

February 10, 2020

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, February 10, 2020, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Staff Follow Up (10 minutes)

Administrative Procedure- Health and Physical Education Exemptions A. Mercier / P. Rubenschuh
Letters to the Provincial Government Chairperson / S. Reidel

Policy and Governance

01	Board Policy 1012 - Religious and Creed Accommodations	P. Rubenschuh
09	Board Policy 6002 - Compulsory Student Enrolment	M. Gerard
11	Board Policy 6004 - Outdoor Education/ Off Campus Education	M. Gerard / S. Miller
13	Board Policy 6007 - School Nutrition Programs	B. Lemon
15	Board Policy 6013 - Drug Education and Addictive Behaviours	B. Lemon

Reports

	Summer Learning Program	E. Ranney
19	Transportation Consortium Update	B. Bourgault
34	Development Area Boundary Designations	M. Gerard
49	New Policy - Political Candidate Visits	Chairperson
51	Motion: Equity and Inclusion Advisory Group Recommendation Consultation	Trustee C. Watson

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



FAITH AND RELIGIOUS AND CREED ACCOMMODATIONS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	<i>Policy 1008 – Equity and Inclusion; PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”; PPM No. 112, “Education about Religion in the Public Elementary and Secondary Schools”; PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”. The Multifaith Information Manual (4th edition)- Ontario Multifaith Council Policy on Preventing Discrimination based on Creed (2015) – Ontario Human Rights Commission (OHRC) <i>The Ontario Human Rights Code</i></i>
Effective Date:	<i>December 13, 2010</i>
Revisions:	<i>December 11, 2017, January 2020</i>
Reviewed:	<i>January 2015, April 18, 2016</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (~~The Board~~ **WRDSB**) acknowledges each individual’s right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on ~~faith~~ **creed** or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The ~~Board~~ **WRDSB** understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The ~~Faith and Religious~~ **and Creed** Accommodations Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The ~~Board~~ **WRDSB** believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The ~~Board~~ **WRDSB** acknowledges the presence of students and staff without religious affiliations who study and work in the school system. The ~~Board~~ **WRDSB** assures these members that religious accommodation guidelines and procedures will not interfere with or compromise their rights and privileges.

- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the Board **WRDSB** works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.
- 1.5 The Board **WRDSB** does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or Board **WRDSB**. These areas may include, but are not limited to:
- 1.6.1 Observance of major religious holy days and celebrations
 - 1.6.2 Prayer and rituals
 - 1.6.3 Dietary requirements and fasting
 - 1.6.4 Religious attire
 - 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities
- 1.7 **The WRDSB will not provide accommodations for curriculum and lessons that build a climate of inclusion and safety, including discussions about any of the protected human rights under the Ontario Human Rights Code. This applies to all classroom discussions and school activities about inclusion during the school year.**

2. Definitions-Duty to Accommodate

The *Ontario Human Rights Commission's (OHRC) Policy on Preventing Discrimination based on Creed (2015)* states that accommodation "...is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs."

The WRDSB has a duty to accommodate both obligatory and voluntary expressions of faith, as long as they are sincerely held. It is the creed-based, "religious or spiritual essence of an action, not any mandatory or perceived-as-mandatory nature of its observance, that attracts protection."

Sincerity of belief should generally be accepted in good faith unless there are evident reasons for believing otherwise. Where warranted, inquiry into a person's sincerity of belief should be as limited as possible. An inquiry only needs to establish that an asserted creed belief "is in good faith, neither fictitious nor capricious, and that it is not an artifice." In many cases, this will be unnecessary or relatively easy to show. However, in other cases, evidence may be required, usually from the person asserting the right, to establish that a person's claim is sincere.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.62)

The Ontario Human Rights Code (The Code) provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person

making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

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

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

- Respects dignity (including autonomy, comfort, and confidentiality)
- Responds to a person's individualized needs
- Allows for integration and full participation. In determining whether there is undue hardship, section 24(2) of the Code states that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

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

- **Respects dignity (including autonomy, comfort, and confidentiality)**
- **Responds to a person's individualized needs**
- **Allows for integration and full participation.**

