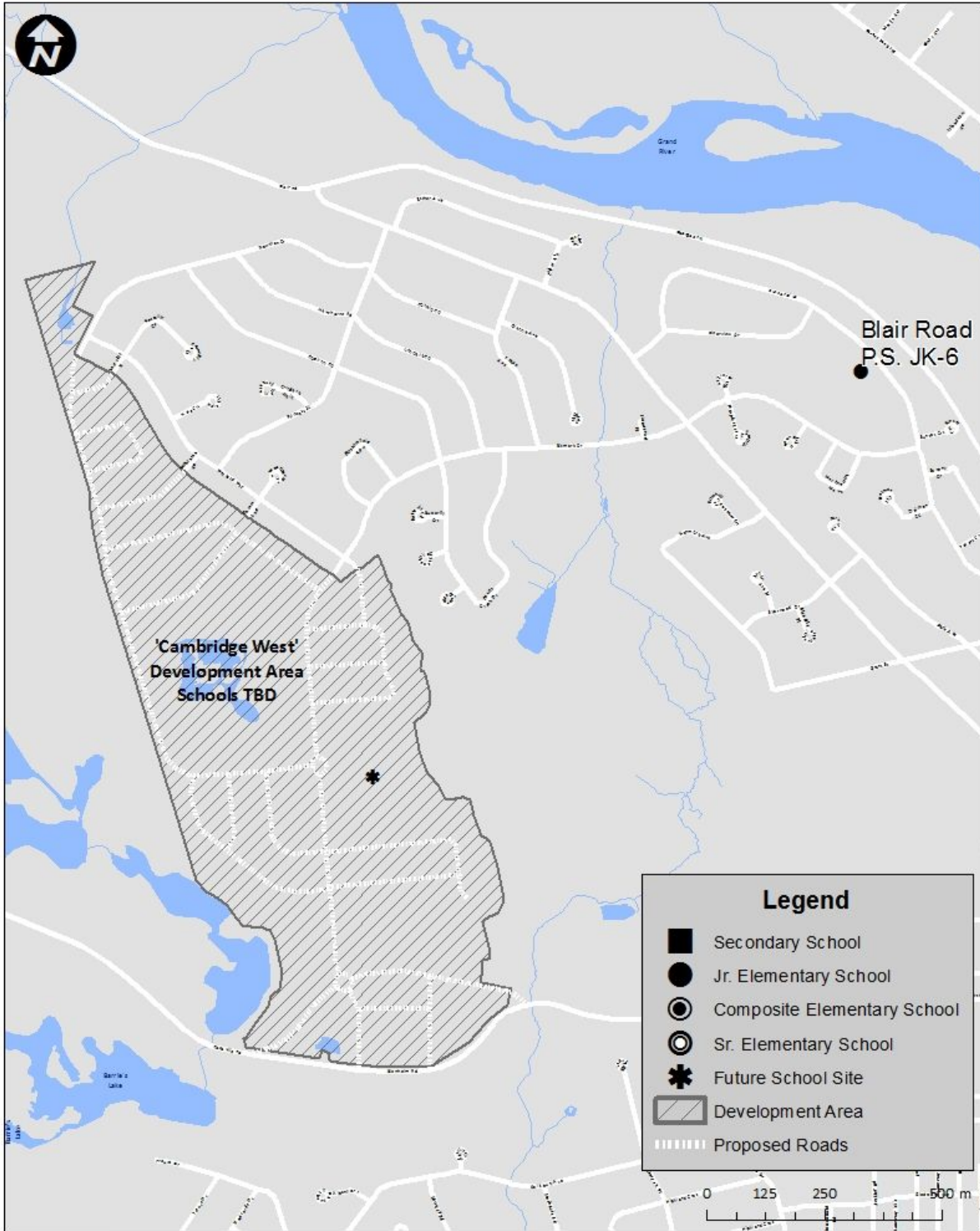
Letters will be sent to the KW Real Estate Board and new home sales centres, where possible, to advise them of Development Area holding school assignments. Maps indicating school assignments will be posted on the Board's website for the public to

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.

