

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 Ardelet Avenue, Kitchener, Ontario, on **Monday, May 13, 2019, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Policy and Governance

01	Review of Board Policy G201 - Trustee Code of Conduct	Chairperson
29	Review of Board Policy 1002 - Occupational Health and Safety	M. Weinert
31	Review of Board Policy 1004 - Harassment	M. Weinert
35	Review of Board Policy 1009 - Violence in the Workplace	M. Weinert
39	Review of Board Policy 6012 - Prevention and Response to Student Concussions	A. Mercier
45	Review of Board Policy 5001 - Appointment of Principals and Vice-Principals	S. Lomax

Reports

47	Accommodation Planning 2019-2020	M. Gerard / L. Agar
60	Community Planning and Facilities Partnership Opportunities	M. Gerard / I. Gaudet
64	Energy and Greenhouse Gas (GHG) Emissions Update	M. Gerard / I. Gaudet
82	OPSBA 2019 Annual General Meeting - Trustee Confirmations or Appointments	Chairperson
85	Ad Hoc Board of Trustees Self-Evaluation Tool Committee	Trustee K. Smith
94	Motion: 2019-2020 Education Funding	Trustee J. Weston

Board Reports

Question Period (10 minutes)

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

Adjournment

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



TRUSTEE CODE OF CONDUCT

Legal References:	<i>Education Act: 2009, Sections 209(1); 218.1-218.3; Municipal Freedom of Information and Protection of Privacy Act. Municipal Conflict of Interest Act</i>
Related References:	Bill 177
Effective Date:	October 29, 2012
Revisions:	November 20, 2017
Reviewed:	February 12, 2018, May 13, 2019

Purpose

A trustee holds an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

A Code of Conduct contributes to confidence in public education and respect for the integrity of trustees in the community. It deals with acceptable and respectful behaviours.

Trustees are responsible for upholding our Commitments and the Strategic Priorities and Outcomes of the Waterloo Region District School Board.

Application

This Code of Conduct and the enforcement procedures apply to all trustees of the Board, including the Chairperson of the Board of the Board.

Definitions

In this policy,

Board means the Board of Trustees of the Waterloo Region District School Board.

Decorum means conducting oneself in a dignified manner and observing the requirements of polite society.

Detriment pertains to loss, damage or financial disadvantage to the assets of the Waterloo Region District School Board

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Fiduciary duty means legal responsibility for what belongs to another, that is, trusteeship.

Formal Review Inquiry means the process whereby a written, signed complaint of an alleged breach is formally investigated and a written report has been provided to the Board.

In Camera Meeting under the *Education Act* provides that a meeting of the board may be closed to the public and the media when matters for discussion involve: the security of the property of the board; the disclosure of intimate, personal or financial information in respect of a board member or committee, an employee, or prospective employee of the board, or a pupil or their parent or guardian; the acquisition or disposal of a school site; decision in respect of negotiations with employees of the board; or litigation affecting the board.

Informal Review Process means the process whereby the Chairperson of the Board of the Board (or designate) meets with a trustee informally, and in private, to discuss an alleged breach and any remedial measures to correct the offending behaviour.

Procedural Fairness means a dispute resolution concept which provides a fair process in resolving disputes. The concept requires transparency, equal communication and fairness in allocation of resources used to resolve the dispute. Also called procedural justice.

Respect means honouring oneself and others through words and actions, supporting diversity of beliefs, and treating the world and everything in it with dignity.

Stakeholders includes students/parents/guardians/caregivers/staff or community members.

Trustee means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*,

CODE OF CONDUCT

Integrity and Dignity of Office

1. Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
2. Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. Trustees shall be aware that as leaders of the Board, they must uphold the dignity of the office and conduct themselves in a professional manner when acting in the capacity of trustee.
4. Trustees shall ensure that their public comments are issue-based and not personal, demeaning or disparaging with regard to fellow trustees, stakeholders or the Board as a whole.
5. Trustees shall endeavour to participate in ongoing trustee professional development opportunities to enhance their ability to fulfill their obligations.

Avoidance of personal advantage and conflict of interest

6. No trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the trustee when performing their duties to the Board unless permitted by the following exceptions:
 - i. The gift is received as an incident of protocol, custom or social obligation that normally accompany the responsibility of the office of trustee; and
 - ii. The gift is received as a suitable memento of a function honoring the trustee.
7. A trustee shall not use their office to advance the trustee's interests or the interests of any family member or person or organization with whom or with which the trustee is related or associated.
8. No trustee shall use their office to obtain employment with the WRDSB for the trustee or a family member.

Compliance with Legislation

9. A trustee shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
10. Every trustee shall uphold the letter and spirit of this Code of Conduct.
11. Each trustee shall abide by Section 209(1), Declaration in the *Education Act* made upon the office of a trustee.
 - 11.1 Declaration 209(1)
Except as provided in subsection (2), every person elected or appointed to a board, on or before the day fixed for the first meeting of the new board, or on or before the day of the first meeting that the person attends, shall make and subscribe the following declaration in English or French before the secretary of the board or before any person authorized to administer an oath or affirmation and in default the person shall be deemed to have resigned:
 - 11.2 I solemnly declare that I am not disqualified under any Act from being a member of The Waterloo Region District School Board.
 - 11.3 I solemnly declare that I will truly, faithfully, impartially and to the best of my ability execute the office of board member, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the *Municipal Conflict of Interest Act*, *Education Act* R.S.O. 1990, c.E.2, s.209(1); 1997, c.31, s.108(1); 2009, c.25, s.23(1).
12. Trustees shall understand and comply with the roles and duties of individual trustees, the Board of Trustees, senior staff, the Director of Education and the Chairperson of the Board of the Board as outlined in the *Education Act*, the Waterloo Region District School Board policies, procedures, Communications Protocol and Board Bylaws.

Civil Behaviour

13. No trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.
14. A trustee of the Board shall not advance allegations of misconduct and/or a breach of this code of conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another trustee, a staff member, or the Board as a whole.
15. When expressing individual views, trustees shall respect the differing points of view of other trustees on the Board, staff, students and stakeholders.
16. Trustees shall at all times act with dignity and decorum and shall be respectful of other trustees of the Board, staff, students and stakeholders.
17. All trustees of the Board shall endeavour to work with other trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Respect for Confidentiality

18. Every trustee shall keep confidential any information disclosed or discussed at any In Camera meeting of the Board, in accordance with Section 207(2), of the *Education Act*, Closing of Certain Committee Meetings, and keep confidential the substance of deliberations of a private meeting, unless required to divulge such information by law or authorized by the Board to do so.
19. No trustee shall use confidential information for personal gain, to the detriment of the Board, or in a manner that undermines confidence in public education.
20. Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so.
21. A trustee shall ensure that personal information of an individual is not collected, used or disclosed by them except in accordance with the *Municipal Freedom of information and Protection of Privacy Act*.

This includes ensuring that mobile devices are password protected and encrypted, information is protected on shared computers, physical documents are kept in locked cabinets and are shredded when no longer required.

Upholding decisions

22. All trustees shall accept that, they have no individual authority as a trustee other than that delegated by the Board.
23. Each trustee shall uphold the implementation of any Board resolution after it is passed by the Board, in accordance with Section 218(1), of the *Education Act*, Duties of Board Members. A proper motion for reconsideration, if permitted by the Board's Operational By-Law, may be requested by a trustee.

24. A trustee must be able to explain the rationale for a resolution passed by the Board. A trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
25. Each trustee must be familiar with and comply with all Board policies, procedures, Board Bylaws, and *Roberts Rules of Order* (as amended/revised from time to time).
26. The Chairperson of the Board of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee shall speak on behalf of the Board unless expressly authorized by the Chairperson of the Board or Board of Trustees to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

Enforcement of the Code

Identifying a Breach of the Code

27. A trustee who has reasonable grounds to believe that another trustee has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chairperson of the Board. If the breach pertains directly to the Chairperson of the Board, the allegation should be brought forward through the Vice-Chairperson of the Board.**
28. Any allegation of a breach of the Code of Conduct must be brought to the attention of the Chairperson of the Board no later than six (6) weeks after the breach comes to the knowledge of the trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code of Conduct be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.
29. Any allegation of a breach of the Code of Conduct shall be investigated following the *Informal or Formal Complaint Process* (outlined below), as the case may be.**
30. It is expected that whenever possible, allegations of a breach of the Code of Conduct by a trustee shall be investigated following the informal complaint process. It is recognized that from time to time a contravention of the Code of Conduct may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a trustee to a breach of the Code of Conduct is to assist the trustee in understanding his or her obligations under the Code, and the *Education Act*, and other relevant legislation. Only serious and/or reoccurring breaches of the Code of Conduct by a trustee should be investigated following the *Formal Complaint Process*.**

Chairperson of the Board or Presiding Officer

31. The Code of Conduct applies equally to the Chairperson of the Board of the Board. In the case of an allegation of a breach of the Code by the Chairperson of the Board, wherever a process requires action by the Chairperson of the Board, it shall be modified to read the Vice-Chairperson of the Board.**
32. Each year at the December Board Meeting, two alternate trustees shall be elected by the Board in the same manner that committee assignments are chosen to carry out any of the duties required under this code of conduct. In no circumstance shall the trustee who is party to the complaint of a breach of the code of conduct, be involved in the inquiry into the complaint.**

33. The Chairperson of the Board or the Presiding Officer must have the ability to control any meeting of the Board or its committees. Any trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code of Conduct. Nothing in this Code of Conduct prevents the Chairperson of the Board or the Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to Section 207(3) of the *Education Act*, Exclusions of Persons, “to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting”. For greater certainty, this may be done at the sole discretion of the Chairperson of the Board or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting.
34. The Chairperson of the Board or the Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every trustee’s opinion or views.
35. The Chairperson of the Board or the Presiding Officer shall follow the rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or Bylaw of the Board. A breach of a rule of order should be dealt with at the meeting in question by a trustee rising to a point of order or appealing a ruling of the Chairperson of the Board in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chairperson of the Board or the Presiding Officer.

Informal Complaint Procedure

36. The Chairperson of the Board, on their own initiative, or at the request of a trustee (without the necessity of providing a formal written complaint) who alleges a breach of the Code of Conduct has occurred, may meet informally with a trustee who is alleged to have breached the Code of Conduct, to discuss the breach.
37. The purpose of the meeting is to bring the allegation of the breach to the attention of the trustee and to discuss remedial measures to correct the offending behaviour. The informal complaint process is conducted in private.
38. The remedial measures may include, for example, a warning, an apology, an agreed-upon consequence, and/or the requirement of the trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*. If the Chairperson of the Board and the trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the trustee alleged to have breached this code and that complaint will be dealt with in accordance with the formal complaint process.

Formal Complaint Procedure

39. A trustee who has reasonable grounds to believe that another trustee has breached the Board’s Code of Conduct may bring the breach to the attention of the Board by first providing to the Chairperson of the Board, a written, signed complaint setting out the following:**
 - (i) the name of the trustee who is alleged to have breached the Code of Conduct;**
 - (ii) the alleged breach or breaches of the Code of Conduct;**
 - (iii) information as to when the breach came to the trustee’s attention;**
 - (iv) the grounds for the belief of the trustee that a breach of the Code of Conduct has occurred; and**

- (v) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.**

If a written complaint is filed with the Chairperson of the Board, then a formal inquiry shall be undertaken unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the informal complaint process.**

- 40. In an election year for trustees, a Code of Conduct complaint regarding a trustee who is seeking re-election shall not be processed during the period commencing two months prior to Election Day and ending after the first Board Meeting after the new term of office of the Board commences. If the trustee accused of a breach of the Code of Conduct is not re-elected, no inquiry into the alleged breach by that trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.
- 41. The Chairperson of the Board of the Board shall first notify the trustee of the alleged complaint within three (3) working days after receiving the written complaint.**
- 42. The Chairperson of the Board of the Board shall provide, to all trustees, a confidential copy of the complaint within ten (10) days of receiving it. All materials regarding the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the trustee has breached this Code.**

Refusal to Conduct Formal Inquiry

- 43. If the Chairperson of the Board and Vice-Chairperson of the Board are of the opinion that the formal complaint is out of time, or that there are no grounds or insufficient grounds for a formal inquiry, a formal inquiry shall not be conducted and a confidential report stating the reasons for not doing so shall be provided to all trustees.**
- 44. If the Chairperson of the Board and Vice-Chairperson of the Board cannot agree on the above then a full formal inquiry shall be conducted.**
- 45. If an allegation of a breach of the Code of Conduct appears directly related to non-compliance with a more specific Board policy with a separate complaint procedure, the allegation shall be processed under that policy or procedure.**

Steps of Formal Review Inquiry

- 46. If a formal review inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by the Chairperson of the Board and Vice-Chairperson of the Board, if appropriate, or any two of the Chairperson of the Board, Vice-Chairperson of the Board and the alternate trustees selected by the Board (under Section 32 of this Code) who are not party to the complaint, or an outside consultant recommended by the Code of Conduct committee and approved by resolution of the Board.**

47. Regardless of who undertakes the inquiry the following steps shall be followed.**
48. The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.**
49. Procedural fairness shall govern the formal review inquiry. The formal inquiry will be conducted in private.**
50. The formal review inquiry may involve both written and oral statements by any witnesses, the trustee bringing the complaint and the trustee who is alleged to have breached the code of conduct. Witnesses will review and verify their statements prior to inclusion in the final report.**
51. The trustee who is alleged to have breached the code of conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal review inquiry and in writing.**
52. It is expected that the formal review inquiry will be conducted within a reasonable period of time, which will depend on the circumstances of the case. The trustee who is alleged to have breached the code of conduct shall provide a written response to the allegations within ten (10) days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.**
53. If the trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal review inquiry, the process will continue in his or her absence.**
54. Once the formal review inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of the facts to the trustee who is alleged to have breached the Code of Conduct and the trustee who brought the complaint for their written comment to the investigator.**
55. The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two trustees shall have ten (10) days, or such reasonable period of time as deemed appropriate by the investigators, from the receipt of the draft report to provide a written response.**
56. The final report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.
57. If the Chairperson of the Board and Vice-Chairperson of the Board (or, if required, the alternate trustees appointed by the Board) when conducting the formal review inquiry cannot agree on the final finding of facts, it shall be referred to an outside investigator to complete the informal inquiry.**

Suspension of Formal Review Inquiry

58. If the investigators, when conducting the formal review inquiry, discover that the subject matter of the formal review inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal review inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.**

59. If the complainant and respondent wish to further explore the option of resolving the matter through alternative means, the formal review inquiry shall be suspended. The Chairperson of the Board will be advised. Possible resolution methods with the complainant and/or respondent will be explored to determine the course of action. If the parties were not successful in reaching a satisfactory resolution, the formal investigation will resume at the point where the investigation was suspended.**

Decision

60. The final report shall be delivered to the Board of Trustees for a decision as to whether or not the Code of Conduct has been breached. A sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.
61. Trustees shall consider only the findings in the final report when voting on the decision and sanction. If a trustee chooses to undertake their own investigation it would be considered a breach of the Code of Conduct by the trustee who undertakes their own investigation.**
62. If the Board of Trustees determines that there has been no breach of the Code of Conduct or that a contravention occurred although the trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial or committed through inadvertence or an error of judgment made in good faith, no sanction shall be imposed.
63. The determination of both a breach of the Code of Conduct and also the imposition of a sanction with respect to a complaint investigated in accordance with the formal complaint process must be done by formal resolution(s) of the Board at a meeting of the Board, and the vote on the resolution(s) shall be open to the public. The resolution(s) shall be recorded in the minutes of the meeting. Both resolutions pertaining to a breach of the Code and any related decision regarding a specific sanction shall be decided by a vote of at least two-thirds of the trustees of the Board present and voting.**
64. Despite Section 207 (1) of the *Education Act*, Open Meetings of the Board, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e), Closing of Certain Committee Meetings, specifically:
- (a) the security of the property of the board;
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - (c) the acquisition or disposal of a school site;
 - (d) decisions in respect of negotiations with employees of the board; or
 - (e) litigation affecting the board.

65. The trustee who is alleged to have breached the Code of Conduct:
- (a) may be present during the deliberations;
 - (b) shall not participate in the deliberations;
 - (c) shall not be required to answer any questions at that meeting; and
 - (d) shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.
 - (e) shall not after the final report is completed, influence the vote on the decision of the breach or sanction.
66. The trustee who filed the complaint may **not** vote on the resolution to determine whether or not there is a breach and/or the imposition of a sanction. **

Sanctions

67. If the Board determines that the trustee has breached the Board's Code of Conduct, one or more of the following sanctions may be imposed:
- (a) censure of the trustee;
 - (b) barring the trustee from attending all or part of a meeting of the Board or committee meeting;
 - (c) barring the trustee from sitting on one or more committees of the Board, for the period of time specified by the Board, not to exceed six months; and/or
 - (d) restrictions on the rights of the trustee to attend in camera meetings or receive in camera materials.
68. The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the trustee successfully complete specified professional development at the expense of the Board.
69. The Board has no power to declare the trustee's seat vacant.
70. A trustee who is barred from attending all or part of a meeting of the Board or committee meeting is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
71. The imposition of a sanction barring a trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the trustee to be absent from the meeting and therefore, not in violation of the *Education Act* regarding absences from meetings, Section 228 (1) (b).

Reconsideration

72. If the Board determines that a trustee has breached the Board's Code of Conduct the Board shall,

- (a) give the trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board; and
 - (b) the notice shall inform the trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice has been received by the trustee; and
 - (c) consider any submissions made by the trustee and shall confirm or revoke the determination or sanction within fourteen (14) days after the submissions are received.
73. If the Board revokes a determination, any sanction imposed by the Board is revoked.
74. If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
75. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
76. The Board's decision to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two-thirds of the trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary, or revoke a sanction. The respondent and complainant shall not vote on those resolutions.**
77. The trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
78. If appropriate, the original sanction may be stayed pending reconsideration by the Board of the determination or sanction.

Administrative Matters

80. The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*. No formal trial-type hearing will be conducted.
81. Nothing in this Code of Conduct prevents a trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that *Act*.

**** Note: If the Board of Trustees choose to move to the use of a third party investigator or an Integrity Commissioner, the sections of this policy marked with an ** will require additional amendment.**

WATERLOO REGION DISTRICT SCHOOL BOARD

Trustee Code of Conduct

ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by the Waterloo Region District School Board Trustee Code of Conduct and the enforcement processes.