Inclusive design (design with everyone in mind) that removes barriers up front is a preferred approach to removing barriers after they become apparent, or making "one-off" accommodations. The one-off approach assumes that existing structures are fine or only need slight modifications to make them acceptable. The Supreme Court of Canada has affirmed organizations' obligations to be aware of differences between individuals and groups, including based on creed, and wherever possible to build in concepts of equality into standards, rules or requirements. The duty to accommodate is about more than providing the most appropriate accommodation in the circumstances (the substantive component). It is also about engaging in a meaningful, good-faith process to assess needs and find appropriate solutions (the procedural component). Failing to carry out either component appropriately may be discriminatory.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.5)

3. Definitions

3.12.4 **Accommodation:** The Board **WRDSB** defines faith **creed**-based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a Board **WRDSB** requirement, qualification or practice in accordance with the *Ontario Human Rights Code (the Code)*, to the point of undue hardship.

3.22.2 **Creed:** Under *the Code*, creed includes, but is not necessarily limited to, "religious creed" or "religion. Creed must be a factor in a person's treatment for it to be discrimination based on creed. *The Code* prohibition on discrimination because of "creed" extends to situations where:

- The person who is the target of such behaviour is atheist or agnostic
- Neither the person discriminated against nor the person discriminating follows a creed
- A person is targeted and treated unequally because of their "perceived creed," or

because of their association with an individual or group with a particular creed (or lack thereof).
(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.27)

~~Given the breadth of belief systems that have been found to be a creed under the Code, organizations should generally accept in good faith that a person practices a creed, unless there is significant reason to believe otherwise, considering the above factors. According to the OHRC, every person has the right to be free from discrimination or harassing behaviour that is based on religion or where the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Code.~~

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

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

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

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

3.42.4 Competing Rights: **A request for accommodation may turn out to be a “competing human rights” situation. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the human rights of another party or parties.**

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

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

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

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.73-74)

Draft



FAITH AND RELIGIOUS ACCOMMODATIONS

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Reviewed:	<i>January 2015, April 18, 2016</i>

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- 1.2 The Board understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The Faith and Religious Accommodation Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The Board believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The Board acknowledges the presence of students and staff without religious affiliations who study and work in the school system. The Board assures these members that religious accommodation guidelines and procedures will not interfere with or compromise their rights and privileges.
- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the Board works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.

- 1.5 The Board does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or Board. These areas may include, but are not limited to:
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 - 1.6.3 Dietary requirements and fasting
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 - 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities

2. Definitions

The Ontario Human Rights Commission's (OHRC) Policy on Preventing Discrimination based on Creed states that accommodation "...is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs."

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

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

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

- Respects dignity (including autonomy, comfort, and confidentiality)
- Responds to a person's individualized needs
- Allows for integration and full participation. In determining whether there is undue hardship, section 24(2) of the Code states that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

- 2.1 Accommodation: The Board defines faith based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a Board requirement, qualification or practice in accordance with the *Ontario Human Rights Code* to the point of undue hardship.
- 2.2 Given the breadth of belief systems that have been found to be a creed under the Code organizations should generally accept in good faith that a person practices a creed, unless there is significant reason to believe otherwise, considering the above factors. According to the OHRC, every person has the right to be free from discrimination or harassing behaviour that is based on religion or where the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Code.
- 2.3 Undue Hardship: Organizations covered by the Code have a duty to accommodate to the point of undue hardship. Accommodation need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. The Code lists only three considerations when assessing whether an accommodation would cause undue hardship:

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

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

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

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

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



COMPULSORY STUDENT ENROLMENT

Legal References:	<i>Education Act</i>
Related References:	<i>Education Act</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>January 22, 2018, February 10, 2020</i>
Reviewed:	<i>September 12, 2016</i>