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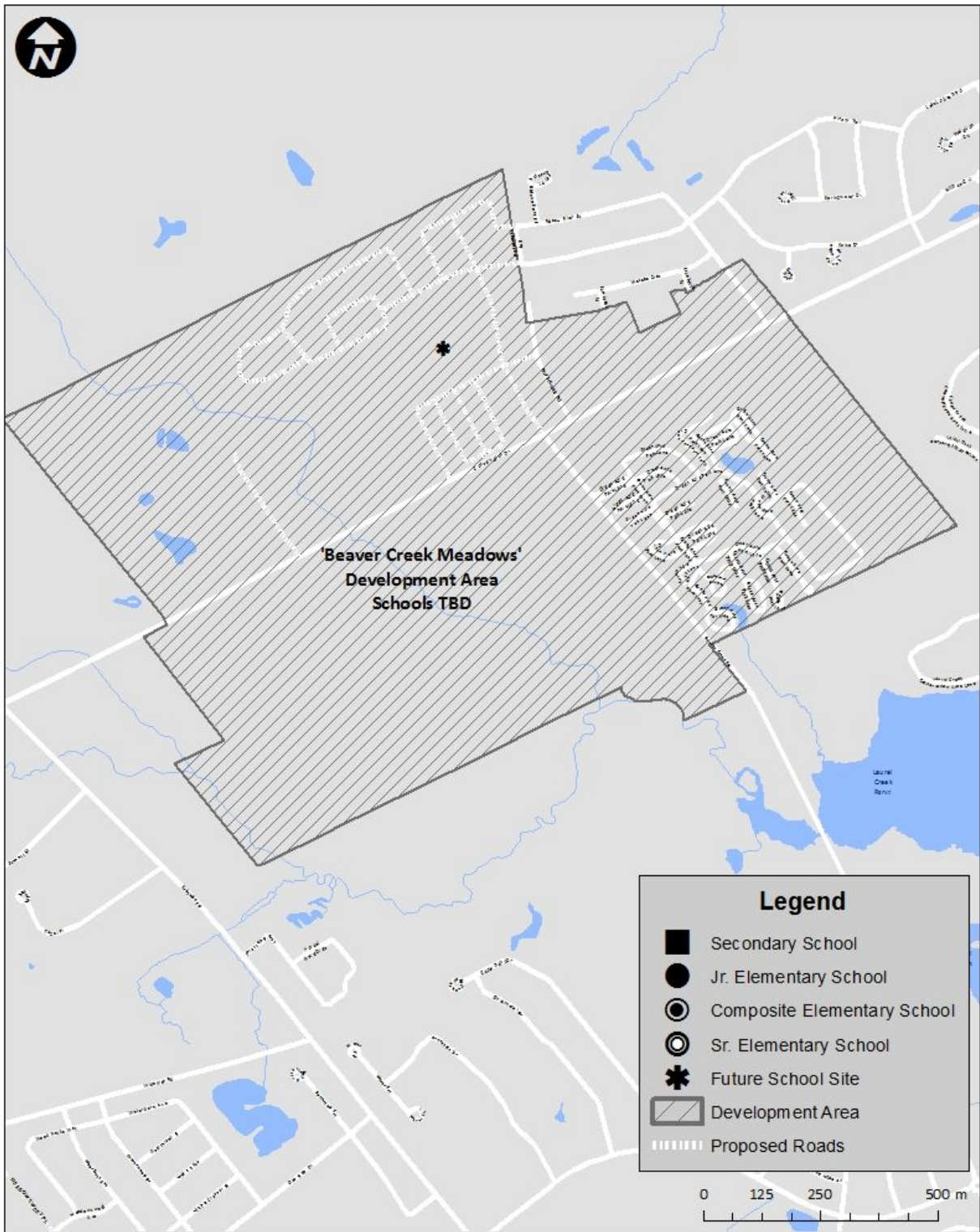
Development Areas

Cambridge West Development Area, Cambridge



Map 1 Cambridge West DA.mxd

Beaver Creek Meadows Development Area, Waterloo



Map 2 Beaver Creek Meadows DA.mxd

BOUNDARY STUDY/PAR	DESCRIPTION
<p>Southwest Kitchener Secondary Schools Boundary Study (Kitchener)</p> <p>Cameron Heights C.I. Doon South DA Forest Heights C.I. Huron South DA Huron Heights S.S. Rosenberg III D</p>	<p>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.</p>
<p>West Waterloo Boundary Study (Waterloo)</p> <p>Abraham Erb P.S. Laurelwood P.S. Vista Hills P.S.</p>	<p>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.</p>
<p>Eldale Road Boundary Study (Elmira)</p> <p>Floradale P.S. Elmira P.S.</p>	<p>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.</p>
<p>Huron South Boundary Study (South West Kitchener)</p> <p>Huron South DA Janet Metcalfe P.S. Jean Steckle P.S. Southridge P.S.</p>	<p>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.</p> <p>Funding approved through 2017 Capital Priorities.</p>
<p>Doon South II (Ormston) Boundary Study (Kitchener)</p> <p>Doon P.S. Doon South DA Groh P.S. Pioneer Park P.S.</p>	<p>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.</p>

BOUNDARY STUDY/PAR	DESCRIPTION
<p>Southeast Cambridge (Greengate) Boundary Study</p> <p>Central P.S. Chalmers Street P.S. Moffat Creek P.S. Stewart Avenue P.S. Southeast Cambridge DA</p>	<p>To establish a boundary for a new Southeast Cambridge (Greengate) Public School. Development Area holding school assignment 'To-Be-Determined'.</p> <p>Funding approved through 2016 Capital Priorities.</p>
<p>Hunt Club Boundary Study (Cambridge)</p> <p>Hillcrest P.S. Hunt Club/Arriscraft DA Woodland Park P.S. Silverheights P.S. Preston P.S. William G. Davis P.S.</p>	<p>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.</p> <p>Subdivision known as "River Mill".</p>
<p>Breslau Boundary Study (Woolwich Township)</p> <p>Breslau P.S. Crestview P.S. Mackenzie King P.S. Stanley Park P.S. Riverland Area 2 DA Thomasfield DA</p>	<p>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.</p> <p>Riverland Area 2 DA assigned to Crestview and Stanley Park Public Schools.</p>
<p>Central Kitchener/Waterloo Senior School PAR</p> <p>Courtland P.S. Margaret Avenue P.S. MacGregor P.S.</p>	<p>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.</p>
<p>Central Waterloo/Lakeshore PAR</p> <p>Cedarbrae P.S. N.A. MacEachern P.S. Northlake Woods P.S. Winston Churchill P.S.</p>	<p>Small school organizations, excess capacity and facility issues.</p>