DATE: _____

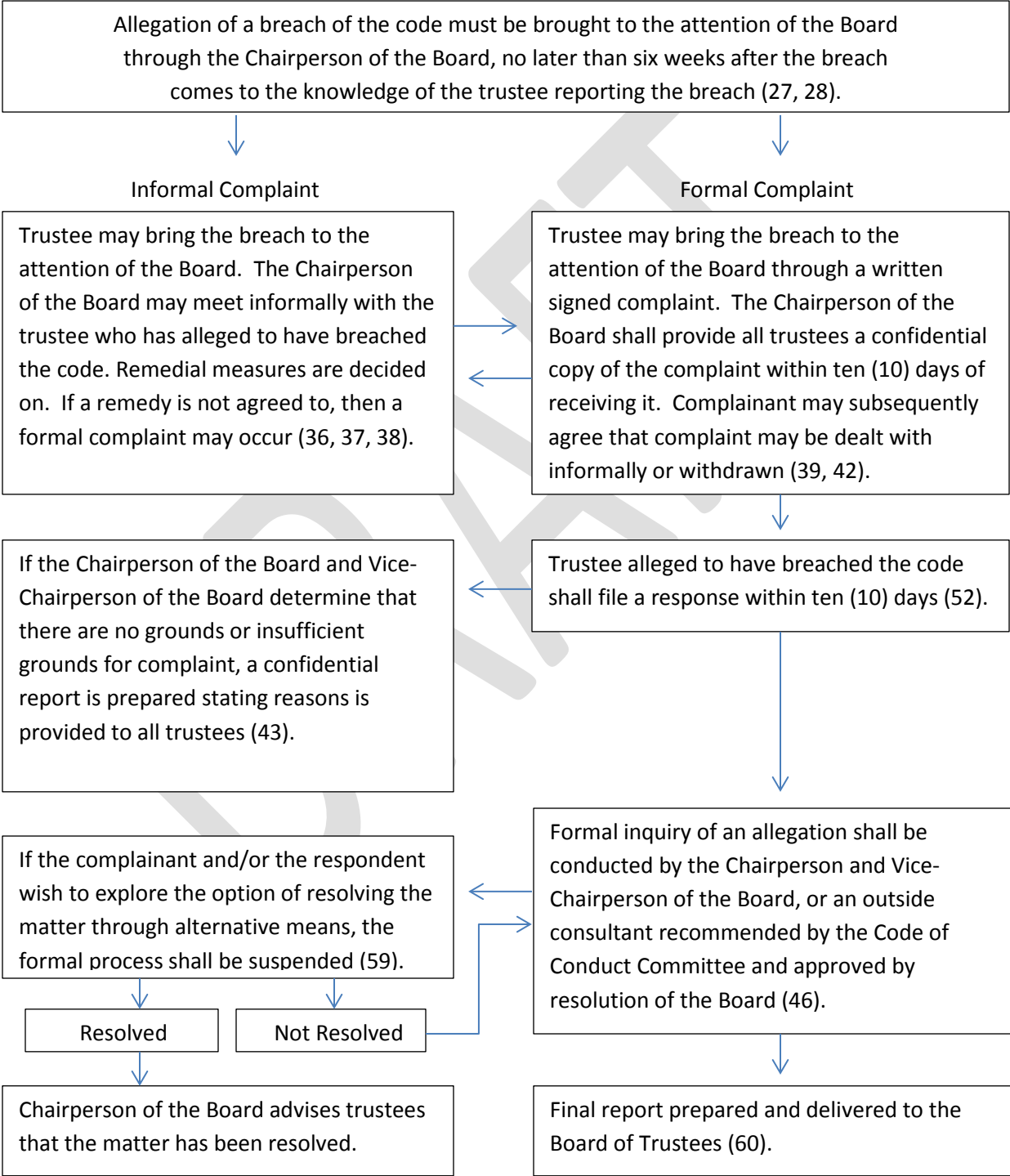
Please Print Name: _____

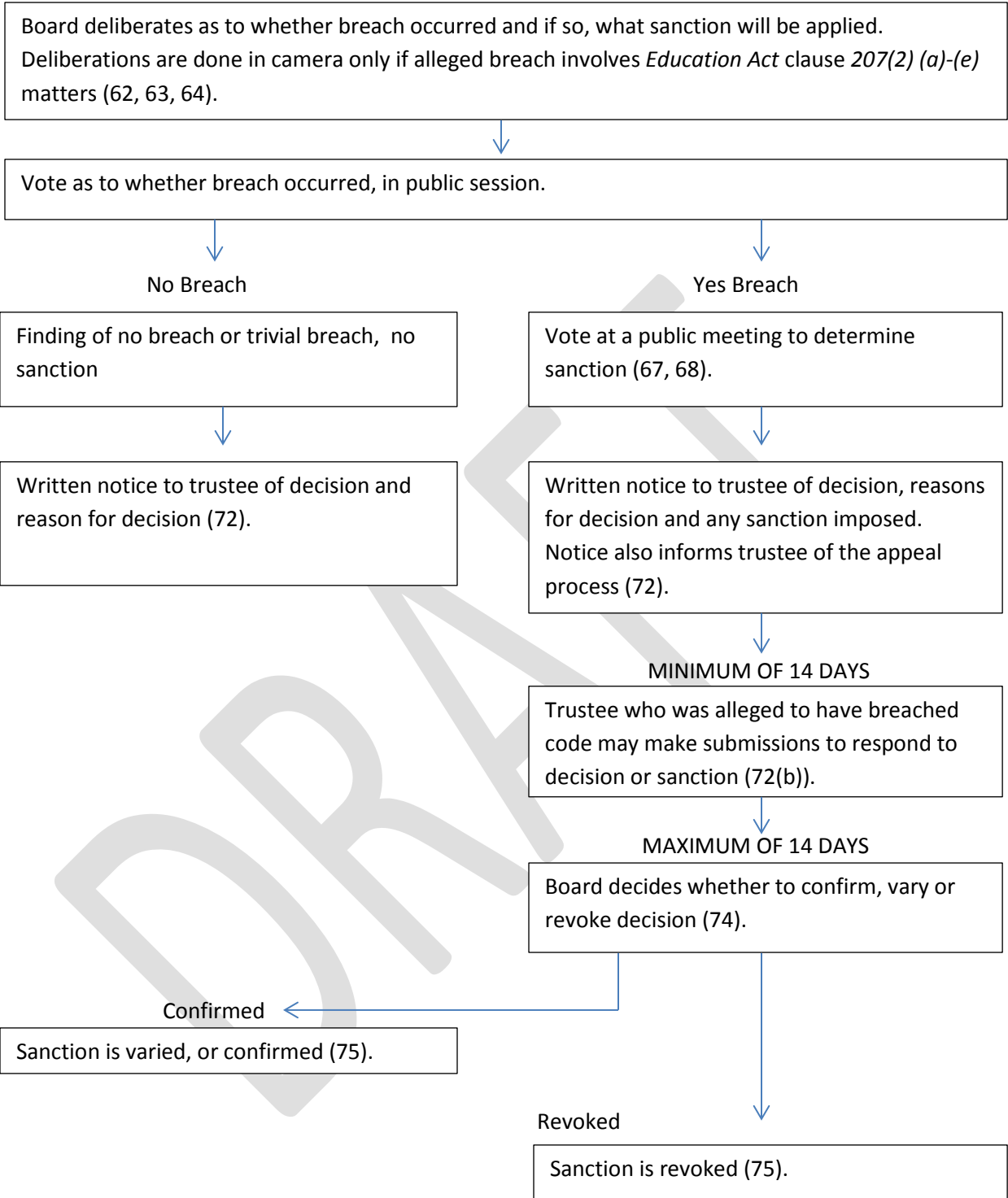
SIGNATURE: _____ **WITNESS:** _____

Appendix A

This flow chart is intended only as a general overview of the provisions of the attached policy. If there is any conflict between this flowchart and the policy, the wording in the policy prevails.

Trustee Code of Conduct Process







Waterloo Region
District School Board

Board Policy G201

TRUSTEE CODE OF CONDUCT

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5. Trustees shall endeavour to participate in ongoing trustee professional development opportunities to enhance their ability to fulfill their obligations.

Avoidance of personal advantage and conflict of interest

6. No trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the trustee when performing their duties to the Board unless permitted by the following exceptions:
 - i. The gift is received as an incident of protocol, custom or social obligation that normally accompany the responsibility of the office of trustee; and
 - ii. The gift is received as a suitable memento of a function honoring the trustee.
7. A trustee shall not use their office to advance the trustee's interests or the interests of any family member or person or organization with whom or with which the trustee is related or associated.
8. No trustee shall use their office to obtain employment with the WRDSB for the trustee or a family member.

Compliance with Legislation

9. A trustee shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
10. Every trustee shall uphold the letter and spirit of this Code of Conduct.
11. Each trustee shall abide by Section 209(1), Declaration in the *Education Act* made upon the office of a trustee.
 - 11.1 Declaration 209(1)
Except as provided in subsection (2), every person elected or appointed to a board, on or before the day fixed for the first meeting of the new board, or on or before the day of the first meeting that the person attends, shall make and subscribe the following declaration in English or French before the secretary of the board or before any person authorized to administer an oath or affirmation and in default the person shall be deemed to have resigned:
 - 11.2 I solemnly declare that I am not disqualified under any Act from being a member of The Waterloo Region District School Board.
 - 11.3 I solemnly declare that I will truly, faithfully, impartially and to the best of my ability execute the office of board member, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the *Municipal Conflict of Interest Act*, *Education Act* R.S.O. 1990, c.E.2, s.209(1); 1997, c.31, s.108(1); 2009, c.25, s.23(1).
12. Trustees shall understand and comply with the roles and duties of individual trustees, the Board of Trustees, senior staff, the Director of Education and the Chairperson of the Board of the Board as outlined in the *Education Act*, the Waterloo Region District School Board policies, procedures, Communications Protocol and Board Bylaws.

Civil Behaviour

13. No trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.
14. A trustee of the Board shall not advance allegations of misconduct and/or a breach of this code of conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another trustee, a staff member, or the Board as a whole.
15. When expressing individual views, trustees shall respect the differing points of view of other trustees on the Board, staff, students and stakeholders.
16. Trustees shall at all times act with dignity and decorum and shall be respectful of other trustees of the Board, staff, students and stakeholders.
17. All trustees of the Board shall endeavour to work with other trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Respect for Confidentiality

18. Every trustee shall keep confidential any information disclosed or discussed at any In Camera meeting of the Board, in accordance with Section 207(2), of the *Education Act*, Closing of Certain Committee Meetings, and keep confidential the substance of deliberations of a private meeting, unless required to divulge such information by law or authorized by the Board to do so.
19. No trustee shall use confidential information for personal gain, to the detriment of the Board, or in a manner that undermines confidence in public education.
20. Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so.
21. A trustee shall ensure that personal information of an individual is not collected, used or disclosed by them except in accordance with the *Municipal Freedom of information and Protection of Privacy Act*.

This includes ensuring that mobile devices are password protected and encrypted, information is protected on shared computers, physical documents are kept in locked cabinets and are shredded when no longer required.

Upholding decisions

22. All trustees shall accept that, they have no individual authority as a trustee other than that delegated by the Board.
23. Each trustee shall uphold the implementation of any Board resolution after it is passed by the Board, in accordance with Section 218(1), of the *Education Act*, Duties of Board Members. A proper motion for reconsideration, if permitted by the Board's Operational By-Law, may be requested by a trustee.

24. A trustee must be able to explain the rationale for a resolution passed by the Board. A trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
25. Each trustee must be familiar with and comply with all Board policies, procedures, Board Bylaws, and *Roberts Rules of Order* (as amended/revised from time to time).
26. The Chairperson of the Board of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee shall speak on behalf of the Board unless expressly authorized by the Chairperson of the Board or Board of Trustees to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

Enforcement of the Code

Identifying a Breach of the Code

27. A trustee who has reasonable grounds to believe that another trustee has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chairperson of the Board. If the breach pertains directly to the Chairperson of the Board, the allegation should be brought forward through the Vice-Chairperson of the Board.**
28. Any allegation of a breach of the Code of Conduct must be brought to the attention of the Chairperson of the Board no later than six (6) weeks after the breach comes to the knowledge of the trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code of Conduct be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.
29. Any allegation of a breach of the Code of Conduct shall be investigated following the *Informal or Formal Complaint Process* (outlined below), as the case may be.**
30. It is expected that whenever possible, allegations of a breach of the Code of Conduct by a trustee shall be investigated following the informal complaint process. It is recognized that from time to time a contravention of the Code of Conduct may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a trustee to a breach of the Code of Conduct is to assist the trustee in understanding his or her obligations under the Code, and the *Education Act*, and other relevant legislation. Only serious and/or reoccurring breaches of the Code of Conduct by a trustee should be investigated following the *Formal Complaint Process*.**

Chairperson of the Board or Presiding Officer

31. The Code of Conduct applies equally to the Chairperson of the Board of the Board. In the case of an allegation of a breach of the Code by the Chairperson of the Board, wherever a process requires action by the Chairperson of the Board, it shall be modified to read the Vice-Chairperson of the Board.**
32. Each year at the December Board Meeting, two alternate trustees shall be elected by the Board in the same manner that committee assignments are chosen to carry out any of the duties required under this code of conduct. In no circumstance shall the trustee who is party to the complaint of a breach of the code of conduct, be involved in the inquiry into the complaint.**

33. The Chairperson of the Board or the Presiding Officer must have the ability to control any meeting of the Board or its committees. Any trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code of Conduct. Nothing in this Code of Conduct prevents the Chairperson of the Board or the Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to Section 207(3) of the *Education Act*, Exclusions of Persons, “to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting”. For greater certainty, this may be done at the sole discretion of the Chairperson of the Board or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting.
34. The Chairperson of the Board or the Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every trustee’s opinion or views.
35. The Chairperson of the Board or the Presiding Officer shall follow the rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or Bylaw of the Board. A breach of a rule of order should be dealt with at the meeting in question by a trustee rising to a point of order or appealing a ruling of the Chairperson of the Board in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chairperson of the Board or the Presiding Officer.

Informal Complaint Procedure

36. The Chairperson of the Board, on their own initiative, or at the request of a trustee (without the necessity of providing a formal written complaint) who alleges a breach of the Code of Conduct has occurred, may meet informally with a trustee who is alleged to have breached the Code of Conduct, to discuss the breach.
37. The purpose of the meeting is to bring the allegation of the breach to the attention of the trustee and to discuss remedial measures to correct the offending behaviour. The informal complaint process is conducted in private.
38. The remedial measures may include, for example, a warning, an apology, an agreed-upon consequence, and/or the requirement of the trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*. If the Chairperson of the Board and the trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the trustee alleged to have breached this code and that complaint will be dealt with in accordance with the formal complaint process.

Formal Complaint Procedure

39. A trustee who has reasonable grounds to believe that another trustee has breached the Board’s Code of Conduct may bring the breach to the attention of the Board by first providing to the Chairperson of the Board, a written, signed complaint setting out the following:**
 - (i) the name of the trustee who is alleged to have breached the Code of Conduct;**
 - (ii) the alleged breach or breaches of the Code of Conduct;**
 - (iii) information as to when the breach came to the trustee’s attention;**
 - (iv) the grounds for the belief of the trustee that a breach of the Code of Conduct has occurred; and**

- (v) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.**

If a written complaint is filed with the Chairperson of the Board, then a formal inquiry shall be undertaken unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the informal complaint process.**

- 40. In an election year for trustees, a Code of Conduct complaint regarding a trustee who is seeking re-election shall not be processed during the period commencing two months prior to Election Day and ending after the first Board Meeting after the new term of office of the Board commences. If the trustee accused of a breach of the Code of Conduct is not re-elected, no inquiry into the alleged breach by that trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.
- 41. The Chairperson of the Board of the Board shall first notify the trustee of the alleged complaint within three (3) working days after receiving the written complaint.**
- 42. The Chairperson of the Board of the Board shall provide, to all trustees, a confidential copy of the complaint within ten (10) days of receiving it. All materials regarding the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the trustee has breached this Code.**

Refusal to Conduct Formal Inquiry

- 43. If the Chairperson of the Board and Vice-Chairperson of the Board are of the opinion that the formal complaint is out of time, or that there are no grounds or insufficient grounds for a formal inquiry, a formal inquiry shall not be conducted and a confidential report stating the reasons for not doing so shall be provided to all trustees.**
- 44. If the Chairperson of the Board and Vice-Chairperson of the Board cannot agree on the above then a full formal inquiry shall be conducted.**
- 45. If an allegation of a breach of the Code of Conduct appears directly related to non-compliance with a more specific Board policy with a separate complaint procedure, the allegation shall be processed under that policy or procedure.**

Steps of Formal Review Inquiry

- 46. If a formal review inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by the Chairperson of the Board and Vice-Chairperson of the Board, if appropriate, or any two of the Chairperson of the Board, Vice-Chairperson of the Board and the alternate trustees selected by the Board (under Section 32 of this Code) who are not party to the complaint, or an outside consultant recommended by the Code of Conduct committee and approved by resolution of the Board.**

47. Regardless of who undertakes the inquiry the following steps shall be followed.**
48. The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.**
49. Procedural fairness shall govern the formal review inquiry. The formal inquiry will be conducted in private.**
50. The formal review inquiry may involve both written and oral statements by any witnesses, the trustee bringing the complaint and the trustee who is alleged to have breached the code of conduct. Witnesses will review and verify their statements prior to inclusion in the final report.**
51. The trustee who is alleged to have breached the code of conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal review inquiry and in writing.**
52. It is expected that the formal review inquiry will be conducted within a reasonable period of time, which will depend on the circumstances of the case. The trustee who is alleged to have breached the code of conduct shall provide a written response to the allegations within ten (10) days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.**
53. If the trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal review inquiry, the process will continue in his or her absence.**
54. Once the formal review inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of the facts to the trustee who is alleged to have breached the Code of Conduct and the trustee who brought the complaint for their written comment to the investigator.**
55. The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two trustees shall have ten (10) days, or such reasonable period of time as deemed appropriate by the investigators, from the receipt of the draft report to provide a written response.**
56. The final report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.
57. If the Chairperson of the Board and Vice-Chairperson of the Board (or, if required, the alternate trustees appointed by the Board) when conducting the formal review inquiry cannot agree on the final finding of facts, it shall be referred to an outside investigator to complete the informal inquiry.**

Suspension of Formal Review Inquiry

58. If the investigators, when conducting the formal review inquiry, discover that the subject matter of the formal review inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal review inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.**

59. If the complainant and respondent wish to further explore the option of resolving the matter through alternative means, the formal review inquiry shall be suspended. The Chairperson of the Board will be advised. Possible resolution methods with the complainant and/or respondent will be explored to determine the course of action. If the parties were not successful in reaching a satisfactory resolution, the formal investigation will resume at the point where the investigation was suspended.**

Decision

60. The final report shall be delivered to the Board of Trustees for a decision as to whether or not the Code of Conduct has been breached. A sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.
61. Trustees shall consider only the findings in the final report when voting on the decision and sanction. If a trustee chooses to undertake their own investigation it would be considered a breach of the Code of Conduct by the trustee who undertakes their own investigation.**
62. If the Board of Trustees determines that there has been no breach of the Code of Conduct or that a contravention occurred although the trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial or committed through inadvertence or an error of judgment made in good faith, no sanction shall be imposed.
63. The determination of both a breach of the Code of Conduct and also the imposition of a sanction with respect to a complaint investigated in accordance with the formal complaint process must be done by formal resolution(s) of the Board at a meeting of the Board, and the vote on the resolution(s) shall be open to the public. The resolution(s) shall be recorded in the minutes of the meeting. Both resolutions pertaining to a breach of the Code and any related decision regarding a specific sanction shall be decided by a vote of at least two-thirds of the trustees of the Board present and voting.**
64. Despite Section 207 (1) of the *Education Act*, Open Meetings of the Board, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e), Closing of Certain Committee Meetings, specifically:
- (a) the security of the property of the board;
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - (c) the acquisition or disposal of a school site;
 - (d) decisions in respect of negotiations with employees of the board; or
 - (e) litigation affecting the board.