- 1.1 It is the policy of the Waterloo Region District School Board (**WRDSB**) to offer, on the first school day of September in that year:
 - 1.1.1 Junior kindergarten to any child who has attained the age of four years on the 31st day of December in that *calendar year*;
 - 1.1.2 Senior kindergarten to any child who has attained the age of five years on the 31st day of December in that calendar year.
- 1.2 Attendance in both the junior kindergarten and senior kindergarten programs are not compulsory unless, consistent with the Education Act, a child has registered and attended either a junior or senior kindergarten program, at which point, they are considered compulsory school age regardless of their age, and their attendance is compulsory.
- 1.3 Junior kindergarten and senior kindergarten programs operate Monday through Friday of each week and follows the school year calendar. If parents intend to adjust their child's schedule to assist with their transition into the full-day kindergarten program, parents are to do so in consultation with the school administrator by completing form IS-14-01: Transition to Full Day Kindergarten. If the student is not attending full-time by October 31, the student will be placed on the appropriate register, based on minutes of instruction.
- 1.4 In compliance with legislation contained in the Education Act, it is the policy of the **WRDSB** to enroll in school every child who attains the age of six on or before the first school day in September of that calendar year (compulsory school-age), on the first school day in September of that year.
- 1.5 The **WRDSB** promotes full time attendance whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment. Students benefit from the social/emotional opportunities provided in this environment and are provided with a strong foundation for learning.



COMPULSORY STUDENT ENROLMENT

Legal References:	<i>Education Act</i>
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Effective Date:	<i>February 23, 1998</i>
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- 1.5 The Waterloo Region District School Board promotes full time attendance whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment. Students benefit from the social/emotional opportunities provided in this environment and are provided with a strong foundation for learning.



OUTDOOR EDUCATION/ OFF CAMPUS EDUCATION

Legal References:	<i>Education Act</i> <i>Ontario Human Right Code</i> <i>Ontario Human Rights Code: Policy On Accessible Education For Students With Disabilities, 2018</i> <i>Accessibility for Ontarians with Disabilities Act, 2005</i>
Related References:	<i>Education Funding (B5) Memo, March 29, 2012</i> <i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009</i> <i>Board Policy 1008, Equity and Inclusion</i> <i>Administrative Procedure 1580 – Off-Campus – Categories 1, 11 & 111</i> <i>Administrative Procedure 1590 – Transportation – Off-Campus</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>September 19, 2016 January 20, 2020, February 10, 2020</i>
Reviewed:	<i>January 15, 2018</i>

1. It is the policy of the Waterloo Region District School Board (WRDSB) to endorse student participation in well-planned off campus and outdoor educational projects that are accessible, equitable and inclusionary ~~with the available financial resources~~, recognizing that:
 - 1.1 current educational thought emphasizes the importance of outdoor education as a holistic method of education used to enrich the school curriculum through effective utilization of the natural environment
 - 1.2 it is desirable to encourage teachers and students to learn through practical experience and observation outside the classroom, as well as in the classroom
 - 1.3 outdoor learning activities for students provided by the Waterloo Region District School Board should be offered in collaboration with community agencies and partners, where possible
 - 1.4 accessibility, equity and inclusion of all students must be considered when planning off-campus and outdoor education trips
 - 1.5 integrated accessible off campus transportation must be provided whenever possible. **In the event that integrated accessible transportation services are not possible then ensure that appropriate alternative accessible transportation services are provided for students with disabilities** (note: integrated transportation means that all students including students with disabilities, travel on the same vehicles)



OUTDOOR EDUCATION/ OFF CAMPUS EDUCATION

Legal References:	<i>Education Act</i>
Related References:	<i>Education Funding (B5) Memo, March 29, 2012</i> <i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009</i> <i>Administrative Procedure 1580 – Off-Campus – Categories 1, 11 & 111</i> <i>Administrative Procedure 1590 – Transportation – Off-Campus</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>June 15, 2015, September 19, 2016</i>
Reviewed:	<i>January 15, 2018</i>

1. It is the policy of the Waterloo Region District School Board (WRDSB) to endorse student participation in well-planned off campus and outdoor educational projects consistent with financial resources available, recognizing that:
 - 1.1 current educational thought emphasizes the importance of outdoor education as a holistic method of education used to enrich the school curriculum through effective utilization of the natural environment;
 - 1.2 it is desirable to encourage teachers and students to learn through practical experience and observation outside the classroom, as well as in the classroom;
 - 1.3 outdoor learning activities for students provided by the Waterloo Region District School Board should be offered in collaboration with community agencies and partners, where possible.
 - 1.4 consideration be given to accessibility, equity and inclusion when planning off-campus and outdoor education trips.