APPENDIX B

COMPLETED ELEMENTARY BOUNDARY STUDIES AND PUPIL ACCOMMODATION REVIEWS (PAR)

BOUNDARY STUDY/PAR	DESCRIPTION	RECOMMENDATIONS
<p>West Galt PAR (Cambridge) 2011-2013</p> <p>Blair Road P.S. Dickson P.S. Highland P.S. St. Andrew's P.S. Tait Street P.S.</p>	<p>Small school organizations and challenging sites. Concentrated areas of new development. Needed to balance enrolment and align program.</p>	<p>Closure of Dickson P.S. (completed and sold) Boundary changes for Blair Road P.S., Highland P.S., Dickson P.S. and Tait Street P.S. (completed). Construction of an addition and start Partial French Immersion program at Tait Street P.S. (completed) Addition of Gr. 6 to Highland P.S. (completed).</p>
<p>Woolwich & Wellesley Townships PAR 2011-2013</p> <p>Floradale P.S. Linwood P.S. St. Jacobs P.S. Three Bridges P.S.</p>	<p>Small school organizations and facility issues.</p>	<p>Closure of Three Bridges P.S. (completed and sold) Boundary changes for Floradale, St. Jacobs and Linwood Public Schools (completed).</p>
<p>Huron Village Boundary Study (Kitchener) 2012-2013</p> <p>Alpine P.S. Country Hills P.S. Laurentian P.S. Jean Steckle P.S.</p>	<p>Established a boundary for Jean Steckle P.S.</p>	<p>Established a JK-8 boundary for Jean Steckle P.S. Boundary changes for Alpine P.S., Country Hills P.S. and Laurentian P.S. (completed).</p>
<p>Elmira Boundary Study 2012-2013</p> <p>John Mahood P.S. Park Manor P.S. Riverside P.S.</p>	<p>Large residential development located in town of Elmira had the potential to overwhelm the existing elementary facilities.</p>	<p>Rebuilt/relocated Riverside P.S. Boundary changes for Riverside P.S. and John Mahood P.S (completed).</p>

COMPLETED ELEMENTARY BOUNDARY STUDIES AND PUPIL ACCOMMODATION REVIEWS (PAR)

BOUNDARY STUDY/PAR	DESCRIPTION	RECOMMENDATIONS
<p>Baden Boundary Study (Wilmot) 2013-2014</p> <p>Baden P.S. New Dundee P.S. Sir Adam Beck P.S.</p>	<p>Address over enrolment at Baden P.S.</p>	<p>Boundary change for Gr. 7-8 between Baden P.S. and Sir Adam Beck P.S. Addition to Sir Adam Beck P.S. to accommodate Gr. 7-8 (awaiting Ministry funding). Interim measures to accommodate Gr. 7-8 prior to completion of Sir Adam Beck P.S. addition.</p>
<p>Doon South Boundary Study (Kitchener) 2013-2014</p> <p>Brigadoon P.S. Doon P.S. Groh P.S. J. W. Gerth P.S. Pioneer Park P.S.</p>	<p>Established a boundary for Groh P.S. in the new Stauffer Woods subdivision (Doon South). This area was assigned to Brigadoon P.S. and Doon P.S.</p>	<p>Established a JK-8 boundary for new Groh Public School. Boundary changes for all schools in the study (completed).</p>
<p>West Waterloo Boundary Study (Waterloo) 2014-2015</p> <p>Abraham Erb P.S. Cedarbrae P.S. Centennial P.S. Edna Staebler P.S. Mary Johnston P.S. Laurelwood P.S. Vista Hills P.S.</p>	<p>Established a boundary for the new Vista Hills P.S.</p>	<p>Established a JK-8 boundary for Vista Hills P.S. Boundary changes for Cedarbrae P.S., Centennial P.S., Edna Staebler P.S. and Laurelwood P.S. (completed).</p>
<p>Fischer-Hallman Elementary Schools Boundary Study (South West Kitchener) 2017-2018</p> <p>Jean Steckle P.S. Southridge P.S. Queen Elizabeth P.S. Laurentian P.S. Janet Metcalfe PS</p>	<p>Established a boundary for the new Janet Metcalfe P.S. formerly known as Rosenberg III. This area was previously a Development Area assigned to Southridge, Queen Elizabeth, and Laurentian Public Schools.</p>	<p>Established a JK-8 boundary for Janet Metcalfe P.S. Boundary change for Jean Steckle P.S. (completed).</p>