65. The trustee who is alleged to have breached the Code of Conduct:
- (a) may be present during the deliberations;
 - (b) shall not participate in the deliberations;
 - (c) shall not be required to answer any questions at that meeting; and
 - (d) shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.
 - (e) shall not after the final report is completed, influence the vote on the decision of the breach or sanction.
66. The trustee who filed the complaint may **not** vote on the resolution to determine whether or not there is a breach and/or the imposition of a sanction. **

Sanctions

67. If the Board determines that the trustee has breached the Board's Code of Conduct, one or more of the following sanctions may be imposed:
- (a) censure of the trustee;
 - (b) barring the trustee from attending all or part of a meeting of the Board or committee meeting;
 - (c) barring the trustee from sitting on one or more committees of the Board, for the period of time specified by the Board, not to exceed six months; and/or
 - (d) restrictions on the rights of the trustee to attend in camera meetings or receive in camera materials.
68. The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the trustee successfully complete specified professional development at the expense of the Board.
69. The Board has no power to declare the trustee's seat vacant.
70. A trustee who is barred from attending all or part of a meeting of the Board or committee meeting is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
71. The imposition of a sanction barring a trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the trustee to be absent from the meeting and therefore, not in violation of the *Education Act* regarding absences from meetings, Section 228 (1) (b).

Reconsideration

72. If the Board determines that a trustee has breached the Board's Code of Conduct the Board shall,

- (a) give the trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board; and
 - (b) the notice shall inform the trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice has been received by the trustee; and
 - (c) consider any submissions made by the trustee and shall confirm or revoke the determination or sanction within fourteen (14) days after the submissions are received.
73. If the Board revokes a determination, any sanction imposed by the Board is revoked.
74. If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
75. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
76. The Board's decision to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two-thirds of the trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary, or revoke a sanction. The respondent and complainant shall not vote on those resolutions.**
77. The trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
78. If appropriate, the original sanction may be stayed pending reconsideration by the Board of the determination or sanction.

Administrative Matters

80. The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*. No formal trial-type hearing will be conducted.
81. Nothing in this Code of Conduct prevents a trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that *Act*.

** Note: If the Board of Trustees choose to move to the use of a third party investigator or an Integrity Commissioner, the sections of this policy marked with an ** will require additional amendment.

WATERLOO REGION DISTRICT SCHOOL BOARD

Trustee Code of Conduct

ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by the Waterloo Region District School Board Trustee Code of Conduct and the enforcement processes.

DATE: _____

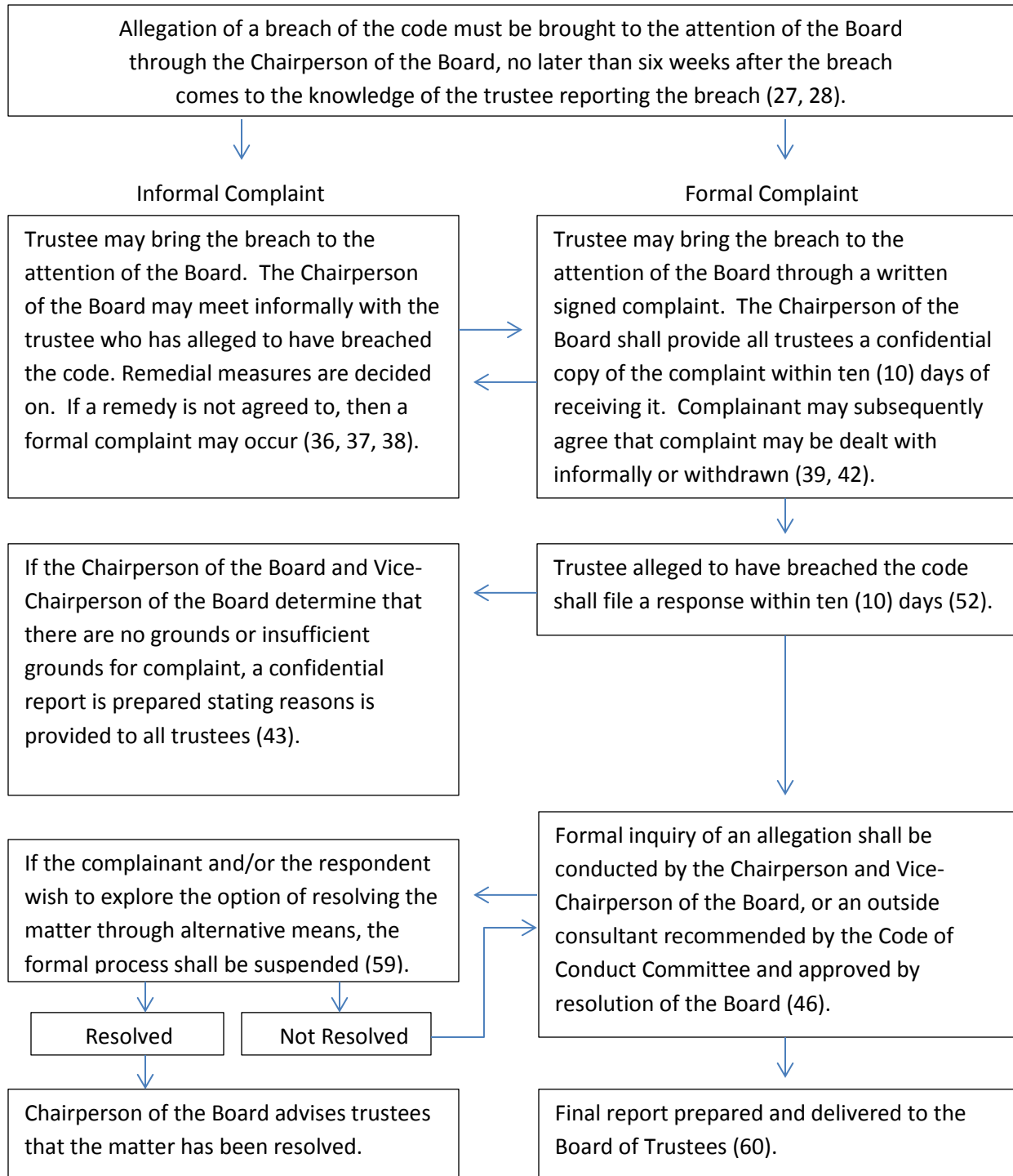
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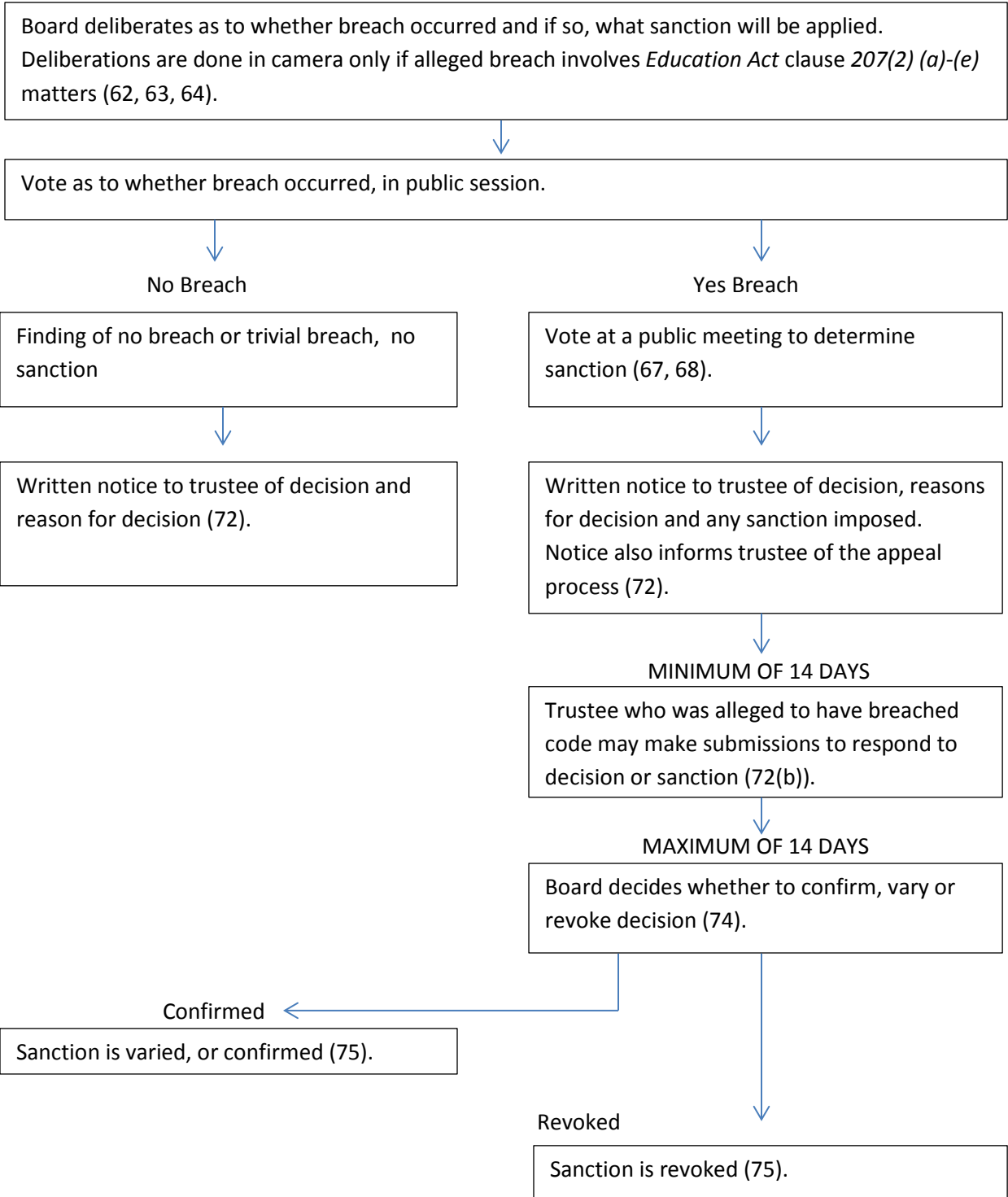
SIGNATURE: _____ **WITNESS:** _____

Appendix A

This flow chart is intended only as a general overview of the provisions of the attached policy. If there is any conflict between this flowchart and the policy, the wording in the policy prevails.

Trustee Code of Conduct Process







OCCUPATIONAL HEALTH AND SAFETY

Legal References:	<i>Ontario Occupational Health and Safety Act and Regulations</i>
Related References:	<i>Board Policy 1004 - Harassment Board Policy 1009 - Violence in the Workplace Administrative Procedure 3140 – Reporting and Investigation of Employee Incidents, Accidents and Safety Concerns</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>August 25, 2015 October 17, 2016 January 15, 2018</i>
Reviewed:	<i>May 13, 2019</i>

1. It is the policy of the Waterloo Region District School Board, recognizing that all employees of the Board must adhere to the responsibilities and requirements placed upon it through the Occupational Health and Safety Act and Regulations, to:
 - 1.1. report unsafe conditions and comply with all other applicable legislated health and safety requirements;
 - 1.2. take every reasonable precaution to prevent personal injury and to take appropriate measures to provide and maintain a safe, healthy work environment for all employees;
 - 1.3. ensure that appropriate consideration is given to employee health and safety in all of the Board's organizational activities;
 - 1.4. ensure that employees are aware that the roles and responsibilities outlined in the Occupational Health and Safety Act and its Regulations for "worker" and "supervisors" are required duties in their roles with the Board;
 - 1.5. implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
 - 1.6. provide a respectful, safe and secure working environment for its employees free of violence, threats of violence, harassment (including sexual harassment), intimidation, bullying and other disruptive behaviour;
2. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



OCCUPATIONAL HEALTH AND SAFETY

Legal References:	<i>Ontario Occupational Health and Safety Act and Regulations</i>
Related References:	<i>Board Policy 1004 - Harassment Board Policy 1009 - Violence in the Workplace Administrative Procedure 3140 – Reporting an Investigation of Employee Incidents, Accidents and Safety Concerns</i>
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- 1.1.1 report unsafe conditions and comply with all other applicable legislated health and safety requirements;
 - 1.1.2 take every reasonable precaution to prevent personal injury and to take appropriate measures to provide and maintain a safe, healthy work environment for all employees;
 - 1.1.3 ensure that appropriate consideration is given to employee health and safety in all of the Board's organizational activities;
 - 1.1.4 ensure that employees are aware that the roles and responsibilities outlined in the Occupational Health and Safety Act and its Regulations for "worker" and "supervisors" are required duties in their roles with the Board;
 - 1.1.5 implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
 - 1.1.6 provide a respectful, safe and secure working environment for its employees free of violence, threats of violence, harassment (including sexual harassment), intimidation, bullying and other disruptive behaviour;
- 1.2 This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



Board Policy 1004 HARASSMENT

Legal References:	<i>Occupational Health and Safety Act Ontario Human Rights Code Education Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy Board Policy 1008 - Equity and Inclusion Board Policy 1009 - Violence in the Workplace Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Administrative Procedure 1200 – Student Bullying and/or Harassment Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>June 11, 2012, September 14, 2015, September 19, 2016, January 15, 2018</i>
Reviewed:	<i>May 13, 2019</i>

1. The Waterloo Region District School Board (“the Board”) is committed to providing a safe working and learning environment where all individuals are treated with dignity and respect, free from sexual, racial, ethno cultural, or other harassing or discriminatory behaviour.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace. The Board will not tolerate harassment of any kind from any person in the workplace.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

2. Definitions

2.1. Harassment

The *Ontario Human Rights Code* defines ‘harassment’ as:

“Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.”

The *Ontario Occupational Health and Safety Act* defines ‘workplace harassment’ as:

- a) *“Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,*
or
- b) *Workplace sexual harassment.”*

Workplace Sexual Harassment

The *Ontario Occupational Health and Safety Act* defines 'workplace sexual harassment' as:

- a) "Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome."

Reasonable corrective direction or discipline cannot be construed as harassment.

3. Application

- 3.1. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers harassment by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from harassment and discrimination, are dealt with under other appropriate legislation, regulations, and Board policy and procedures including but not limited to: the Education Act (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Student Bullying Prevention and Intervention Policy (6009), and Administrative Procedure 1200 - Student Bullying and/or Harassment.

4. Guidelines

- 4.1. The Board is committed to develop and maintain a program to implement this policy with respect to harassment, and to meeting the requirements of the *Occupational Health and Safety Act* and *Ontario Human Rights Code*.
- 4.2. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of harassment or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment.
- 4.3. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



Board Policy 1004 HARASSMENT

Legal References:	<i>Occupational Health and Safety Act Ontario Human Rights Code Education Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy Board Policy 1008 - Equity and Inclusion Board Policy 1009 - Violence in the Workplace Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Administrative Procedure 1200 – Student Bullying and/or Harassment Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>June 11, 2012, September 14, 2015, September 19, 2016</i>
Reviewed:	<i>January 15, 2018</i>

1. Preamble:

The Waterloo Region District School Board (“the Board”) is committed to providing a safe working and learning environment where all individuals are treated with dignity and respect, free from sexual, racial, ethno cultural, or other harassing or discriminatory behaviour.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace. The Board will not tolerate harassment of any kind from any person in the workplace.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

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The *Ontario Human Rights Code* defines ‘harassment’ as:

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- a) *"Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,*
or
- b) *Workplace sexual harassment."*

Workplace Sexual Harassment

The *Ontario Occupational Health and Safety Act* defines 'workplace sexual harassment' as:

- a) "Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome."

Reasonable corrective direction or discipline cannot be construed as harassment.

3. Application

- 3.1. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers harassment by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from harassment and discrimination, are dealt with under other appropriate legislation, regulations, and Board policy and procedures including but not limited to: the Education Act (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Student Bullying Prevention and Intervention Policy (6009), and Administrative Procedure 1200 - Student Bullying and/or Harassment.

4. Guidelines

- 4.1. The Board is committed to develop and maintain a program to implement this policy with respect to harassment, and to meeting the requirements of the *Occupational Health and Safety Act* and *Ontario Human Rights Code*.
- 4.2. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of harassment or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment.
- 4.3. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



VIOLENCE IN THE WORKPLACE

Legal References:	<i>Ontario Occupational Health and Safety Act</i> <i>Education Act</i> <i>Safe Schools Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy</i> <i>Board Policy 1004 - Harassment Policy</i> <i>Board Policy 1008 - Equity & Inclusion Policy</i> <i>Board Policy 6000 - Safe Schools</i> <i>Board Policy 6001 - Code of Conduct</i> <i>Administrative Procedure 2330 - Management Process for Students Causing a Risk-of-Injury</i> <i>Administrative Procedure 3780 - Violence in the Workplace</i>
Effective Date:	May, 2007
Revisions:	January 31, 2011, June 11, 2012, September 19, 2016, January 15, 2018
Reviewed:	May 13, 2019

1. The Waterloo Region District School Board (“the Board”) is committed to providing a working and learning environment free from workplace violence including domestic violence that may pose a risk in the workplace, where all individuals are treated with dignity and respect.
 - 1.1 This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments. Any act of violence in the workplace is unacceptable conduct and for this reason, the Board will not tolerate any incidents of this kind against or by any employee or any other person.
 - 1.2 This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.
2. **Definitions:**
 - A. **Workplace Violence**

As defined by the *Occupational Health and Safety Act*, workplace violence is:

 - a) *the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,*
 - b) *an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker,*
 - c) *a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.*

3. Application

- a. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board, but who nevertheless work on or are invited onto Board premises. This policy also covers workplace violence by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
- b. The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate legislation, regulations and Board policy and procedure including but not limited to the Education Act (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Equity and Inclusion Policy (1008), and Administrative Procedure 2330 - Management Process for Student Behaviours Causing a Risk of Injury.