Report to Committee of the Whole

May 14, 2018

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

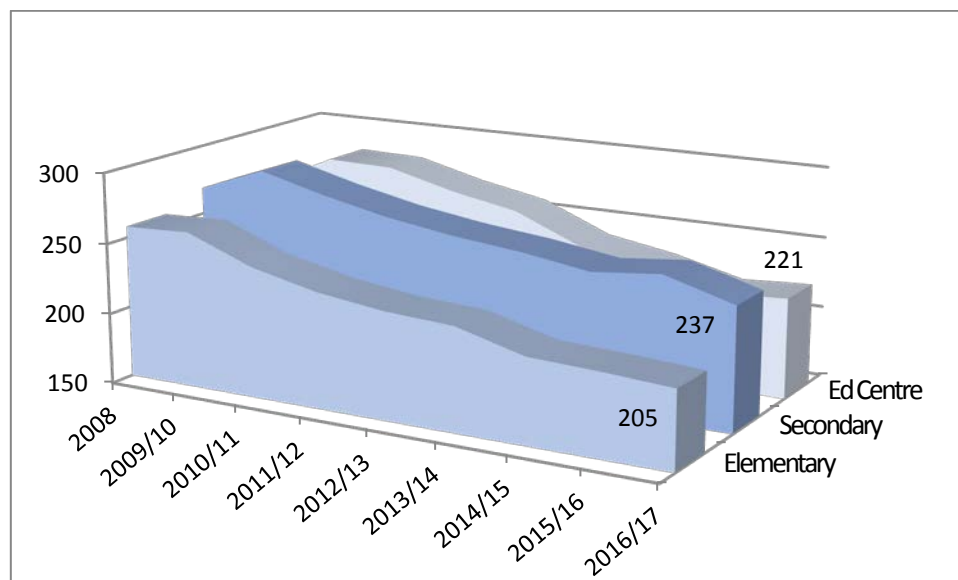
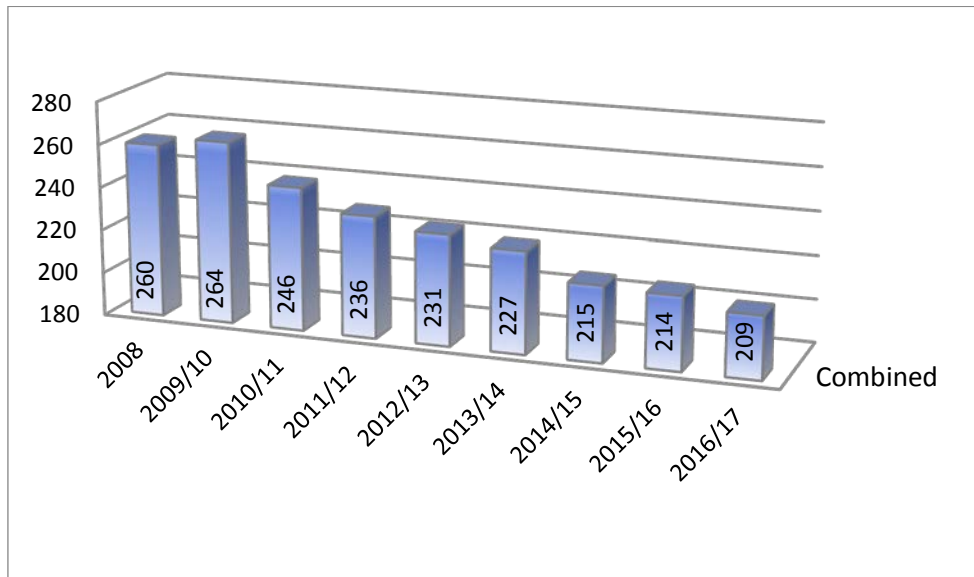


Figure 1b – Energy Use Intensity Combined (ekWh/m²) versus Year

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

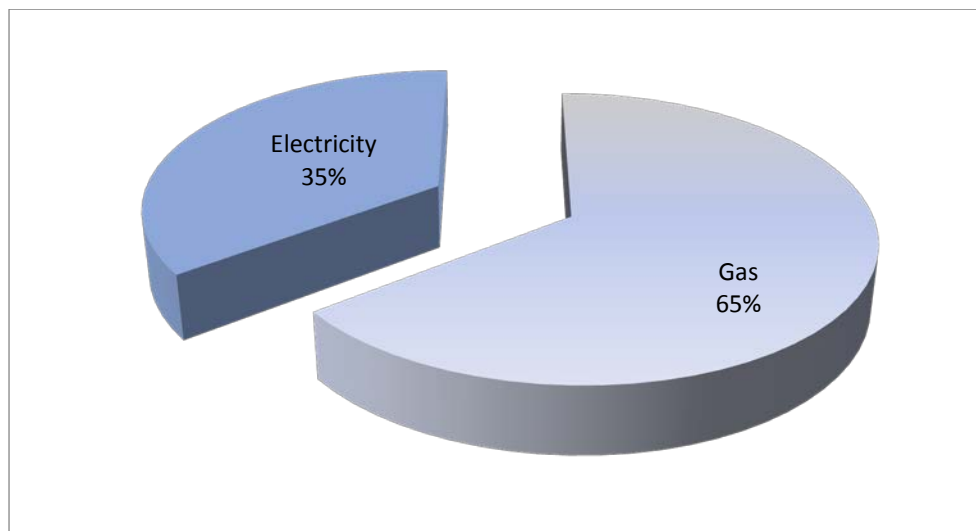
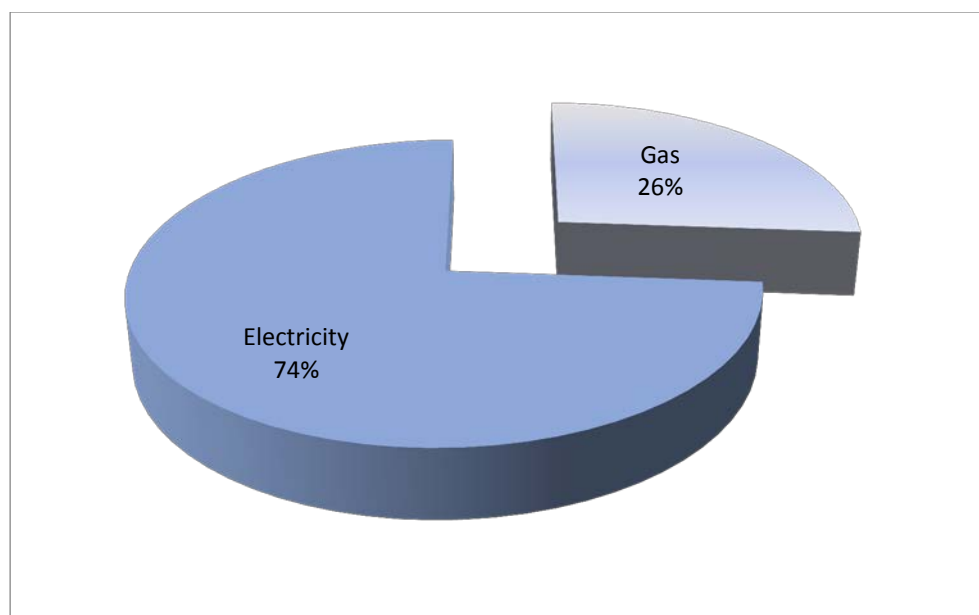


Figure 3 – Energy Expenditures by Commodity



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:

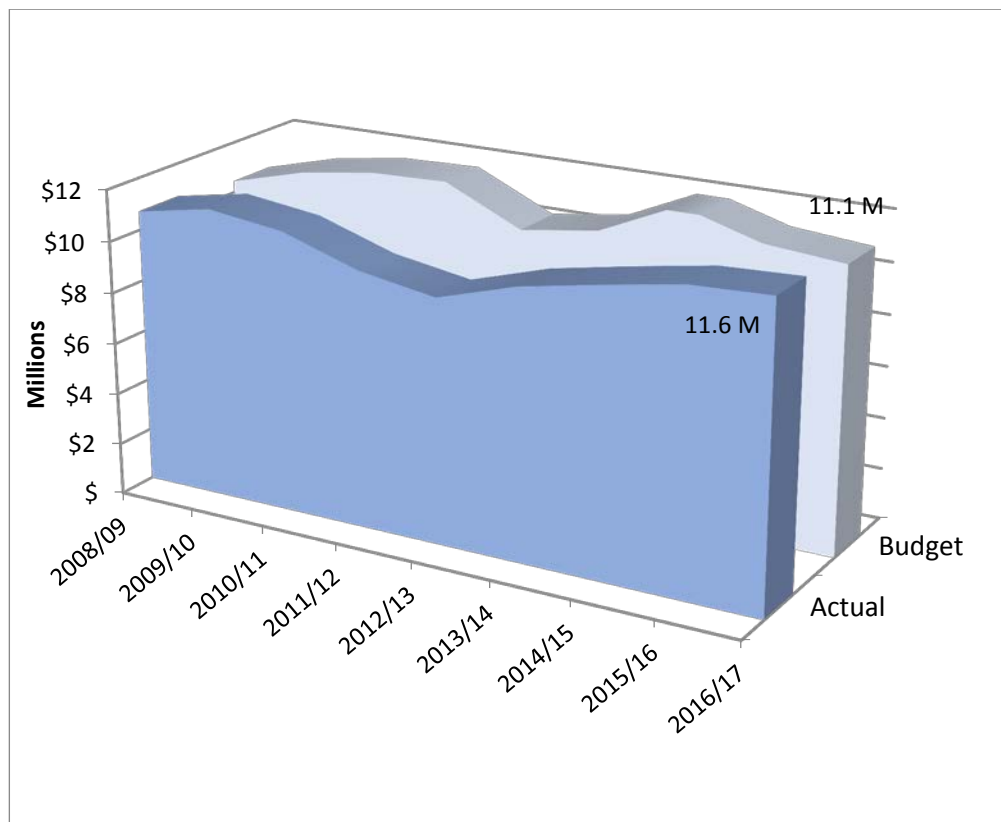
- Weather (warmer summer and shoulder season drives cooling demand)
- Hours of operation (extended use for Ministry initiatives such as Community Use)
- School closures (disposal of redundant school sites, port-a-packs or portables)
- Expansion of facilities and square footage (new schools or school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