4. Guidelines

- a. The Board, as the employer, will comply with all aspects of the Occupational Health and Safety Act that apply to the organization.
 - b. The Board is committed to developing and maintaining a program to implement this policy with respect to workplace violence. It is recognized that when working with students, including students with special needs, the Board may be required to implement proactive measures to promote a violence-free workplace.
 - c. The Board will assess the risk of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the Occupational Health and Safety Act.
 - d. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence.
- 5.** This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



VIOLENCE IN THE WORKPLACE

Legal References:	<i>Ontario Occupational Health and Safety Act Education Act Safe Schools Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy Board Policy 1004 - Harassment Policy Board Policy 1008 - Equity & Inclusion Policy Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Administrative Procedure 2330 - Management Process for Students Causing a Risk-of-Injury Administrative Procedure 3780 - Violence in the Workplace</i>
Effective Date:	<i>May, 2007</i>
Revisions:	<i>January 31, 2011, June 11, 2012, September 19, 2016</i>
Reviewed:	<i>January 15, 2018</i>

1. Preamble

The Waterloo Region District School Board (“the Board”) is committed to providing a working and learning environment free from workplace violence including domestic violence that may pose a risk in the workplace, where all individuals are treated with dignity and respect.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments. Any act of violence in the workplace is unacceptable conduct and for this reason, the Board will not tolerate any incidents of this kind against or by any employee or any other person.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

2. Definitions:

2.1. Workplace Violence

As defined by the *Occupational Health and Safety Act*, workplace violence is:

- a) *the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,*
- b) *an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker,*
- c) *a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.*

3. Application

- 3.1. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board, but who nevertheless work on or are invited onto Board premises. This policy also covers workplace violence by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
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- 4.5 This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



PREVENTION AND RESPONSE TO STUDENT CONCUSSIONS

Legal References: *Education Act, R.S.O. 1990, c. E.2.*

Related References: *Ministry of Education, Policy/Program Memorandum 158, School Board Policies on Concussion*
OPHEA Safety Guidelines
Parachute Canada
Administrative Procedure 3850 – Staff Use of Head Protection in Sports
Administrative Procedure 1240 – Student Use of Head Protection While Skating
Administrative Procedure 1250 – Concussion Management
WRDSB Concussion Management Protocol – Staff Handbook
Administrative Procedure 1700 – Waterloo County Secondary School Athletic Association (WCSSAA)

Effective Date: January 26, 2015

Revisions: September 18, 2017, **May 13, 2019**

Reviewed:

1. Preamble

- 1.1 The Waterloo Region District School Board recognizes the importance of the health, safety and well-being of its students as essential pre-conditions for effective learning. The Board understands that ~~the~~ all stakeholders, including trustees, administrators, educators, school staff, students, parents, school volunteers and community-based organizations have an important role to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn. To this end, the Board is committed to taking steps to reduce the risk associated with concussions.
- 1.2 In order to provide a comprehensive approach to prevent and respond to student concussions, the Board has developed procedures to address concussion awareness, prevention, identification and management. Concussions can have a significant impact on students - cognitively, physically, emotionally, and socially. While all stakeholders have a responsibility to prevent and respond to student concussions, the Board recognizes that a concussion must be clinically diagnosed by a doctor or a nurse practitioner.
- 1.3 The Board believes that the prevention and response to student concussions requires the cooperation of all partners in the school community including parents/guardians, students, volunteers, staff, and medical professionals.
- 1.4 As part of the response to student concussion, school administration and staff, with the support of parents/guardians, the student, and medical professionals will follow a Return to Learn/Return to Physical Activity Plan for students diagnosed with a concussion.

2. Definition of a Concussion:

The Ministry of Education Policy Procedure Memorandum 158, School Board Policies on Concussions defines a concussion as follows:

- 2.1 A concussion is a brain injury that causes changes in the way in which the brain functions which can lead to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty in concentrating or remembering), emotional/ behavioural (e.g. depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep).
- 2.2 A concussion may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull.
- 2.3 A concussion can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness).
- 2.4 A concussion cannot normally be seen by means of medical imaging tests, such as x-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

3. Concussion Awareness, Prevention and Management, Identification and Response:

- 3.1 Awareness: The Board is committed to building awareness of head injuries, concussions and their impact with staff, students, volunteers, parents, and community partners. Knowledge about properly managing concussions or suspected concussions is essential in a student's recovery.
- 3.2 Prevention and Management: Concussions may occur anytime a student is involved in an activity whether at school or in the community. The Board takes a preventative approach to concussions using education as a tool to prevent and minimize the risk of concussion. As with all aspects of student safety, the Board promotes a culture of safety-mindedness first. Based on the OPHEA Concussion Safety Guidelines September 2014, three key aspects of concussion prevention and management include:
 - 3.2.1 Providing information/actions that prevent concussions from happening (e.g. rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are obstacle free, etc.),
 - 3.2.2 Appropriate management of a concussion, when one has occurred (e.g. Effective identification of the problem, and Management of the Return to Learn/Return to Physical Activity plan, etc.) designed to prevent the worsening of a concussion,
 - 3.2.3 Preventing long term complications of a concussion (e.g. chronic traumatic encephalopathy) by advising the participant to permanently discontinue a physical activity/sport based on evidence-based guidelines.
- 3.3 Identification: The Board is committed to ensuring the proper identification of a concussion or suspected concussion. Whenever there is a blow to the head, face, or neck, or a blow to the body that transmits a force to the head, a concussion is to be suspected. When a concussion is suspected:
 - 3.3.1 The student will immediately be removed from all physical activities,
 - 3.3.2 The student's parents/guardians will be contacted,
 - 3.3.3 The Return to Learn/Return to Physical Activity Plan: "Suspected Concussion Checklist" will be completed and a copy given to the parents, and,
 - 3.3.4 The parents/guardians will provide the school principal with medical documentation as to whether there is or is not a diagnosed concussion.

- 3.4 Response: The Board believes that the successful treatment of a concussion is fundamental to optimizing the learning, well-being and achievement of the student. When a concussion is diagnosed the student will follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

4. Responsibilities:

- 4.1 The responsibility for administration of this policy lies with Senior Administration and the school. The school principal or designate is required to follow this policy and will lead the coordination and management of the Return to Learn/Return to Physical Activity Plan with the support of staff, parents/guardians, the student, and associated medical professionals.
- 4.2 School staff, coaches, and volunteers are required to complete Board training and follow this policy and fulfill the direction of the Return to Learn/Return to Physical Activity Plan.
- 4.3 Parents/guardians and students are responsible for developing their awareness about concussion prevention, identification and management. Parents/guardians and students are responsible for communicating concussion history and symptoms, following medical advice and the steps in the procedure, including fulfilling their role as part of the collaborative team who implement the Return to Learn/Return to Physical Activity Plan where a student is diagnosed with a concussion.
- 4.4 Medical professionals (Physician or Nurse Practitioner) are responsible for diagnosing concussions and advising any return to physical activity.
- 4.5 Information on concussion awareness, prevention and management, identification and response is accessible to all stakeholders at www.ontario.ca/concussions



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Legal References: *Education Act, R.S.O. 1990, c. E.2.*

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Administrative Procedure 1700 – WCSSAA

Effective Date: January 26, 2015

Revisions: September 18, 2017

Reviewed:

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 - 3.3.4 The parents/guardians will provide the school principal with medical documentation as to whether there is or is not a diagnosed concussion.
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- 4.4 Medical professionals (Physician or Nurse Practitioner) are responsible for diagnosing concussions and advising any return to physical activity.
- 4.5 Information on concussion awareness, prevention and management, identification and response is accessible to all stakeholders at www.ontario.ca/concussions



APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

Revisions: ***May 13, 2019***

Reviewed: *September 21, 2015, February 13, 2017*

1. ~~It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals, resulting from an equitable and transparent process, based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.~~
1. **The Waterloo Region District School Board (WRDSB) is invested in strong leadership that demonstrates the necessary skills and attitudes to advance student achievement and well-being. The WRDSB is committed to using a fair and equitable hiring process to select Principals and Vice-Principals to their associated pools, and strives to align school community and system needs when determining Principal and Vice-Principal placements. All Principal and Vice-Principal pool and school transfers and appointments will be provided in a confidential report to the Board, for information.**



APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *September 21, 2015, February 13, 2017*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals, resulting from an equitable and transparent process, based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.



Report to Committee of the Whole

May 13, 2019

Subject: Accommodation Planning 2019-2020

Recommendation

That the Waterloo Region District School Board approve the commencement of public consultation regarding the redirection of the Eldale Road community from Floradale Public School to Riverside Public School;

And that the Waterloo Region District School Board approve the commencement of the Huron South Elementary Schools Boundary Study, involving Jean Steckle, Janet Metcalfe and Southridge Public Schools.

Status

For the 2019-2020 school year, the main areas of focus for accommodation planning include:

1. Southwest Kitchener Secondary Schools Boundary Study (SWKSBS)

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

The public consultation process began in November 2018. It is not expected that any boundary changes will occur before September 2020.

2. Eldale Road Boundary Change Public Consultation

Students in the Eldale Road community, immediately west of Elmira, are currently transported to Floradale Public School (see map on Appendix A for reference). As a result of its relocation, the Eldale Road community is now within walking distance to the new Riverside Public School.

Planning will initiate public consultation during the 2019-2020 school year regarding this change. This does not warrant a full boundary study as there are approximately 35 properties and 5 students impacted. A recommendation will be brought to the Board of Trustees (Board) after consultation has taken place.

3. Huron South Elementary Schools Boundary Study (HSESBS)

Funding for a new Junior Kindergarten to Grade 8 elementary school on Tartan Avenue in Kitchener was approved and funded by the Ministry of Education (Ministry) through the 2017 Capital Priorities grant. The earliest opening date for this school is September 2020. A boundary study involving Jean Steckle and Janet Metcalfe Public Schools, as well as the holding schools of Laurentian and

Southridge Public Schools, will take place in 2019-2020 for a decision prior to the school opening. Appendix B shows the study area.

4. Education Development Charges (EDC) Background Study

In October 2018, a Ministry announcement froze the EDC rate ([2018:B15 Temporary Cap on Education Development Charge Rates](#)). Regulation amendments were filed on March 29, 2019 to allow for “modest EDC rate increases while the government continues to review the EDC framework.” The cap restricted the Waterloo Region District School Board’s (WRDSB’s) ability to review the rates at the midpoint of the by-law period.

The 2016 Education Development Charges By-law expires in 2021. A background study will be undertaken in 2020 for By-law renewal in 2021. Planning will work on tendering consulting services in the 2019-2020 school year to complete the work prior to May 2021.

5. Development Areas

Planning regularly monitors and comments on development applications (plans of subdivision and condominium). When necessary, Development Areas (DAs) and holding school assignments are established.

On March 18, 2019, the Board approved the designation of a development area in North West Waterloo. Some lots within the development area will be registered soon. Planning has determined that Edna Staebler Public School will act as a holding school for the areas shown on Appendix C.

6. Other Areas of Focus

Long-Term Accommodation Plan (LTAP) Updates

Provincial changes to class sizes have the potential to impact on-the-ground (OTG) capacities. These changes will impact primarily secondary school accommodation recommendations in the LTAP. Given the suggested phasing of the changes, the schedule for updating the LTAP will remain in alignment with the updated EDC background study.

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. Appendix D provides a list of the review areas that are being monitored closely over the next year.

Background

On March 26, 2018, the Board 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 and must occur prior to a decision to close or consolidate a school. On April 27, 2018, the Ministry released a revised Pupil Accommodation Review Guideline (PARG). The WRDSB may not initiate any new PARs until the Ministry releases standardized templates to support the PARG. There has been no communication from the Ministry regarding a release date for the templates. Additionally, [Board Policy 4000 - Pupil Accommodation Review](#) must be revised to align with the PARG and approved. 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 E).

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 DAs temporarily to holding schools until alternative accommodation is available (a new school, addition or boundary change).

The WRDSB is a commenting authority on development applications. Planning staff may be required to attend the Local Planning Appeals Tribunal (or LPAT), formerly known as the Ontario Municipal Board (OMB) if there are concerns about the provision of student accommodation which have not been met through negotiations with the land owner or local municipality.

Further, Planning staff are circulated on information about many other regional and municipal capital projects (e.g., road construction and widening, environmental assessments, traffic calming, etc.). Organizations will often hold public consultation meetings to share project information with the general public. Appendix F is shared for information purposes. It provides a frame of reference for how Planning staff effectively contribute to these types of consultations outside of attending public meetings.

Financial implications

No financial implications.

Communications

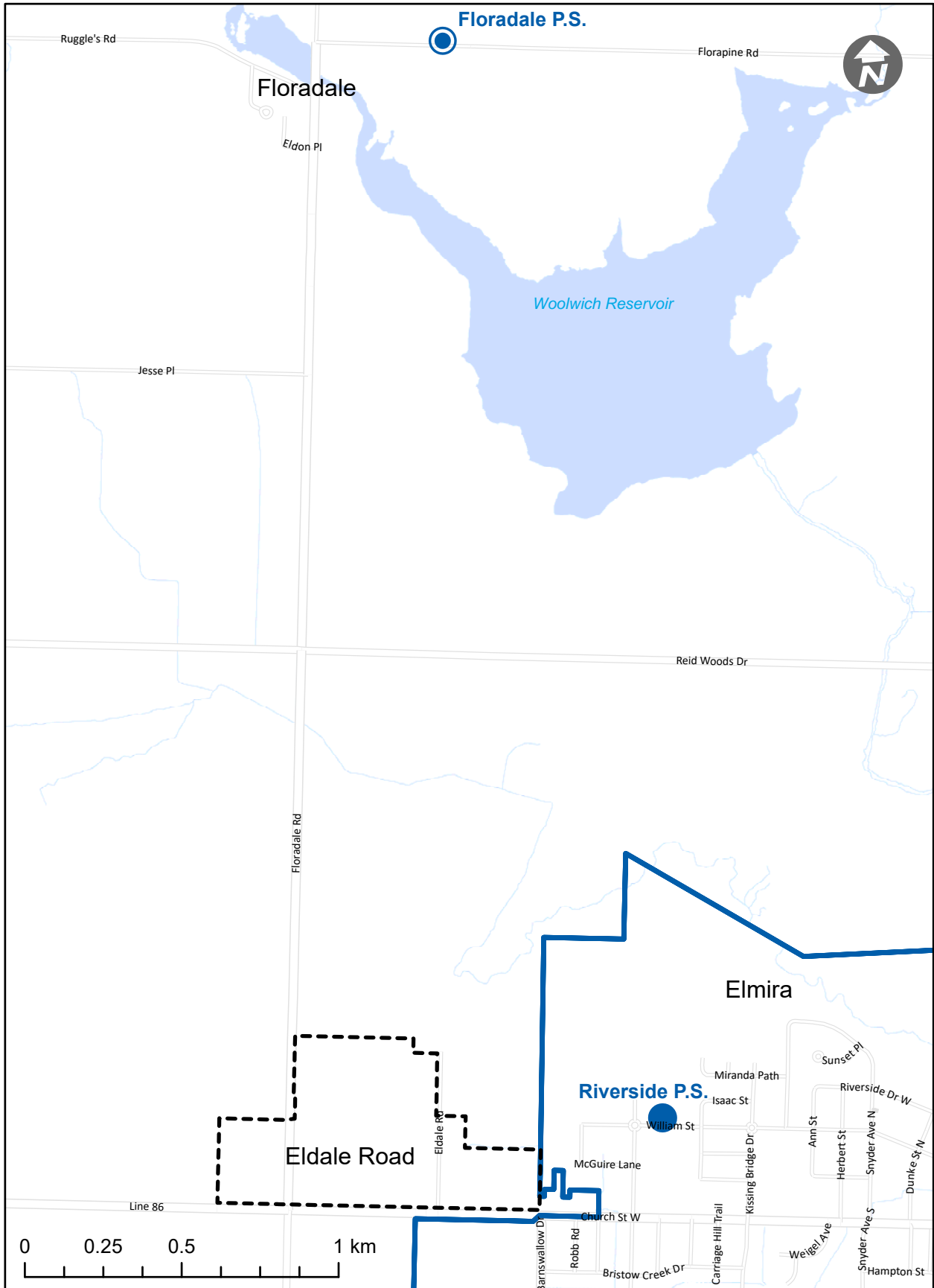
Upon approval of the Boundary Studies, schools and School Councils will be notified, and a web page will be set up as a link on the main page of the Board's website. The web page will provide up-to-date information about the study. Public meetings will be advertised through social media, and flyers or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

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

Holding School assignments will be updated on the "School Finder" application on the WRDSB's website so that families can check their addresses for school assignments and transportation eligibility.

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

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





REVIEW AREA	DESCRIPTION
<p>Review Area E24 - Waterloo Central North (Lakeshore-Lincoln)</p> <p>Cedarbrae PS Elizabeth Ziegler PS Lincoln Heights PS MacGregor PS N.A. MacEachern PS Northlake Woods PS Winston Churchill PS</p>	<p>There is an imbalance of utilization at facilities in this review area. Boundary studies, program changes and partnerships may address some of these issues. We will continue to monitor enrolment at these facilities and may consider initiating a boundary study to balance enrolment and programs.</p>
<p>Review Area E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)</p> <p>Bridgeport PS Lester B Pearson PS Lexington PS Millen Woods PS Sandowne PS</p>	<p>There is an imbalance of utilization at facilities in this review area. Boundary studies, program changes and partnerships may address some of these issues. We continue to monitor enrolment at these and may consider initiating a boundary study in the 2020-2021 school year.</p>

OUTSTANDING BOUNDARY STUDIES AND PUPIL ACCOMMODATION REVIEWS (PAR)

BOUNDARY STUDY/PAR	DESCRIPTION
<p>Southwest Kitchener Secondary Schools Boundary Study (Kitchener)</p> <p>Cameron Heights CI Doon South DA Forest Heights CI Huron South DA Huron Heights SS Rosenberg III DA</p>	<p>To reduce enrolment at Huron Heights Secondary School. The study area will include Forest Heights Collegiate Institute, Cameron Heights Collegiate Institute and Huron Heights Secondary School boundaries, including Doon South, Huron South and Rosenberg III Development Areas.</p> <p>Study is ongoing (public consultation commenced November 2018)</p>
<p>Eldale Road Boundary Study (Elmira)</p> <p>Floradale PS Elmira PS</p>	<p>Residents have requested to be moved from Floradale Public School to Riverside Public School as it is within walking distance while Floradale Public School requires bussing students to school.</p> <p>Change may be achieved through public consultation, a full boundary study is not required.</p>
<p>Huron South Boundary Study (South West Kitchener)</p> <p>Huron South DA Janet Metcalfe PS Jean Steckle PS Laurentian PS Southridge PS</p>	<p>To establish a boundary for a new South West Kitchener Public School identified as Tartan Ave. The majority of this area is currently identified as a DA assigned to Southridge and Laurentian Public Schools.</p> <p>Funding approved through 2017 Capital Priorities.</p>
<p>Doon South II (Ormston) Boundary Study (Kitchener)</p> <p>Doon PS Doon South DA Groh PS Pioneer Park PS</p>	<p>To establish a boundary for a new Doon South (Kitchener) Public School identified as Doon South II (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 PS Chalmers Street PS Moffat Creek PS Stewart Avenue PS 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 PS Hunt Club/Arriscraft DA Woodland Park PS Silverheights PS Preston PS William G. Davis PS</p>	<p>To establish a boundary for a new North Cambridge Public School identified as North Cambridge (Hunt Club/River Mill). Hunt Club/Arriscraft Development Area is currently assigned to Preston, Hillcrest, Woodland Park, and William G. Davis Public Schools.</p>
<p>Breslau Boundary Study (Woolwich Township)</p> <p>Breslau PS Crestview PS Mackenzie King PS Stanley Park PS Riverland Area 2 DA Thomasfield DA</p>	<p>To establish a boundary for a new Breslau Public School identified as Breslau-Hopewell Creek (Loxleigh Lane). Thomasfield Development Area assigned to Mackenzie King, Stanley Park Public Schools. Riverland Area 2 DA assigned to Crestview and Stanley Park Public Schools.</p>
<p>Central Kitchener/Waterloo Senior School PAR</p> <p>Courtland PS Margaret Avenue PS MacGregor PS</p>	<p>Review senior elementary facilities to address declining enrolment, program delivery, inconsistent senior elementary school feeds and the possibility of JK-8 facilities.</p> <p>On hold pending PAR policy changes.</p>

OUTSTANDING BOUNDARY STUDIES AND PUPIL ACCOMMODATION REVIEWS (PAR)

BOUNDARY STUDY/PAR	DESCRIPTION
Central Waterloo/Lakeshore PAR Cedarbrae PS N.A. MacEachern PS Northlake Woods PS Winston Churchill PS	Small school organizations, excess capacity and facility issues. On hold pending PAR policy changes.