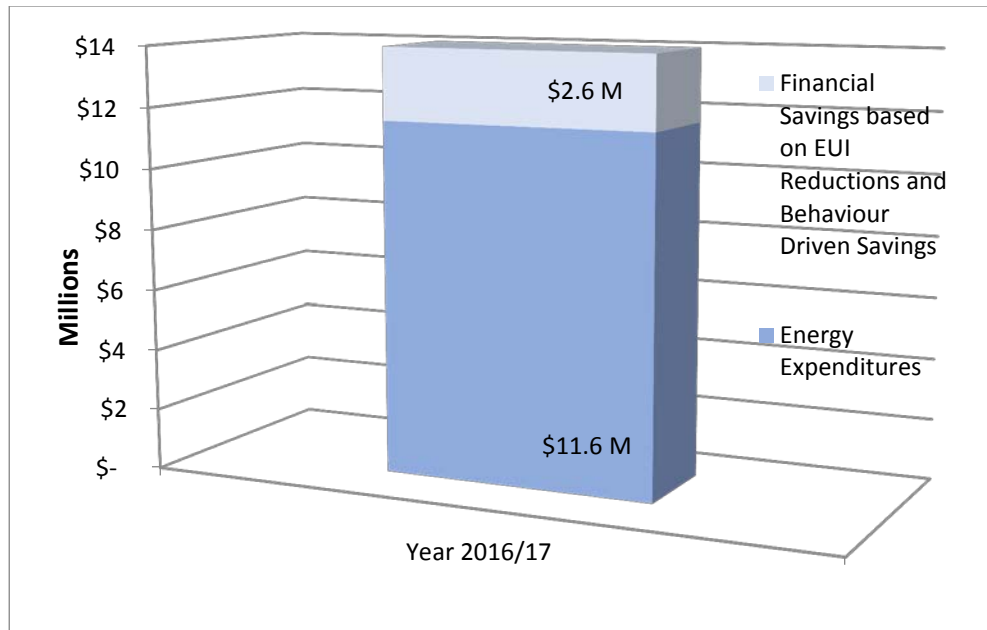
It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is user and weather dependent and costs are market dependent. Market pricing and weather is something the Board has 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.

Figure 5 – Reduction as compared to base line (Dollars) for 2016/17



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.

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in consultation with Coordinating Council

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

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

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

School	2008	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>
A R Kaufman P.S.	212	267	244	234	239	234	214	209	181
Abraham Erb P.S.	189	166	173	167	171	166	161	151	148
Alpine P.S.	287	330	318	334	307	306	293	301	300
Avenue Road P.S.	242	400	331	197	170	177	177	176	181
Ayr P.S.	238	292	277	268	257	250	224	217	210
Baden P.S.	232	176	168	156	161	168	170	157	157
Blair O.E.C.	Unavail	297	267	292	271	273	257	284	206
Blair Road P.S.	422	249	224	246	212	217	214	224	193
Breslau P.S.	336	393	268	267	248	338	241	231	234
Bridgeport P.S.	246	241	245	269	262	194	169	164	157
Brigadoon P.S.	199	296	213	181	185	193	167	159	164
Cedar Creek P.S.	211	206	182	174	175	188	172	178	189
Cedarbrae P.S.	289	245	308	264	255	250	256	241	239
Centennial (Camb) P.S.	269	286	254	363	266	248	229	228	236
Centennial (Wloo) P.S.	389	264	244	171	247	258	238	233	219
Central P.S.	269	294	268	284	277	280	256	278	267
Chalmers Street P.S.	265	274	288	316	267	257	237	231	207
Clemens Mill P.S.	223	219	206	209	213	226	226	251	228
Conestogo P.S.	261	271	252	273	244	239	228	250	238
Coronation P.S.	440	378	364	326	329	323	332	347	356
Country Hills P.S.	190	224	229	301	268	230	219	213	176
Courtland Senior P.S.	246	254	244	219	223	274	226	197	185
Crestview P.S.	242	322	299	279	246	300	319	293	298
Dickson P.S.	184	183	185	161	171	171	117	Disposed	Disposed
Doon P.S.	279	304	281	219	211	201	196	154	162
Driftwood Park P.S.	232	199	183	185	180	184	197	174	128
Edna Staebler P.S.	Not Open	171	159	150	159	159	159	145	143
Elgin Street P.S.	196	226	204	187	196	191	183	199	206
Elizabeth Ziegler P.S.	272	278	268	251	226	242	240	238	215
Empire P.S.	238	246	239	227	239	219	208	213	209
Floradale P.S.	209	191	214	236	232	208	181	222	202
Forest Glen P.S.	281	260	240	221	202	235	214	200	203
Forest Hill P.S.	316	269	246	248	208	203	198	228	229
Franklin P.S.	236	258	233	234	227	218	210	219	244
Glencairn P.S.	156	177	182	173	187	215	185	177	185
GrandView (Camb) P.S.	230	251	239	143	168	172	163	153	151
Grandview (NH) P.S.	197	326	228	233	217	213	189	200	200
Hespeler P.S.	206	205	184	166	168	180	177	166	166
Highland P.S.	326	281	275	204	189	205	206	215	215
Hillcrest P.S.	232	221	209	191	205	182	183	161	161
Howard Robertson P.S.	407	343	335	280	287	263	269	285	285