BOUNDARY STUDY/PAR	DESCRIPTION	RECOMMENDATIONS
<p>West Waterloo Boundary Study (Waterloo) 2014-2015</p> <p>Abraham Erb PS Cedarbrae PS Centennial PS Edna Staebler PS Mary Johnston PS Laurelwood PS Vista Hills PS</p>	<p>Established a boundary for the new Vista Hills Public School.</p>	<p>Established a JK-8 boundary for Vista Hills Public School. Boundary changes for Cedarbrae, Centennial, Edna Staebler and Laurelwood Public Schools (completed).</p>
<p>Fischer-Hallman Elementary Schools Boundary Study (South West Kitchener) 2017-2018</p> <p>Jean Steckle PS Southridge PS Queen Elizabeth PS Laurentian PS Janet Metcalfe PS</p>	<p>Established a boundary for the new Janet Metcalfe Public School 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 Public School Boundary change for Jean Steckle Public School (completed).</p>
<p>West Waterloo Elementary Boundary Study Phase 2 2018-2019</p> <p>Abraham Erb PS Edna Staebler PS Laurelwood PS Vista Hills PS</p>	<p>To achieve better balance of enrolment among the three review area schools by revisiting the grade 7-8 feed from Abraham Erb Public School.</p>	<p>Grade 7 & 8 boundary for Abraham Erb Public School community modified. Students graduating from Abraham Erb Public School to attend Laurelwood Public School for Grades 7 and 8. Students were formerly directed to Vista Hills Public School.</p>

Staff Attendance at Municipal Public Consultation Meetings

From time to time staff are asked to attend public consultation centres (PCCs) regarding municipal projects (e.g., road construction and widenings, environmental assessments, traffic calming, zone changes, subdivisions, etc.). Staff do not typically attend these public meetings. This is a practice that is common with boundary studies and pupil accommodation reviews where municipal staff do not attend our public meetings.

The following list highlights ways that Planning staff effectively provide feedback outside of public meetings and the rationale behind not attending public meetings.

- The board has commenting authority on these projects and therefore has opportunities to provide input at several stages of the consultation process
- Generally the information presented at the PCCs has already been circulated to the board for comment
- Attending PCCs and being identified as WRDSB staff may "hijack" the meeting
- If the discussion is political, it is best that front-line staff are not taking on this argument in a public venue. Staff can brief Trustees on the staff-level conversations taking place if they wish to attend and politicize the issue
- Occasionally staff have not yet formulated an opinion or have information that it would not yet be prepared to share publicly
- Staff preference is to be involved at the technical committee level where ideas may be exchanged amongst similar agencies, and where confidential issues may be more discreetly discussed
- Staff do not want the Board perceived as representing public opinion
- Staff should be deemed apolitical and objective, often supplying facts that are used for the development of options at the PCC

The following may be reasons Planning would attend a PCC:

- We have been asked by the organization to provide information on behalf of the WRDSB that would be valuable to the general public attending the PCC
- To more fully understand public opinion and technical details surrounding an application or proposal that have not been clarified by any other means



Report to Committee of the Whole

May 13, 2019

Subject: Community Planning and Facility Partnership Opportunities, Report and Annual Meeting

Recommendation

This report is for the information of the Board.

Status

To satisfy the requirements of [Board Policy 1011 – Community Planning and Facility Partnerships](#) the report presents the annual identification of

- school buildings and sites suitable and available for community partnership
- future capital projects with potential co-building partnership opportunities (See Section 3.1 of the policy).

In past years, the Capital Priorities submission provided a basis for the partnership opportunities list. There has not been a call for Capital Priorities project funding submissions since June 2017 and the Board of Trustees (Board) has not approved a list of new priorities yet. Instead, the 2017 Long-Term Accommodation Plan (LTAP) forms the basis of the partnership opportunities list.

For the purposes of this annual public meeting, proposed new schools are the prime candidates for partnership opportunities given the unknown status and lack of prioritization of the major additions.

No existing schools currently qualify for partnerships based on the criteria listed within Section 8.1 of [Administrative Procedure 4990 – Community Planning and Facility Partnerships](#). However, the LTAP does identify a number of Review Areas where the criteria may be met over time.

Appendix A is an excerpt from the LTAP. It provides a detailed list of the Waterloo Region District School Board's (WRDSB's) short and medium-term needs for additional capacity (new schools and major additions) as well as anticipated underutilization, representing surplus space in existing schools for partnership opportunities. As shown, only two elementary schools are currently funded; Southeast Cambridge (Greengate) and Huron South (Tartan Ave, Kitchener). The projects submitted but not approved for capital funding in 2017 are marked with an asterisk. The other projects have yet to be prioritized and submitted for Ministry funding approval.

As detailed in the procedure, a Board resolution is required to confirm the suitability of any school for a partnership opportunity. At such time as the Board declares a school to have sufficient space for partnership opportunities, it would be communicated to the list of potential partners. Further, the WRDSB's purchasing procedures require that the surplus space be circulated to potential partners through the use of a Request for Proposals (RFP).

While the annual meeting is a policy requirement, eligible community partners are invited to contact staff anytime to start the conversation about partnerships. Where available space has been identified for partnership or co-building opportunities, the Community Partner Selection Criteria (Section 3 of [Administrative Procedure 4990 – Community Planning and Facility Partnerships](#)) will be used to evaluate the suitability of partners and their proposals as they relate to specific sites.

Background

[Board Policy 1011 – Community Planning and Facility Partnerships](#) came into effect July 1, 2016. The policy provides direction regarding opportunities to share facilities with community partners when building new schools or undertaking significant renovations, and when considering the use of unoccupied space. The policy is consistent with the Ministry of Education’s 2015 [Community Planning and Partnerships Guideline](#).

It should be noted that many relationships with municipal and other partner organizations continue to exist in schools where surplus capacity may never have been identified. These agreements tend to include licenses for longer term uses and rentals under the WRDSB’s Community Use of Schools program and may include daytime and after school uses.

Financial implications

No financial implications.

Communications

A notice of intention to hold this public meeting was posted on the WRDSB’s website and emailed to stakeholders. Additional information regarding the WRDSB’s facility partnership opportunities has also been posted on the Partnerships section of the WRDSB’s website and is also detailed within the LTAP. Partnership opportunities will be updated at least annually for space in existing schools and as needed for co-building opportunities.

In addition, eligible partners on the notification list identified in [Administrative Procedure 4990 – Community Planning and Facility Partnerships](#) have been notified of the potential partnership opportunities outlined in this report and of this public meeting.

Community partners are invited to provide notification to the WRDSB of proposals or plans to build their own new facilities.

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

**POTENTIAL PARTNERSHIP OPPORTUNITIES IN THE LONG-TERM ACCOMMODATION PLAN
(ALL UNFUNDED UNLESS OTHERWISE NOTED)**

SHORT-TERM ACTIONS	REVIEW AREA	SCHOOL / PROJECT
New schools	Review Area Eo2*	Proposed North Cambridge (Hunt Club/River Mill Estates)
	Review Area Eo6	Proposed Southeast Cambridge (Greengate) (Funding approved)
	Review Area Eo7	Proposed Huron South (Tartan) (Funding approved)
	Review Area Eo8*	Proposed Doon South II (Ormston)
	Review Area E2o*	Proposed Breslau-Hopewell Creek (Loxleigh Lane)
	Review Area So2*	Proposed Southwest Kitchener Secondary
Major Additions	Review Area Eo3*	Parkway Public School
	Review Area E1o	Country Hills Public School
	Review Area E16	Lackner Woods Public School
	Review Area E19*	John Mahood Public School
	Review Area E22	Laurelwood Public School
	Review Area E23	Keatsway, Centennial Public Schools
	Review Area So4*	Waterloo-Oxford District Secondary School
Partnerships (Existing School Opportunities)	Review Area Eo9	Howard Robertson, Rockway, Sheppard and Sunnyside Public Schools may present sufficient space in time, pending enrolments
	Review Area E14B	Courtland, J.F. Carmichael, King Edward and Queen Elizabeth Public Schools may present sufficient space in time, pending enrolments
	Review Area E17	New Dundee Public School may present sufficient space in time, pending enrolments
	Review Area E24	Cedarbrae and Northlake Woods Public Schools may present sufficient space in time, pending enrolments

*Project was submitted for funding approval through 2017 Capital Priorities but not approved. Prioritization for future funding opportunities is to-be-determined.

**POTENTIAL PARTNERSHIP OPPORTUNITIES IN THE LONG-TERM ACCOMMODATION PLAN
(ALL UNFUNDED)**

MEDIUM TO LONG-TERM ACTIONS	REVIEW AREA	SCHOOL/PROJECT
New schools	Review Area Eo1	Proposed Cambridge West (Bismark) Elementary School
	Review Area Eo6	Proposed Southeast Cambridge (Joint Use) Elementary School
	Review Area Eo7 x 2	Proposed Rosenberg I and Rosenberg II Elementary Schools
	Review Area Eo9	Sunnyside Public School, potential rebuild project
	Review Areas E11 and E12	Proposed Trussler North Elementary School or alternative accommodation solution
	Review Area E22	Proposed Beaver Creek Meadows Elementary School
	Review Area So5	Waterloo Collegiate Institute rebuild project through WCI/Northdale Feasibility Study Project
Major Additions	Review Area Eo4	Clemens Mill Public School
	Review Area E13	Empire Public School
	Review Area E19	Riverside Public School
	Review Area So4	Elmira District Secondary School
Partnerships (Existing School Opportunities)	Review Area E14A	Margaret Avenue and Prueter Public Schools may present sufficient space in time, pending enrolments

Note: Proposed schools are identified with a temporary community name, and would be subject to being formally named through Policy 4020: Naming and Renaming of Board Facilities



Report to Committee of the Whole

May 13, 2019

Subject: Energy and Greenhouse Gas (GHG) Emissions Update

Recommendation

This report is for the information of the Board.

Status

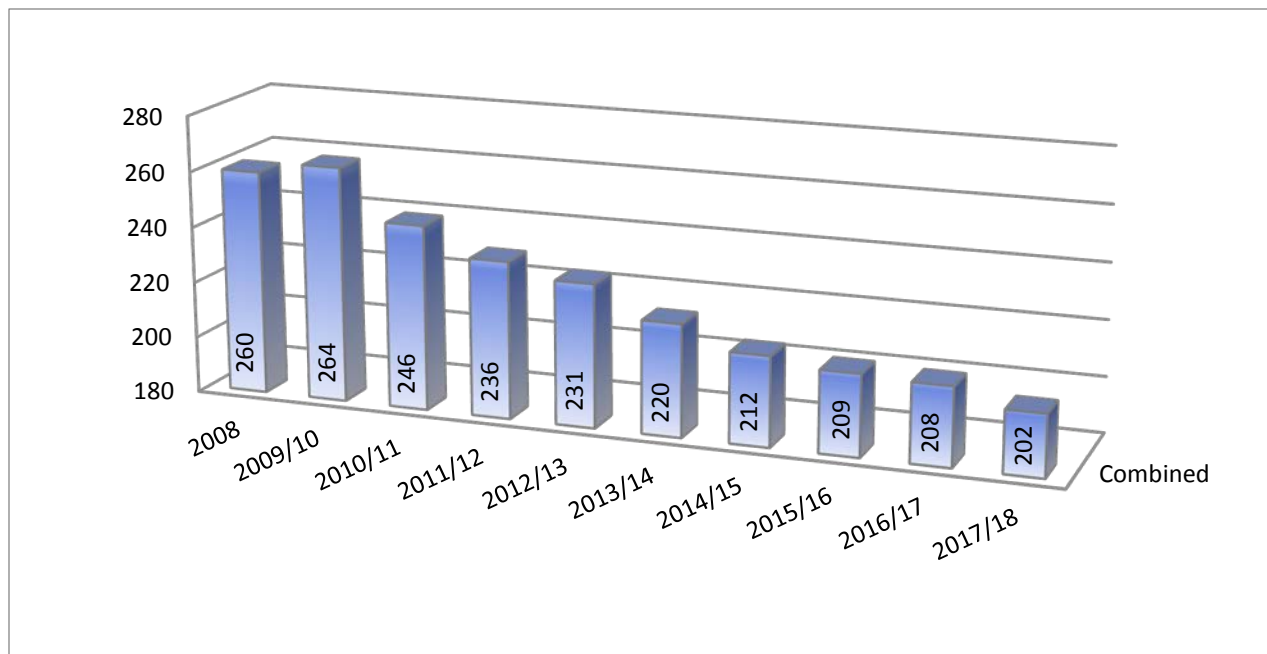
2017/18 Energy Use Intensity, Consumption and GHG Emissions

Energy Use Intensity (EUI) measured in Equivalent Kilowatt Hours per Square Metre (ekWh/m²) is used by the Waterloo Region District School Board (WRDSB) as the base unit for comparison purposes. This metric uses heating degree days to weather normalize the gas consumption from year to year, as its use is nearly exclusive for space heating. Total energy consumption is calculated by adding gas use to non-weather normalized electrical consumption.

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. Leased facilities such as 151 Weber, are excluded.

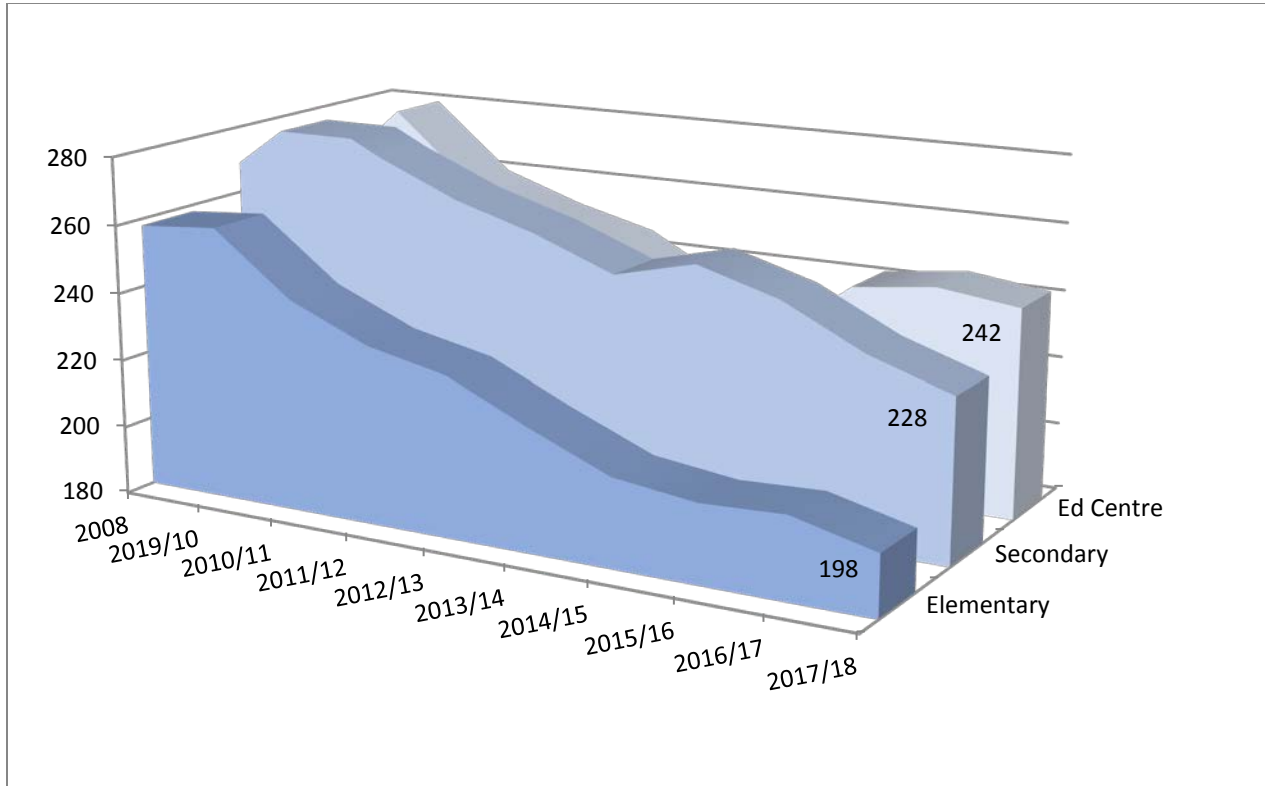
EUI is presented in Figures 1a and 1b as follows;

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



The WRDSB has experienced a 22.3% reduction in our overall Energy Use Intensity when comparing 2017/18 to 2008. Overall reduction in electricity was 13.5% and natural gas was 25.8% during this same period.

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



Detailed energy use intensity 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 natural gas as a resource for heating continues to be beneficial for our operational budget but generates greater GHG emissions than utilizing electricity as a source of heat.

Air conditioning within schools continues to be endorsed by school administrators, parent councils and student senate, as a major improvement to the classroom environment in support of student achievement and health. Mechanical cooling is often implemented when renovations take place and as part of new schools and additions as it can be executed with greater efficiency, when combined with the construction project and installed when updates to building controls and improvements to the building envelope take place. Cooling by great extent, uses electricity and its GHG emissions impact is much less than that of gas fired heat.

GHG emissions are tabulated based on Ministry of Energy criteria for GHG emissions and include Carbon Dioxide (CO₂), Methane (CH₄) and Nitrous Oxide (N₂O), as the primary contributors to global warming.

GHG emissions are not all equal with respect to their contribution to atmospheric warming. The Intergovernmental Panel on Climate Change identifies the Global Warming Potential (GWP) factors for all GHG emissions in their Assessment Reports. GWPs are used to convert mass emissions of each GHG emission to carbon dioxide equivalent (CO₂e) units. By converting to equivalent units, all GHG emissions can be summed on a consistent basis.

GHG emissions are shown in Figures 2a and 2b as follows;

Figure 2a – Greenhouse Gas Emissions Combined (kGHG/m²) versus Year

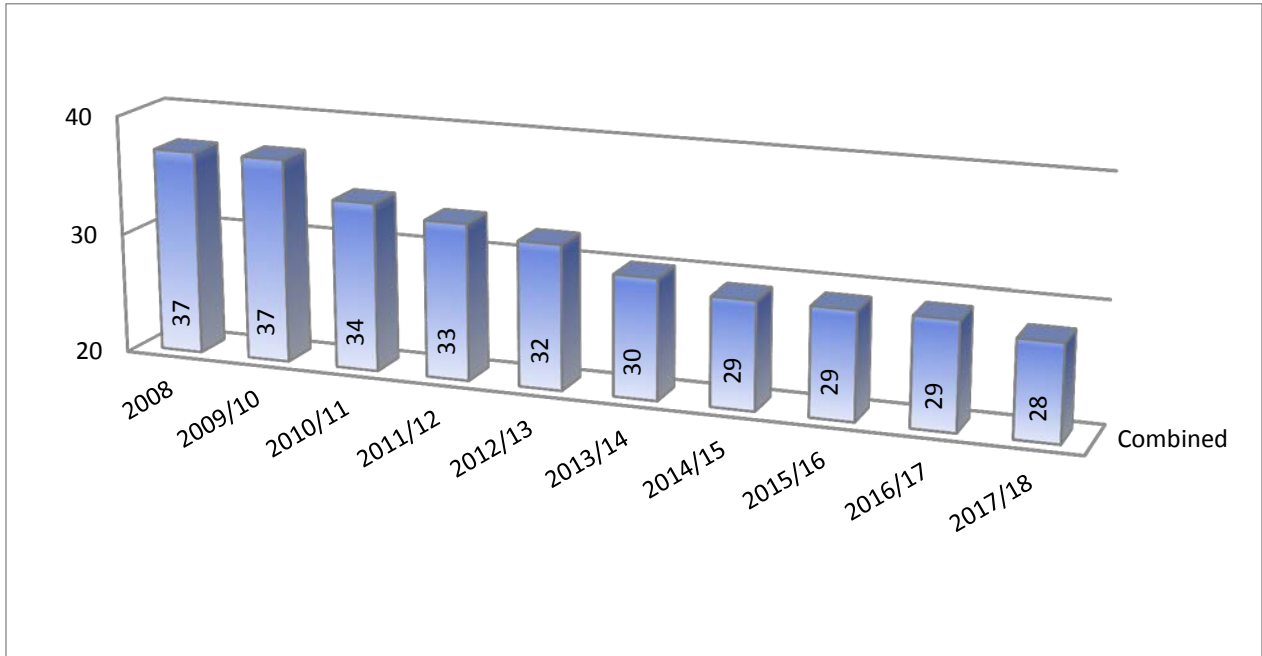
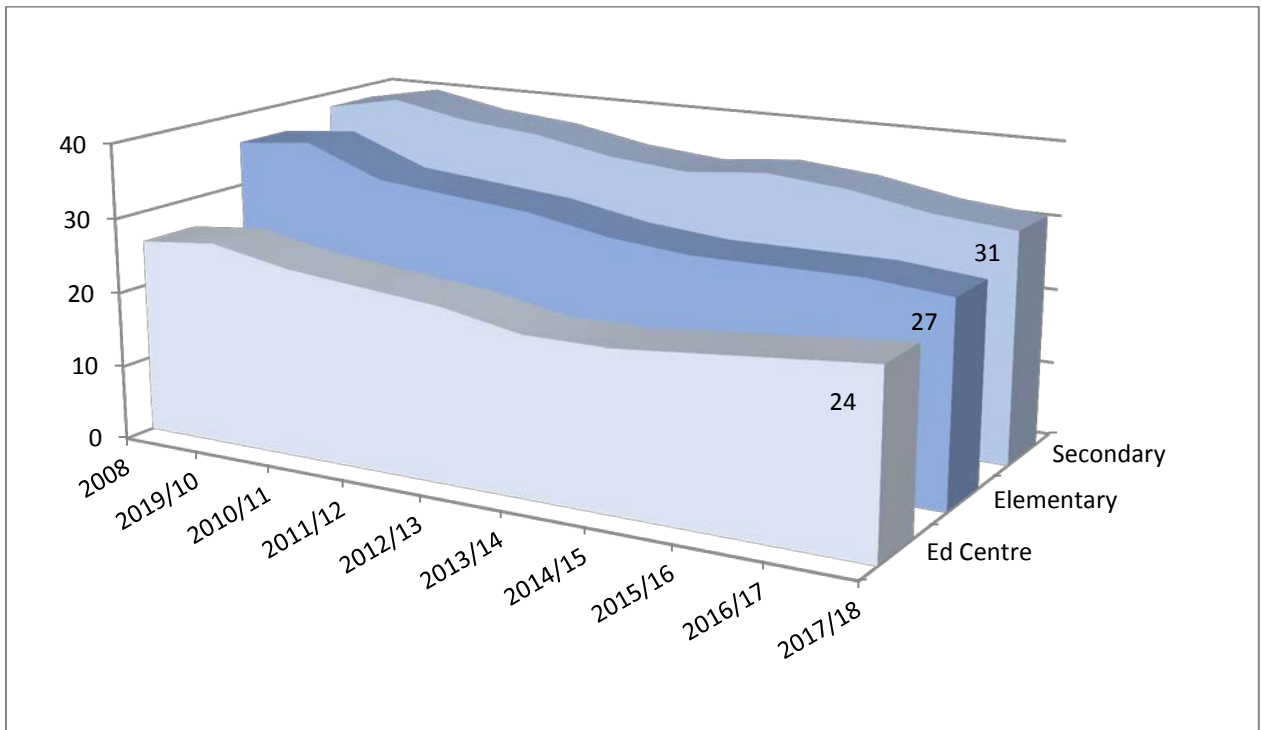


Figure 2b – Greenhouse Gas Emissions by Panel (kGHG/m²) versus Year



Detailed GHG emissions for each school is presented in Appendix C for elementary and Appendix D for secondary schools and the Education Centre.

Energy consumption and expenditures for 2017/18 are presented in Figures 3 and 4 respectively;

Figure 3 – Energy Consumption by Commodity

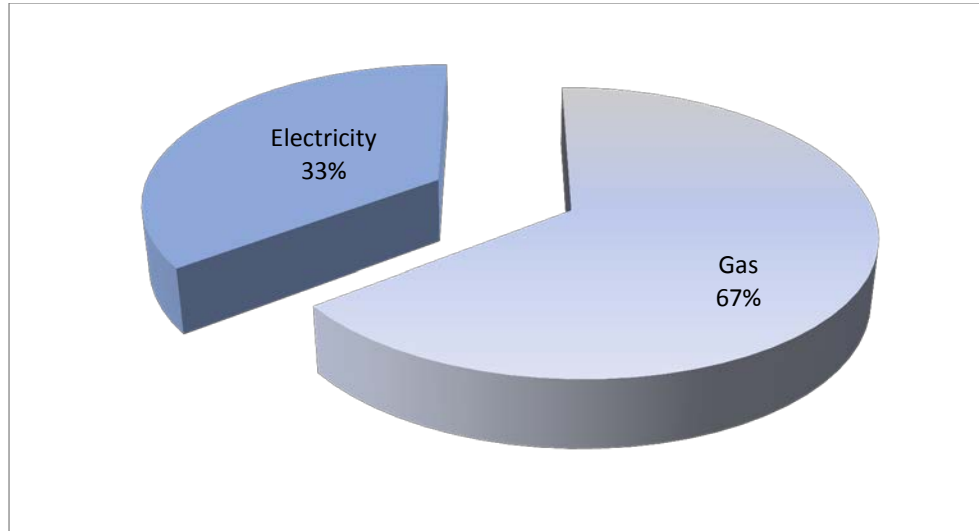
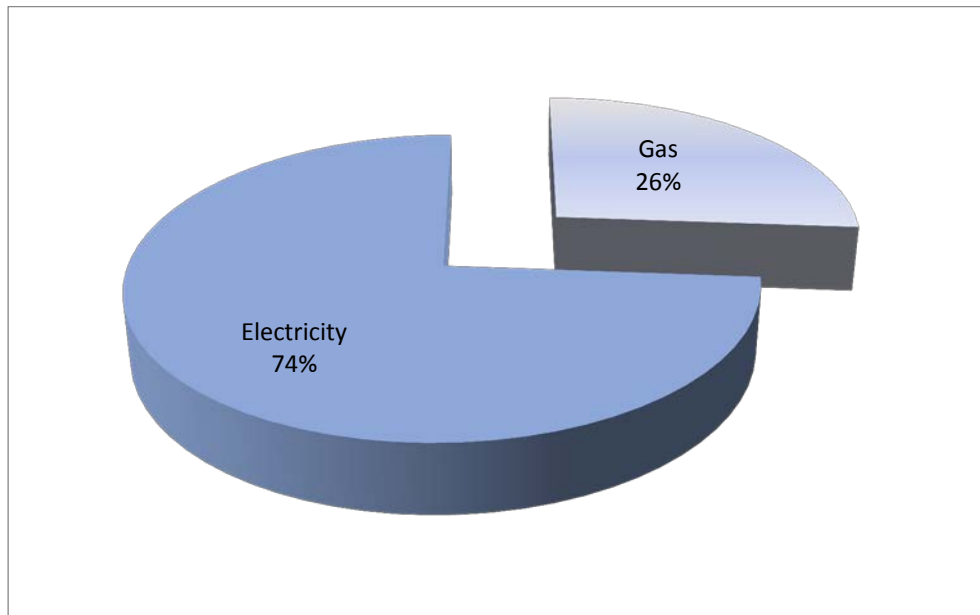


Figure 4 – Energy Expenditures by Commodity



On average for 2017/18, gas cost was approximately 3.0 cents per ekWh and electricity cost was approximately 16.7 cents per ekWh with a combined cost for both commodities at 7.5 cents. The combined utility cost appears to have stabilized and remains consistent from that of the previous years.

Energy intensity and resulting GHG emissions are driven by consumption. Consumption is an aspect over which the WRDSB and its stakeholders have partial control. Factors that are controllable may include:

- Student and staff behavior (i.e. turning lights off when not in use)
- Waste minimization (i.e. proper temperature control and time of day use)
- Efficient technologies (i.e. high part load efficiency compressors, LED lighting)
- Occupancy sensors and building automation systems (i.e. motion controls for lighting, CO2 based demand for ventilation air)
- Building envelope improvements (i.e. 40% max window to wall ratio, low E glass)
- Reduction of equipment power use and heat gain (i.e. LED lighting require less space cooling, Chromebooks and tablets charged at home)
- Designated periods of set-back and/or shut down (i.e. synchronize cooling with instructional days and classroom hours)

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

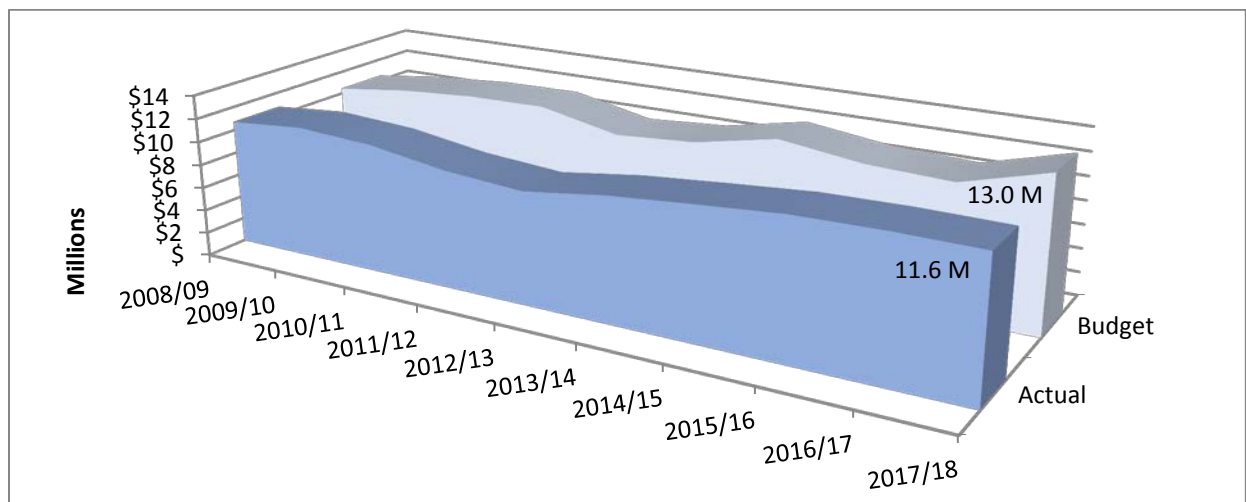
- Weather (i.e. warmer summer and shoulder season drives cooling demand)
- Hours of operation (i.e. extended use Ministry initiatives such as Community Use)
- School closures (i.e. disposal of redundant school sites, surplus port-a-packs and portables)
- Expansion of facilities and square footage (i.e.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

Energy Budget and Expenditure

A ten year history of the WRDSB budgets and expenditures for electricity and gas are presented in Appendix E. The WRDSB gas and electricity budget for 2017/18 was \$13.0M and expenditures were \$11.6M. Figure 5 presents the WRDSB's budget versus expenditures since 2008.

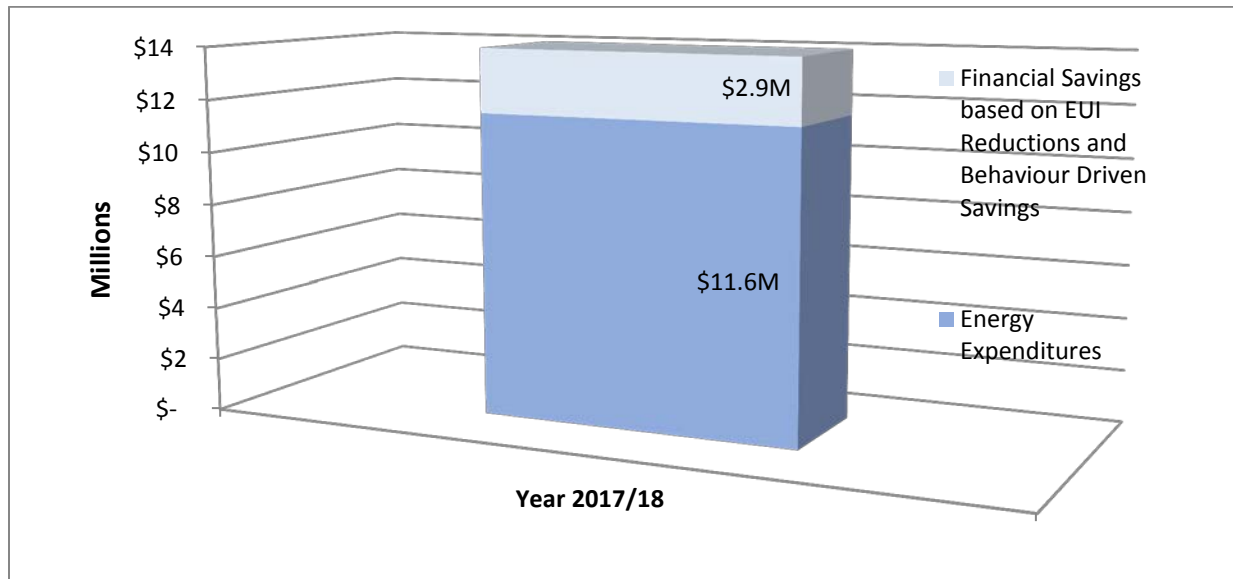
It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is user and weather dependent and costs are market dependent. Market pricing and weather is something the WRDSB has limited to no control over and both fluctuate year to year.

Figure 5 – Budget and Expenditures (Dollars) versus Year



Costs offset by energy efficiency measures, from gains through building upgrades and 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 2017/18 at 202 ekWh/m² with both at the current cost of 7.5 cents. Figure 6 represents almost \$2.9M in offset costs for 2017/18 due to EUI reductions and behaviour driven savings.

Figure 6 – Reduction as compared to base line (Dollars) for 2017/18



Regardless of our best efforts to reduce consumption by driving down EUI, energy costs are likely to continue to rise in the future. 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 students and educators at schools, as well as custodial and maintenance personnel, administrators and others continue to raise awareness and training.

Changing some everyday habits to conserve energy included memos and notices to schools in encouraging turning lights off when not in need, eliminating the habit of propping vestibule doors open during winter months and limiting the use of personal heaters in schools. These messages continue throughout the year raising awareness and the importance of saving energy.

The continuation of the Summer Experience Program (SEP) or Canada Summer Jobs (CSJ) program, assisting Facility Services with energy efficiency and resource conservation, was not funded for WRDSB in 2018 by the Province or the Government of Canada. It's anticipated the CSJ program may again be funded in 2019 but feedback from the Ministry of Employment and Social Development has not yet flowed through.

The new Sustainability Working Group has met three times this past year and has gained participation with teachers, Learning Services, Facility Services, Planning Department and Financial Services, and will continue to support competency development among central services and schools.

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.

This continues to be a challenge despite increases in square footage and equipment, our trade staff compliment has remained stagnant since 2008.

Technologies

As we maintain, construct new or renew older schools, Facility Services continue to implement suitable energy efficiency technologies. Those of greatest impact include;

- Energy modeling of new schools with targets for architects and engineers on exceeding building energy codes by 25% or more
- Design Briefs for architects and designers to ensure roofs, windows, vestibules and other building envelope components are designed and constructed in a energy efficient manner
- LED lighting throughout all WRDSB facilities to replace fluorescent and HID lamps, implemented each time renovations occur or when repairs or replacement of lamps or fixtures is required
- Conversion from pneumatic to DDC building controls implemented each time renovations occur
- Commissioning of boiler and HVAC equipment fresh air dampers and pneumatic building controls, in particular for older / poor performing schools
- Provision of condensing boilers and water heaters whenever possible when replacing older heating plants

However, less significant technologies and pilot continue to assist in the toolbox required to efficiently operate schools.

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

- Cooling through high efficiency Variable Refrigerant Flow (VRF) electric or Gas Heat Pump (GHP) systems
- Load shedding cooling controls for secondary schools offering a summer program
- Eyedro and AlertLabs point of use remote power or water monitoring meters
- Installation of water meters and monitoring at all cooling towers and play field irrigation systems
- Desiduous shade trees and glazing / overhang orientation 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 or installation of timers
- Media Induced Crystallization (MIC) in place of water softeners to reduce salt / water use and maintenance needs
- Direct replacement LED lamps or light fixtures 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.

The WRDSB has been an observing member of Sustainable Waterloo for three years and will become a pledging member and our setting of target reductions for GHG

emissions will be published by sustainable Waterloo and detailed in the WRDSB's new five year Energy Conservation and Demands Management Plan

Renewables

The WRDSB 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 \$324,400 in revenue over 81 months of operation. Appendix F 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 20.8 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 WRDSB 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 WRDSB has received more than \$0.5M 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. Appendix F presents the 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 required the implementation of a 5 year Conservation and Demand Management Plan (CDMP) initiated in 2013/14 and due for reporting to the Ministry of Education in June 2019. The WRDSB targeted reduction in energy of 6.1% was surpassed by a reasonable margin for a total reduction of approx. 9.5% over the same period.

The Board is currently working on the next phase of the CDMP and associated GHG emission reductions with the official format and timelines and yet to be outlined by the Province.

It should be noted that the Green Energy Act was repealed on January 1, 2019.

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.

Funding for energy efficiency and GHG emission reductions was made available in April of 2018 through the GHG Emission Reduction Fund with \$1.6M in projects successfully implemented.

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 required that 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 be shared with the Sustainability Working Group, the Elementary Accommodation Committee (EAC), and Secondary Accommodation Committee (SAC) in an effort to enhance awareness and build a knowledge base and momentum for energy conservation in the schools.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
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 Ron Dallan, Manager of Capital Projects
 Lou Lima, Manager of Mechanical, Electrical and Environmental Services
 Steve Feeney, Supervisor of Energy Conservation
 in consultation with Coordinating Council.