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

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

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

School	2008	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>
J F Carmichael P.S.	217	198	192	183	161	172	167	176	176
J.W. Gerth P.S.	Not Open	125	137	120	141	149	150	134	138
Jean Steckle PS	Not Open	Not Open	Not Open	Not Open	Not Open	146	137	126	126
John Darling P.S.	179	215	170	171	177	184	196	191	192
John Mahood P.S.	323	258	228	221	213	198	185	182	175
Keatsway P.S.	250	197	172	154	132	153	148	148	147
King Edward P.S.	594	268	261	252	256	247	276	338	264
Lackner Woods P.S.	192	213	203	210	209	226	220	205	201
Laurelwood P.S.	223	235	216	220	205	209	205	190	176
Laurentian P.S.	293	321	303	264	258	310	363	296	282
Lester B. Pearson P.S.	217	173	171	173	175	166	168	154	155
Lexington P.S.	307	287	291	261	256	295	228	243	235
Lincoln Avenue P.S.	289	358	332	330	313	151	98	Disposed	Disposed
Lincoln Heights P.S.	298	258	232	233	234	213	203	282	290
Linwood P.S.	356	268	252	273	247	253	239	250	231
MacGregor Sr P.S.	201	212	204	201	202	201	193	205	197
MacKenzie King P.S.	294	319	299	313	281	301	217	218	221
Manchester P.S.	281	316	304	286	258	253	199	183	170
Margaret Avenue P.S.	229	285	198	236	237	236	248	270	265
Mary Johnston P.S.	174	176	176	175	165	184	170	168	165
McQuarrie Centre	539	531	561	411	522	421	299	116	273
Meadowlane P.S.	225	271	270	255	247	254	234	219	268
Millen Woods P.S.	Not Open	Not Open	196	153	162	168	153	155	158
Moffat Creek P.S.	Not Open	Not Open	Not Open	Not Open	138	135	117	138	133
N A MacEachern P.S.	326	338	317	250	256	255	283	219	202
New Dawn	412	424	403	430	368	268	209	174	170
New Dundee P.S.	188	215	205	209	208	192	196	197	200
Northlake Woods P.S.	311	234	241	234	217	199	193	204	198
Park Manor P.S.	341	313	284	272	276	279	278	208	308
Parkway P.S.	289	260	256	280	337	266	240	229	210
Pioneer Park P.S.	236	274	248	255	260	223	219	218	228
Preston P.S.	180	188	194	191	191	178	161	162	170
Prueter P.S.	169	286	277	219	259	241	206	204	214
Queen Elizabeth P.S.	220	252	251	277	268	251	237	251	276
Queensmount Sr P.S.	400	309	342	324	258	287	329	257	261
Riverside P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	139
Riverside (old location)	171	217	175	175	186	208	179	129	86
Rockway P.S.	265	311	281	311	257	316	268	319	304
Rosemount P.S.	245	299	287	269	271	272	298	308	314
Ryerson P.S.	260	264	246	199	207	204	196	180	191
Saginaw P.S.	250	281	248	232	251	242	235	237	226

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

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

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

School	2008	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>
Sandhills P.S.	238	251	226	224	246	237	207	198	195
Sheppard P.S.	224	277	268	249	241	247	242	221	221
Silverheights P.S.	229	209	203	186	183	158	147	146	157
Sir Adam Beck P.S.	Not Open	Not Open	124	164	130	136	133	134	134
Smithson P.S.	216	259	249	255	250	224	239	233	226
Southridge P.S.	284	318	294	288	287	274	305	301	323
St Andrew's P.S.	247	191	196	173	174	174	174	178	158
St Jacobs P.S.	236	253	250	235	239	237	222	225	222
Stanley Park P.S.	299	331	314	299	280	314	262	251	277
Stewart Avenue P.S.	270	306	191	170	179	168	170	175	192
Suddaby P.S.	149	197	192	192	146	157	155	154	150
Sunnyside P.S.	226	243	218	198	205	208	208	192	189
Tait Street P.S.	227	243	241	229	230	251	176	177	182
Three Bridges P.S.	193	200	187	193	169	179	94	Disposed	Disposed
Trillium P.S.	262	342	255	251	253	250	235	251	254
Vista Hills P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	142
W.T. Townshend P.S.	158	161	156	139	147	173	145	138	127
Wellesley P.S.	243	261	252	242	243	242	224	207	216
Westheights P.S.	309	339	255	232	235	233	238	234	219
Westmount P.S.	244	256	248	223	241	241	235	137	137
Westvale P.S.	151	145	141	128	140	136	135	129	129
William G. Davis P.S.	308	410	331	328	303	292	275	279	280
Williamsburg P.S.	159	149	145	149	150	158	157	145	147
Wilson Avenue P.S.	225	185	234	223	226	231	219	294	202
Winston Churchill P.S.	217	234	216	163	179	183	199	204	207
Woodland Park P.S.	177	191	179	167	162	155	156	145	142
Wrigley's Corners O.E.C.	Unavail	251	225	282	236	232	246	251	224
Energy Intensity Average (EkWh/m2)	258	260	242	231	225	223	210	208	205

**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

School	2008	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>	<i>EkWh/m2</i>
Bluevale C.I.	274	291	237	249	255	245	244	236	253
Cameron Heights C.I.	385	379	368	357	337	328	375	362	343
Eastwood C.I.	211	237	221	213	224	250	233	234	203
Elmira District S.S.	278	303	277	258	238	231	243	242	241
Forest Heights C.I.	325	328	321	341	287	279	269	264	260
Galt C.I.	254	248	258	296	287	278	267	272	258
Glenview Park S.S.	275	298	313	284	275	250	232	232	202
Grand River C.I.	244	283	264	246	260	254	257	263	226
Huron Heights S.S.	252	280	282	264	272	244	234	253	242
Jacob Hespeler S.S.	219	281	290	250	265	254	215	254	211
Kitchener-Waterloo C. & V.S.	291	269	266	251	253	272	238	233	228
Preston H.S.	260	306	267	259	257	260	249	264	249
Sir John A. Macdonald S.S.	246	257	242	240	218	210	205	214	210
Southwood S.S.	275	225	193	177	164	165	160	163	163
Waterloo C.I.	265	278	272	249	256	251	238	243	242
Waterloo-Oxford District S.S.	243	322	321	307	281	279	279	287	267
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

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

**ENERGY UPDATE
ENERGY BUDGET AND EXPENDITURES**

Commodity	2008/09		2009/10	
	Budget	Actual	Budget	Actual
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

Commodity	2010/11		2011/12	
	Budget	Actual	Budget	Actual
Electricity	\$ 6,759,525	\$ 6,549,661	\$ 6,809,909	\$ 6,572,072
Gas	\$ 4,915,515	\$ 4,352,896	\$ 4,958,342	\$ 3,357,832
Total	\$ 11,675,040	\$ 10,902,557	\$ 11,768,251	\$ 9,929,904

Commodity	2012/13		2013/14	
	Budget	Actual	Budget	Actual
Electricity	\$ 7,204,740	\$ 7,062,058	\$ 7,315,200	\$ 7,432,158
Gas	\$ 3,163,721	\$ 2,377,512	\$ 3,512,270	\$ 2,934,994
Total	\$ 10,368,461	\$ 9,439,570	\$ 10,827,470	\$ 10,367,152

Commodity	2014/15		2015/16	
	Budget	Actual	Budget	Actual
Electricity	\$ 9,213,000	\$ 8,018,535	\$ 8,263,900	\$ 8,803,203
Gas	\$ 3,007,590	\$ 2,934,994	\$ 3,055,500	\$ 2,686,392
Total	\$ 12,220,590	\$ 10,953,529	\$ 11,319,400	\$ 11,489,595

Commodity	2016/17	
	Budget	Actual
Electricity	\$ 8,164,700	\$ 8,892,776
Gas	\$ 2,891,800	\$ 2,726,342
Total	\$ 11,056,500	\$ 11,619,118

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT
ENERGY UPDATE
PHOTOVOLTAIC GENERATION AND REVENUES (LIFETIME)***

	kWh Production	Revenue
Blair Road P.S.	62,002	\$ 49,726
Forest Glen P.S	72,436	\$ 58,094
Forest Heights C.I.	62,853	\$ 50,408
Lincoln Heights P.S.	74,581	\$ 59,814
Waterloo C.I.	<u>76,287</u>	<u>\$ 61,182</u>
Total	348,159	\$ 279,224

Notes:

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

Links to websites are as follows:

Blair Road P.S.	http://www.cachelan.com/green/solarVuLive.php?ac=blairrdps&dr=dakon
Forest Glen P.S.	http://www.cachelan.com/green/solarVu.php?ac=forestglenps
Forest Heights C.I.	http://www.foresthtsc.solarvu.net/green/solarVu.php?ac=foresthtsc
Lincoln Heights P.S.	http://lincolnhgtsp.solarvu.net/green/solarVuLive.php?ac=lincolnhgtsp&dr=dakon
Waterloo C.I.	http://www.waterlooci.solarvu.net/green/solarVu.php?ac=waterlooci

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT
ENERGY UPDATE
ENERGY REBATES REINVESTMENTS**

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, Cafeterium, 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.

The Association's five proposed 2018-19 multi-year strategic priorities are:

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.

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).

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.

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.

Education Funding

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

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

- Work to support equitable and diverse learning opportunities for all students in our member school boards
- Build on progress achieved for differentiated resourcing, programming and services to support students, especially in northern school boards, rural and remote areas
- Continue to provide input and feedback to the Ministry of Education regarding the content, measurement and implementation of the Ministry's Well-Being Strategy
- Monitor and promote increased opportunities, supports and coordinated services for students with developmental disabilities and special needs with a focus on early intervention to maximize learning outcomes for students
- Monitor the implementation of the pending federal legalization of cannabis and its implications for school boards through 2020
- Continue to advocate for teacher training and professional development that meets the learning needs of students, and reflects the diverse nature of Ontario, including its Indigenous Peoples
- Advocate for technological programs and skilled trades as viable student options, and for support for individuals working in the trades to become teachers
- Advocate for a graduation diploma or equivalent that has value for students no matter what program pathway they choose, including directly into the world of work
- Continue to support environmental sustainability practices in curriculum and capital planning
- Advocate for a comprehensive government review of the current delivery of French as a Second Language

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.