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT
ENERGY AND GREENHOUSE GAS UPDATE
ANNUAL ENERGY USE INTENSITY - ELEMENTARY SCHOOLS**

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

School	2008 EkWh/m2	2009/10 EkWh/m2	2010/11 EkWh/m2	2011/12 EkWh/m2	2012/13 EkWh/m2	2013/14 EkWh/m2	2014/15 EkWh/m2	2015/16 EkWh/m2	2016/17 EkWh/m2	2017/18 EkWh/m2
A R Kaufman P.S.	212	267	244	234	239	229	186	204	176	185
Abraham Erb P.S.	189	166	173	167	171	162	157	148	148	146
Alpine P.S.	287	330	318	334	307	284	285	293	296	286
Avenue Road P.S.	242	400	331	197	170	180	173	172	180	173
Ayr P.S.	238	292	277	268	257	246	220	213	209	212
Baden P.S.	232	176	168	156	161	163	166	153	155	160
Blair O.E.C.	Unavail	297	267	292	271	266	250	280	205	220
Blair Road P.S.	422	249	224	246	212	214	208	214	191	190
Breslau P.S.	336	393	268	267	248	330	236	226	231	219
Bridgeport P.S.	246	241	245	269	262	186	160	161	108	172
Brigadoon P.S.	199	296	213	181	185	188	162	154	169	168
Cedar Creek P.S.	211	206	182	174	175	184	168	174	187	185
Cedarbrae P.S.	289	245	308	264	255	245	250	241	238	225
Centennial (Camb) P.S.	269	286	254	251	266	244	224	228	237	226
Centennial (Wloo) P.S.	389	264	244	246	247	253	233	226	232	238
Central P.S.	269	294	268	284	277	272	261	274	265	214
Chalmers Street P.S.	265	274	288	316	267	253	232	229	204	206
Chicopee Hills P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	151
Clemens Mill P.S.	223	219	206	209	213	203	221	248	225	219
Conestogo P.S.	261	271	252	273	244	235	221	249	236	212
Coronation P.S.	440	378	364	326	329	318	327	342	354	343
Country Hills P.S.	190	224	229	301	268	226	215	179	168	170
Courtland Senior P.S.	246	254	244	219	223	269	222	194	182	203
Crestview P.S.	242	322	299	279	311	291	313	288	292	288
Dickson P.S.	184	183	185	161	171	169	96	Disposed	Disposed	Disposed
Doon P.S.	279	304	281	219	211	200	164	151	167	196
Driftwood Park P.S.	232	199	183	185	180	179	190	151	121	159
Edna Staebler P.S.	Not Open	171	159	149	158	155	155	140	143	142
Elgin Street P.S.	196	226	204	187	196	187	179	194	202	220
Elizabeth Ziegler P.S.	272	278	268	251	226	234	236	234	215	180
Empire P.S.	238	246	239	227	239	158	203	209	208	207
Floradale P.S.	209	191	218	233	232	202	176	217	200	177
Forest Glen P.S.	281	260	240	221	202	228	210	195	201	205
Forest Hill P.S.	316	269	246	248	208	196	192	224	213	227
Franklin P.S.	236	258	233	234	227	215	206	215	260	241
Glencairn P.S.	156	177	182	173	187	210	181	168	181	185
GrandView (Camb) P.S.	230	251	239	143	168	171	159	150	169	156
Grandview (NH) P.S.	197	326	228	233	217	215	187	199	187	189
Groh P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	125
Hespeler P.S.	206	205	184	166	168	177	173	158	163	165
Highland P.S.	326	281	275	204	189	202	201	211	213	203
Hillcrest P.S.	232	221	209	191	205	181	179	157	152	158
Howard Robertson P.S.	407	343	335	280	287	257	264	281	185	285
J F Carmichael P.S.	217	198	192	183	161	169	164	174	169	163
J.W. Gerth P.S.	Not Open	125	137	120	141	146	147	133	159	144
Jean Steckle PS	Not Open	Not Open	Not Open	Not Open	Not Open	146	119	122	121	127
John Darling P.S.	179	215	170	171	177	180	192	181	180	178
John Mahood P.S.	323	258	228	221	213	189	181	178	173	178
Keatsway P.S.	250	197	172	154	132	149	144	143	147	147
King Edward P.S.	594	268	261	252	256	243	272	332	266	236
Lackner Woods P.S.	192	213	203	210	209	215	214	199	196	223
Laurelwood P.S.	223	235	216	220	205	204	199	186	178	177
Laurentian P.S.	293	321	303	264	258	299	356	255	285	242
Lester B. Pearson P.S.	217	173	171	173	175	161	163	150	155	142
Lexington P.S.	307	287	291	261	256	289	223	237	236	230
Lincoln Avenue P.S.	289	358	332	330	313	149	143	Disposed	Disposed	Disposed
Lincoln Heights P.S.	298	258	232	233	234	209	197	286	289	213
Linwood P.S.	356	268	252	273	247	248	234	244	229	210
MacGregor Sr P.S.	201	212	204	201	202	194	188	202	198	204
MacKenzie King P.S.	294	319	299	313	281	295	211	214	220	214
Manchester P.S.	281	316	304	286	258	246	189	176	157	138

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Margaret Avenue P.S.	229	285	198	236	237	191	243	259	369	238
Mary Johnston P.S.	174	176	176	175	165	180	166	163	160	155
McQuarrie Centre	539	531	561	411	522	421	294	262	272	261
Meadowlane P.S.	225	271	270	255	247	246	228	211	257	251
Millen Woods P.S.	Not Open	Not Open	196	153	162	165	149	152	155	156
Moffat Creek P.S.	Not Open	Not Open	Not Open	Not Open	138	123	114	134	132	128
N A MacEachern P.S.	326	338	317	250	256	248	276	214	203	197
New Dawn	412	424	403	430	368	260	204	166	170	146
New Dundee P.S.	188	215	205	209	208	189	192	193	195	198
Northlake Woods P.S.	311	234	241	234	217	195	189	201	211	194
Park Manor P.S.	341	313	284	272	276	273	271	206	335	353
Parkway P.S.	289	260	256	280	337	260	234	224	215	233
Pioneer Park P.S.	236	274	248	255	260	219	215	208	235	225
Preston P.S.	180	188	194	191	191	175	157	158	166	168
Prueter P.S.	169	286	277	219	259	239	190	201	212	212
Queen Elizabeth P.S.	220	252	251	277	268	232	200	229	271	241
Queensmount Sr P.S.	400	309	342	324	258	282	321	252	257	304
Riverside P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	141	136
Riverside (old location)	171	217	175	175	186	151	128	126	87	91
Rockway P.S.	265	311	281	311	257	311	265	311	299	285
Rosemount P.S.	245	299	287	269	271	267	294	303	306	292
Ryerson P.S.	260	264	246	199	207	200	192	176	189	200
Saginaw P.S.	250	281	248	232	251	237	229	232	223	218
Sandhills P.S.	238	251	226	224	246	231	202	193	205	194
Sandowne P.S.	285	206	221	293	274	246	255	238	226	181
Sheppard P.S.	224	277	268	249	241	245	237	217	212	252
Silverheights P.S.	229	209	203	186	183	157	143	143	155	143
Sir Adam Beck P.S.	Not Open	Not Open	124	164	130	132	130	131	131	132
Smithson P.S.	216	259	249	255	250	191	235	228	222	234
Southridge P.S.	284	318	294	183	287	269	300	255	290	292
St Andrew's P.S.	247	191	196	173	174	169	170	175	156	164
St Jacobs P.S.	236	253	250	235	239	233	218	220	223	223
Stanley Park P.S.	299	331	314	299	280	309	256	246	270	251
Stewart Avenue P.S.	270	306	191	170	179	163	166	171	190	169
Suddaby P.S.	149	197	192	192	146	154	153	151	148	150
Sunnyside P.S.	226	243	218	198	205	204	204	188	185	186
Tait Street P.S.	227	243	241	229	230	236	173	173	180	177
Three Bridges P.S.	193	200	187	193	169	175	92	Disposed	Disposed	Disposed
Trillium P.S.	262	342	255	251	253	245	221	239	243	227
Vista Hills P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	144	131
W.T. Townshend P.S.	158	161	156	139	147	151	141	138	129	133
Wellesley P.S.	243	261	252	242	243	235	219	202	215	205
Westheights P.S.	309	339	255	232	235	228	232	229	210	233
Westmount P.S.	244	256	248	223	241	235	371	166	133	137
Westvale P.S.	151	145	141	128	140	132	131	125	129	132
William G. Davis P.S.	308	410	331	328	303	288	270	277	282	261
Williamsburg P.S.	159	149	145	149	150	154	153	139	157	145
Wilson Avenue P.S.	225	185	234	223	226	226	214	181	192	181
Winston Churchill P.S.	217	234	216	163	179	178	194	201	207	194
Woodland Park P.S.	177	191	179	167	162	152	152	142	139	127
Wrigley's Corners O.E.C.	Unavail	251	225	282	236	230	244	249	223	228
Energy Intensity Average (EkWh/m2)	258	260	242	231	227	216	206	203	205	198

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Bluevale C.I.	274	291	237	249	255	241	240	231	214	230
Cameron Heights C.I.	385	379	368	357	337	338	597	398	358	299
Eastwood C.I.	211	237	221	213	224	249	228	229	198	205
Elmira District S.S.	278	303	277	258	238	227	238	237	247	220
Forest Heights C.I.	325	328	321	341	287	273	263	247	257	296
Galt C.I.	254	248	258	296	287	273	262	265	262	241
Glenview Park S.S.	275	298	313	284	275	242	218	218	201	201
Grand River C.I.	244	283	264	246	260	250	254	260	228	220
Huron Heights S.S.	252	280	282	264	272	238	224	247	236	226
Jacob Hespeler S.S.	219	281	290	250	265	249	211	249	209	184
Kitchener-Waterloo C. & V.S.	291	269	266	251	253	261	232	229	226	223
Preston H.S.	260	306	267	259	257	260	245	259	257	254
Sir John A. Macdonald S.S.	246	257	242	240	218	205	199	210	210	206
Southwood S.S.	275	225	193	177	164	162	156	158	161	157
Waterloo C.I.	265	278	272	249	256	246	233	240	242	240
Waterloo-Oxford District S.S.	243	322	321	307	281	271	274	283	265	248
Energy Intensity Average (EkWh/m²)	269	287	275	265	258	249	255	251	237	228
Education Centre (EkWh/m²)	258	280	260	252	246	233	223	242	245	242

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A R Kaufman P.S.	26	36	31	30	30	29	22	27	21	23
Abraham Erb P.S.	25	21	21	21	21	19	20	19	19	19
Alpine P.S.	40	46	45	48	43	40	40	42	43	41
Avenue Road P.S.	36	64	52	29	23	24	24	23	25	23
Ayr P.S.	38	46	44	43	40	38	32	31	30	30
Baden P.S.	31	19	18	18	18	17	19	17	18	19
Blair O.E.C.	unavail	50	44	47	43	41	39	45	31	32
Blair Road P.S.	56	31	26	30	26	26	25	26	22	21
Breslau P.S.	53	62	39	39	34	45	33	32	33	30
Bridgeport P.S.	37	35	35	40	39	25	21	22	12	23
Brigadoon P.S.	20	36	24	18	18	17	16	15	17	17
Cedar Creek P.S.	26	27	22	20	20	21	19	19	23	20
Cedarbrae P.S.	44	36	46	38	37	36	37	36	35	33
Centennial (Camb) P.S.	39	42	35	34	38	34	31	33	35	33
Centennial (Wloo) P.S.	63	40	37	37	38	39	35	34	35	32
Central P.S.	40	45	40	42	43	41	40	43	42	32
Chalmers Street P.S.	38	39	37	41	37	34	30	30	27	26
Chicopee Hills P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	21
Clemens Mill P.S.	27	25	22	23	24	25	25	30	27	26
Conestogo P.S.	38	39	36	39	34	32	31	35	34	29
Coronation P.S.	69	58	54	49	48	47	49	53	57	54
Country Hills P.S.	17	19	20	39	32	28	28	22	20	20
Courtland Senior P.S.	38	39	38	33	34	41	33	29	27	31
Crestview P.S.	37	50	47	43	49	45	49	44	46	45
Dickson P.S.	27	27	27	24	26	26	16	Disposed	Disposed	Disposed
Doon P.S.	40	45	41	31	29	27	24	22	24	28
Driftwood Park P.S.	27	22	19	20	18	17	20	14	10	16
Edna Staebler P.S.	Not Open	20	18	17	18	17	18	17	17	17
Elgin Street P.S.	23	27	23	21	23	21	21	23	24	29
Elizabeth Ziegler P.S.	44	46	44	41	35	35	36	36	31	27
Empire P.S.	33	35	33	31	33	20	28	29	28	27
Floradale P.S.	27	24	28	30	30	24	22	29	24	21
Forest Glen P.S.	41	38	34	31	29	32	30	27	26	26
Forest Hill P.S.	49	40	37	38	31	28	27	33	32	34
Franklin P.S.	34	36	32	33	32	30	29	30	38	35
Glencairn P.S.	18	22	22	22	24	29	24	22	25	25
GrandView (Camb) P.S.	35	39	37	21	19	17	18	17	21	17
Grandview (NH) P.S.	30	50	33	34	31	28	26	29	27	27
Groh P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	17
Hespeler P.S.	23	24	22	20	19	21	20	18	19	18
Highland P.S.	50	42	41	29	25	28	29	31	32	30
Hillcrest P.S.	31	28	25	24	25	24	25	22	21	22
Howard Robertson P.S.	63	54	53	43	44	39	40	44	44	44
J F Carmichael P.S.	31	28	27	26	22	24	23	25	24	23
J.W. Gerth P.S.	Not Open	14	16	14	15	15	18	16	19	17
Jean Steckle PS	Not Open	Not Open	Not Open	Not Open	Not Open	16	11	11	11	11
John Darling P.S.	24	31	22	22	23	24	27	26	26	26
John Mahood P.S.	43	33	28	28	26	23	23	23	21	21
Keatsway P.S.	31	24	19	17	13	15	17	17	17	17
King Edward P.S.	103	43	42	41	41	39	44	55	44	38
Lackner Woods P.S.	19	23	22	24	23	23	23	23	22	28
Laurelwood P.S.	26	26	22	22	21	22	21	20	19	21
Laurentian P.S.	42	48	46	39	39	45	56	39	45	38
Lester B. Pearson P.S.	20	16	16	18	18	18	19	16	17	16
Lexington P.S.	45	42	42	38	39	45	34	37	35	34
Lincoln Avenue P.S.	42	52	48	48	46	22	21	Disposed	Disposed	Disposed
Lincoln Heights P.S.	46	38	34	35	35	31	29	44	45	31
Linwood P.S.	54	39	36	40	36	36	33	36	32	30
MacGregor Sr P.S.	29	31	29	28	28	27	27	29	29	29
MacKenzie King P.S.	42	48	45	47	41	43	30	31	32	31
Manchester P.S.	44	50	48	45	40	37	24	24	22	18

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Margaret Avenue P.S.	33	43	28	35	36	26	35	38	58	36
Mary Johnston P.S.	20	23	24	24	21	24	21	21	23	21
McQuarrie Centre	87	88	93	70	91	72	50	45	47	45
Meadowlane P.S.	26	35	34	34	31	30	26	24	33	30
Millen Woods P.S.	Not Open	Not Open	25	17	18	19	16	17	18	18
Moffat Creek P.S.	Not Open	Not Open	Not Open	Not Open	18	16	13	16	16	15
N A MacEachern P.S.	46	42	39	30	31	28	34	26	26	24
New Dawn	65	72	64	68	58	43	32	29	30	22
New Dundee P.S.	29	32	30	31	30	28	29	29	29	30
Northlake Woods P.S.	45	31	32	32	30	26	25	26	25	25
Park Manor P.S.	49	47	40	38	39	37	36	27	52	54
Parkway P.S.	39	35	34	39	43	34	30	29	28	30
Pioneer Park P.S.	29	40	35	35	36	30	29	29	33	31
Preston P.S.	21	22	22	23	24	23	20	20	22	22
Prueter P.S.	25	39	37	35	42	38	29	31	32	32
Queen Elizabeth P.S.	33	39	38	43	42	34	30	35	42	38
Queensmount Sr P.S.	62	48	52	51	39	42	49	38	39	45
Riverside P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	19	18
Riverside (old location)	20	25	21	21	23	19	16	17	12	14
Rockway P.S.	41	49	43	50	41	50	42	51	49	46
Rosemount P.S.	39	50	47	44	44	44	49	50	51	49
Ryerson P.S.	39	35	31	24	24	23	22	20	21	23
Saginaw P.S.	30	35	28	28	30	29	28	29	28	27
Sandhills P.S.	29	30	25	26	29	28	26	25	27	25
Sandowne P.S.	36	27	29	40	38	33	34	32	31	23
Sheppard P.S.	33	41	40	37	36	37	36	32	32	38
Silverheights P.S.	30	25	24	22	21	19	17	17	19	15
Sir Adam Beck P.S.	Not Open	Not Open	17	22	15	16	15	14	15	15
Smithson P.S.	35	42	40	41	40	30	37	37	34	37
Southridge P.S.	42	50	45	44	45	42	47	39	45	44
St Andrew's P.S.	37	27	28	24	23	23	23	25	22	23
St Jacobs P.S.	35	37	38	36	36	33	30	32	32	33
Stanley Park P.S.	45	51	47	45	42	47	38	37	41	38
Stewart Avenue P.S.	37	41	23	21	21	19	20	21	26	22
Suddaby P.S.	23	31	30	32	23	24	24	24	23	23
Sunnyside P.S.	33	37	33	30	30	30	31	28	27	28
Tait Street P.S.	34	36	36	34	34	33	25	25	25	24
Three Bridges P.S.	29	26	22	24	19	20	15	Disposed	Disposed	Disposed
Trillium P.S.	34	44	34	34	32	31	28	31	32	27
Vista Hills P.S.	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	19	17
W.T. Townshend P.S.	15	15	15	14	14	17	17	15	15	16
Wellesley P.S.	35	39	38	37	36	34	32	29	31	29
Westheights P.S.	40	46	32	28	27	25	26	27	23	27
Westmount P.S.	27	31	29	28	28	26	48	22	17	16
Westvale P.S.	15	13	13	11	12	12	12	11	12	12
William G. Davis P.S.	49	66	52	52	47	45	42	44	45	41
Williamsburg P.S.	20	18	17	17	16	17	18	16	20	18
Wilson Avenue P.S.	28	24	31	29	29	29	27	22	24	23
Winston Churchill P.S.	31	35	31	21	23	23	26	28	29	25
Woodland Park P.S.	21	22	21	19	18	16	16	16	16	14
Wrigley's Corners O.E.C.	unavail	40	35	unavail	33	29	34	38	unavail	34
Green House Gas Intensity Average (kGHG/m²)	36	37	33	32	31	29	28	28	28	27

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Bluevale C.I.	37	39	31	33	33	32	32	31	28	31
Cameron Heights C.I.	51	50	48	48	44	43	92	56	50	38
Eastwood C.I.	27	31	29	27	29	33	30	30	25	26
Elmira District S.S.	41	43	39	36	33	32	33	34	36	31
Forest Heights C.I.	48	48	46	51	42	39	37	35	38	45
Galt C.I.	38	34	36	43	42	39	37	37	37	34
Glenview Park S.S.	42	44	47	43	42	37	32	32	28	29
Grand River C.I.	32	40	36	34	36	34	35	37	31	30
Huron Heights S.S.	32	33	35	32	33	28	26	30	28	26
Jacob Hespeler S.S.	26	36	38	31	35	33	26	34	26	22
Kitchener-Waterloo C. & V.S.	44	40	39	37	37	39	34	33	33	32
Preston H.S.	40	47	39	39	38	38	37	39	39	38
Sir John A. Macdonald S.S.	30	31	28	28	25	23	23	24	24	23
Southwood S.S.	40	29	24	22	20	20	19	20	21	21
Waterloo C.I.	39	40	39	35	36	35	34	35	35	35
Waterloo-Oxford District S.S.	35	48	48	46	42	40	40	42	39	36
Green House Gas Intensity Average (kGHG/m²)	38	40	38	37	35	34	35	34	32	31
Education Centre (kGHG/m²)	26	27	25	24	23	21	21	22	23	24

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

**ENERGY AND GREENHOUSE GAS 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		2017/18	
	Budget	Actual	Budget	Actual
Electricity	\$ 8,164,700	\$ 8,892,776	\$ 10,303,000	\$ 8,510,009
Gas	\$ 2,891,800	\$ 2,726,342	\$ 2,714,000	\$ 3,044,841
Total	\$ 11,056,500	\$ 11,619,118	\$ 13,017,000	\$ 11,554,850

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

**ENERGY AND GREENHOUSE GAS UPDATE
PHOTOVOLTAIC GENERATION AND REVENUES (LIFETIME)***

	kWh Production	Revenue
Blair Road P.S.	73,642	\$ 59,061
Forest Glen P.S.	84,825	\$ 68,029
Forest Heights C.I.	73,523	\$ 58,966
Lincoln Heights P.S.	83,323	\$ 66,825
Waterloo C.I.	<u>89,175</u>	<u>\$ 71,518</u>
Total	404,488	\$ 324,399

Notes:

* Based on energy produced between November and December 2011 through August 2018.

Links to websites are as follows:

Blair Road P.S.	http://www.cachelan.com/green/solarVuLive.php?ac=blairdps&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://lincolnhgtsps.solarvu.net/green/solarVuLive.php?ac=lincolnhgtsps&dr=dakon
Waterloo C.I.	http://www.waterlooci.solarvu.net/green/solarVu.php?ac=waterlooci

2017/18 Utility Rebates Reinvestments

SJAM and 3 others	Remote Monitoring Sensors on Main Water Meter
HHSS	LED Retrofit of Hallway and Corridor Lighting
Winston Churchill	Energy Efficient Destratification Fans in 3 Classrooms

2017/18 Capital Funded Energy Efficiency Upgrades

Abraham Erb	Lighting Occupancy Sensors for all Corrido's and LED Night Lights
HHSS and 5 others	Remote Monitoring Sensors on Main Water Meter
CHCI	Upgrade Office Area Building Controls to DDC
CHCI	Pneumatic to DDC Upgrade for 4 Main Air Handling Units
Clemmens Mill	Upgrade 8 Fan Coils and Zone Controls from Elec/Mech to DDC
Tait St	Energy Efficient Destratification Fans in 2 Classrooms
Vista Hills	Post Construction Commissioning of Building Controls
BCI and various others	Astronomical Clock Control for all Exterior



Report to Committee of the Whole

May 13, 2019

Subject: OPSBA 2019 Annual General Meeting – Trustee Confirmations or Appointments

Recommendation

That the Waterloo Region District School Board of Trustees confirm or appoint their Voting and Alternate Voting Delegate; and

Confirm or appoint the Director and Alternate Director, for the July 2019 Ontario Public School Boards' Association (OPSBA) Annual General Meeting.

Status

To confirm or appoint trustees to positions within the Ontario Public School Boards' Association (OPSBA) in preparation for the Association's Annual General Meeting (AGM) being held from July 4-6, 2019 in Toronto, Ontario.

Voting Delegate/Voting Alternate – 2019 Annual General Meeting

For the Annual General Meeting, this Board must appoint one member to serve as the Voting Delegate and a second member to act as an Alternate in the absence of the Voting Delegate.

Appointment of OPSBA Director/Alternate Director (June 2019 – June 2020)

The constitution and bylaws of the Ontario Public School Boards' Association entitle certain member boards to appoint a trustee representative to the Association's Board of Directors. The Waterloo Region District School Board meets the criteria to be eligible to appoint one Director, as well as one Alternate Director who would act only in the absence of the Director.

Background

OPSBA has requested that the Board confirm the names of its Voting Delegate/Director and Alternate Voting Delegate/Alternate Director by June 4, 2019.

The voting process can be found as Appendix A.

Appendix A

CLARIFICATION OF VOTING PROCESS FOR ELECTION OF OPSBA POSITIONS FOR THE 2018 ANNUAL GENERAL MEETING

The information below is provided for clarification of the voting process, if required, for the election of the Voting Delegate and Director, and Alternate Voting Delegate and Alternate Director positions at the Committee of the Whole Meeting on Monday, May 13, 2019.

The election shall follow the Board's bylaws which state:

4.2.3 When nominations have been closed by a vote with a show of hands, any vote required to elect the Chairperson will be conducted by secret ballot.

The Board, by majority vote, appoints two staff members to act as scrutineers and such appointments have traditionally been from the members of senior administration present at the meeting.

One of the scrutineers distributes a slip of paper to each trustee following the closing of nominations for the position. Once the ballots are completed, trustees fold the slip of paper in half and the second scrutineer will present the ballot box to each trustee in which he/she will deposit the ballot.

The scrutineers withdraw from the Boardroom to the Trustees Office to count the ballots. The name of the successful candidate will be written on a piece of paper and handed to the Chairperson. The Chairperson will then announce the name of the successful candidate. This process shall be repeated for each position to be filled.

However, if a successful candidate is not determined through the first vote because there are more than two candidates nominated and none of them receive a majority vote, then the ballot process must be repeated in accordance with the bylaws (Article 4.2.7 through 4.2.9)

If there are only two candidates, and the successful candidate is not determined through the first vote because of a tie, then the candidates draw lots to fill the position, which means the names of the two candidates are placed in the ballot box and one name is drawn from the box. Our practice has been to appoint one of the scrutineers to draw the name from the box.

It has been the practice to use a different colour of paper for each round of voting so there is no room for error when the scrutineers are counting ballots. The ballots are destroyed following the voting process.

Please note that since the Board's bylaws indicate the election must be conducted by secret ballot, no other form of voting would be considered acceptable. Section 45 of Roberts Rules of Order regarding voting procedures states that, "when the bylaws require a vote to be taken by ballot, the requirement cannot be suspended, even by unanimous vote." This would mean that anyone who is not present at the Committee of the Whole meeting is ineligible to vote in this election.



Report to Board

May 13, 2019

Subject: Ad Hoc Board of Trustees Self-Evaluation Tool Committee

Recommendation

That the Waterloo Region District School Board approve the extension of the Ad Hoc Board of Trustees Self-Evaluation Tool Committee into the 2019-2020 school year; and

That the Terms of Reference be revised to allow for up to two additional trustees to sit on the Committee; and

That for the 2018-2019 Self-Assessment of the Board of Trustees, trustees continue to use the existing survey tool.

Status

The Committee has determined that the addition of two more trustees would be beneficial to the discussion and decision making process. It would also allow the opportunity for Trustees in their first term with the Board to provide input into this process.

Without having a new tool determined at this time, the Committee is recommending continuing the use of the Board of Trustees Annual Evaluation Questionnaire. A copy of the 2018 questionnaire can be found as Appendix A. If approved, the 2019 questionnaire will be distributed to Trustees near the beginning of June for reporting at the June 24, 2019 Board Meeting. Trustees will have two weeks to complete the survey to be followed by a meeting if trustees wish to discuss the feedback in depth. Feedback will be provided to the committee reviewing the process.

Background

The Ad Hoc Board of Trustees Self-Evaluation Tool Committee was established by way of trustee motion at the May 28, 2018 Board Meeting. The current Terms of Reference for the Committee can be found as Appendix B. The Committee met once during the 2018-2019 school year. The committee currently consists of the following members:

- Kathi Smith, Trustee (Committee Chairperson)
- Carol Millar, Trustee
- Mike Ramsay, Trustee

Communications

The Committee will bring forward recommendations to the Board of Trustees in the 2019-2020 school year.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for the Ad Hoc Board of Trustee Self-Evaluation Tool Committee.



2018

Board of Trustees Annual Evaluation Questionnaire

Background

The Waterloo Region District School Board Policy G400 (Board of Trustees Planning Cycle and Evaluations) provides for the following:

- 3.1.4 An annual performance self-assessment of the Board of Trustees, augmented by broader input at the discretion of the Board of Trustees

This document outlines the Board of Trustees annual and comprehensive evaluation components.

Purpose

The purpose of the Board evaluation is to:

- assist the Board in identifying areas where the Board can improve its effectiveness;
- monitor the contribution of the Board to the achievement of the System Success Plan; and
- identify opportunities for ongoing professional development of the Board and its members.

The evaluation of the Board of Trustees and the self-evaluation shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines, and in the roles and responsibilities document for the Board and the Board Member, and the Board's contribution to the System Success Plan.

Annual Evaluation

The annual evaluation will include a questionnaire to be completed by each member to evaluate the performance of the Board as a whole.

The object of the questionnaire is to improve the overall performance of the Board by assisting members to reflect on their individual and collective accomplishments as trustees and as a Board, to build on their strengths and assess their need for continuing education.

Annual Evaluation Results

The results of this survey will be provided to the current Chair and Board of Trustees for their consideration to improve the processes of Board governance.

Please note that the completed questionnaires and individual comments will be kept confidential.

Please submit your completed questionnaire in the attached pre-addressed envelope to Stephanie Reidel by June 11, 2018. Please note that your individual response will remain anonymous; all data will be aggregated externally for response purposes.

Board of Trustees Annual Evaluation Questionnaire - Instructions

The questionnaire contains 23 questions. Please rate each statement according to your perception of how well the Board attends to each of these factors.

Ratings are on a four-point scale as follows:

1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

Board of Trustees Annual Evaluation Questionnaire		1	2	3	4
1	Board members demonstrate commitment to this organization's mission and values.				
2	Board members comply with requirements outlined in key elements of the governance structure (by-laws, policies, code of conduct, conflict of interest, traditional/cultural norms, etc.).				
3	Board members review agenda materials and come to meetings on time and prepared to consider issues and make decisions.				
4	There is a productive working relationship within the Board (characterized by good communication and mutual respect).				
5	There is a productive working relationship between the Board and the Director (characterized by good communication and mutual respect).				
6	Board members demonstrate clear understanding of the respective roles of the Board and the Director.				
7	The Board is actively involved in planning the policy direction and priorities of the organization.				
8	I am confident that this Board would effectively manage any organizational crisis that could be reasonably anticipated.				
9	Board and committee meetings are well managed.				
10	The Board uses sound decision-making processes (focused on Board responsibilities, factual information, efficient use of time, items not frequently revisited, and effective implementation).				
11	The Board exercises its fiduciary responsibilities.				
12	The organization's resources are used efficiently (good value for money spent.)				
13	This organization has a good balance between organizational stability and innovation.				
14	The Board has good relationships with key stakeholders (e.g. parents/guardians, students, staff, donors, and other school districts, provincial agencies).				
15	The Board is focused on the interests and needs of students.				

16	The Board's orientation for Board members adequately prepares them to fulfill their governance responsibilities.				
17	The Board's capacity to govern effectively is not impaired by conflicts between members.				
18	The Board does a good job of evaluating the performance of the Director (measuring results against objectives).				

General Questions

19. What do you consider to be the strengths of the Waterloo Region District School Board of Trustees?

20. What do you consider to be the limitations of the Waterloo Region District School Board of Trustees?

21. Describe at least two important changes you believe could be made by the Board as an entity and/or by Board members that would improve the overall functionality and effectiveness of the Board of Trustees'? Please do not make comments about individual members.

i. _____

ii. _____

22. On a scale of 1 to 4, how would you rate the performance of the Board of Trustees one year ago?

Needs Improvement			Excellent
1	2	3	4

23. On a scale of 1 to 4, how would you rate the performance of the Board of Trustees today?

Needs Improvement			Excellent
1	2	3	4

24. General comments

Date: _____

Committee Terms of Reference

1. Trustee Self-Evaluation Tool Committee

- 1.1. Related legislation - Education Act
- 1.2. Related policies/bylaws - Policies and procedures of the Waterloo Region District School Board
- 1.3. Alignment with Board Strategic Plan – This ad hoc committee is aligned with the strategic priorities of the WRDSB Strategic Plan.
- 1.4. Type of committee - Board Ad Hoc Committee

2. Purpose/Mandate/Goals

- 2.1 Focus - In an effort to continue to improve the experience of trustees and improve the work of the Board, annual feedback has been requested. The process for soliciting feedback is in need of review and updating.
- 2.2 Powers and responsibilities - Develop and/or recommend a new self-evaluation tool to replace the Annual Trustee Survey

3. Authority/Jurisdiction/Responsibilities

- 3.1 Individual members - Expected to attend meetings of the ad hoc committee prepared and with assigned tasks completed as required.
- 3.2 Chairperson - will be chosen by committee members to lead the work of the ad hoc committee and champion the project.

4. Membership

- 4.1 Composition/stakeholders - The committee will consist of three trustees.
- 4.2 Term - The term of the ad hoc committee is until November 30, 2018. The term may be extended if required by motion of the Board of Trustees.
- 4.3 Appointment Process - A call for trustee volunteers will be issued with the terms of reference. The Chairperson of the Board of Trustees, in consideration of other committee duties of trustees, will appoint trustee ad hoc committee members from the volunteers responding to the call. If there are no volunteers, the Chairperson of the Board of Trustees will appoint trustee ad hoc committee members.

4.4 Vacancies - If vacancies arise among the ad hoc committee membership, the Chairperson of the Board of Trustees and the Director of Education will appoint/designate replacement ad hoc committee member(s).

5. Role of Board Personnel/Staff

5.1 Restrictions of membership - The committee does not include any Board staff members.

6 Meetings

6.1 Access to meetings - The ad hoc committee meetings will be open and can be attended by any member of the Board of Trustees. Input by all trustees will be encouraged, however, any ad hoc committee decisions made by way of vote will be restricted to ad hoc member participation only.

6.2 Election of chairperson and vice-chairperson - The ad hoc committee members will elect a chairperson of the ad hoc committee at the first meeting of the group.

6.3 Quorum - The ad hoc committee will operate under the same quorum as the Board of Trustees per current By-law 4.6.

6.4 Voting - Decisions of the ad hoc committee will be made by consensus and collaborative in nature. For this purpose, consensus is defined as a group decision-making process that seeks an acceptable solution that the whole group can support even if it is not the favourite of every individual.

6.5 Communications/distribution of minutes and agenda - Notes containing action items with assigned responsibility and time lines will be taken at meetings of the ad hoc committee and distributed to committee members a minimum by five business days after the meeting. Agendas for meetings will be developed by the chairperson of the ad hoc committee and distributed to all members at least three business days prior to the meeting.

6.6 In camera meetings - If, due to unforeseen circumstances, in camera meetings are required, the co-chairs of the ad hoc committee can call said meeting and report the occurrence and reasons why to the Board of Trustees.

7 Reporting

7.1 Committee reports to The Board of Trustees

- 7.2 Time frame of committee report back - A final report and recommendations will be presented to the Board of Trustees by mid October 2018.
- 7.3 All trustees will be given the opportunity to complete the feedback by the end of October.



Report to Committee of the Whole

May 13, 2019

Subject: Motion Re: 2019-2020 Education Funding

Recommendation

That the Waterloo Region District School Board of Trustees direct the Chairperson to write a letter to the Minister of Education on our behalf, with a copy to the Premier, OPSBA, all local MPPs and all Board Chairs, and direct staff to post a copy on the WRDSB website as information to our families; and

That the letter convey a strong opposition to the cuts to education funding, to the mandatory four e-learning courses and to the increase to average class sizes, and request a reassessment of these changes to ensure Boards can assist the Minister to meet the obligations under the Education Act to enhance student achievement and well-being, close gaps in student achievement and maintain confidence in the province's publicly-funded education systems; and

Recognizing that funding from the Ministry of Education may not be fully returned to the per pupil funding of 2018-19, direct staff to consider that the following guiding principles be approved for the 2019-20 budget process:

- *Maintain a focus on our strategic and operational priorities; and*
- *Maintain our commitment to ensuring our schools and communities are safe, caring and inclusive spaces where each student, staff member, family and community member feel valued; and*
- *Focus on supporting the education of our most vulnerable students.*

Status

This report contains a Notice of Motion served by Trustee J. Weston at the April 29, 2019, Board Meeting and was supported by Trustees C. Meissner and C. Millar.

Background

The following "whereas statements" were included as part of the notice of motion to provide additional information:

Whereas "[a] strong public education system is the foundation of a prosperous, caring and civil society"; and "[a]ll partners in the education sector, including the Minister, the Ministry and the boards, have a role to play in enhancing student achievement and well-being, closing gaps in student achievement and maintaining confidence in the province's publicly funded education systems." [Education Act 0.1 (1), (2) and (3)];

Whereas the increase in average secondary school class sizes from 22 to 28 students will result in less time for teachers to provide individualized instruction and feedback to each student - instruction and feedback which leads to higher student achievement;

Whereas changes to provincial funding for children on the autism spectrum will result in an increased need for specialized supports and programming in schools for these students and that funding for such supports and programs to date have not received adequate funding;

Whereas the decrease to funding for English as a Second Language instruction will disadvantage our newcomer students and be detrimental to their student achievement and well-being;

Whereas the following changes to the education portfolio, which are no less important than those listed above, will also impact student achievement, well-being and confidence in the province's publicly-funded education system:

- Increasing the average secondary class size will result in fewer elective courses being offered - courses that often keep students engaged, provide skills to find jobs after secondary school, and/or allow them to pursue diverse fields of study in post-secondary;
- Increasing the average secondary school class sizes may result in fewer teachers per secondary school to supervise the extra curricular activities that have been shown to increase student engagement and student achievement;
- Mandating e-learning courses as a graduation requirement will hinder the learning and graduation rates for students who cannot learn successfully online or have limited access to the internet;
- Decreased per pupil funding may impact the number of education workers in our schools who all play an important role in the lives of students, who have an impact on the well-being of students in classrooms and who may prevent more costly interventions;
- Changes to OSAP may result in a decrease in students applying to postsecondary institutions and decrease the number of highly-skilled, knowledgeable citizens contributing to our society;

Financial implications

No financial implications.

Communications

Copies of letters will be shared with trustees.