SCHOOL NUTRITION PROGRAMS

Legal References:	<i>Education Act, Policy/Program Memorandum 150 – School Food and Beverage Policy</i>
Related References:	<i>AP1220 - Sale of Food and Beverages in Schools</i>
Effective Date:	<i>September 2009</i>
Revisions:	<i>June 15, 2015, February 10, 2020</i>
Reviewed:	<i>September 12, 2016, January 22, 2018</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (**WRDSB**) to promote healthy food choices, in collaboration with parents, students and staff, that have a maximum nutritional value, are reasonably priced, and are sensitive to cultural needs and food allergy concerns.
- 1.2 The ~~Waterloo Region District School Board~~ **WRDSB** supports partnerships in the implementation of nutrition programs ~~that offering~~ **offer** food and beverages in all schools at no cost to students, ~~and that these programs~~ allow for universal access, and are inclusive in nature to address student hunger.
- 1.3 The ~~Waterloo Region District School Board~~ **WRDSB** recognizes the importance of effective communication and collaborative partnerships to ensure sustainability of student nutrition programs, within the financial constraints of available Board resources.



SCHOOL NUTRITION PROGRAMS

Legal References: *Education Act, Policy/Program Memorandum 150 – School Food and Beverage Policy*

Related References:

Effective Date: *September 2009*

Revisions: *June 15, 2015*

Reviewed: *September 12, 2016, January 22, 2018*

1. It is the policy of the Waterloo Region District School Board to promote healthy food choices in collaboration with parents, students and staff, that have a maximum nutritional value, are reasonably priced, and are sensitive to cultural needs and food allergy concerns.
2. The Waterloo Region District School Board supports partnerships in the implementation of nutrition programs, offering food and beverages in all schools at no cost to students, and that these programs allow for universal access and are inclusive in nature to address student hunger.
3. The Waterloo Region District School Board recognizes the importance of effective communication and collaborative partnerships to ensure sustainability of student nutrition programs, within the financial constraints of available Board resources.



DRUG EDUCATION AND ADDICTIVE BEHAVIOURS

Legal References: *Education Act, as amended;*
Provincial Code of Conduct;
Ontario Regulation 472/07;

Related References: *Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;*
Policy 6000 – Safe Schools;
Board Policy 6001 - Code of Conduct;
Board Policy 6008 – Student Discipline;
Administrative Procedure 1260 – Student Discipline Procedure
Administrative Procedure 1360 – Safety Response Issues in Schools
Administrative Procedure 1370 – Responsibility for Maintaining Safety, Security and Order in the School Environment
Administrative Procedure 3480 – Responsibilities and Expectations: Principal
Administrative Procedure 3490 – Responsibilities and Expectations: Vice Principal; and
School Board Police Protocol.

Effective Date: *January 22, 2018*

Revisions: *February 10, 2020*

Reviewed:

1. Preamble

- 1.1 The Waterloo Region District School Board (**WRDSB**) partners with community agencies and organizations to support a comprehensive awareness, prevention and intervention strategy that prohibits gambling and the use of alcohol, tobacco, **vapour products** and other drugs on school grounds.
- 1.2 The ~~Waterloo Region District School Board~~ **WRDSB** prevention strategy provides a framework for learning about:
 - prevention of substance use and gambling problems through the delivery of a comprehensive curriculum, grades K-12
 - intervention strategies with student/youth at risk of developing or having substance use or gambling problems, by actively promoting harm reduction approaches, treatment and recovery programs and services
 - identification, assessment and referral to community agencies, resources and service providers to address substance use and gambling problems

2. Community Collaboration (Waterloo Region Integrated Drug Strategy – WRIDS)

- 2.1 The ~~Waterloo Region District School Board~~ **WRDSB** collaborates with a number of community partner agencies and service providers, collectively known as the Waterloo Region Integrated Drug Strategy (WRIDS) to deliver education programs and services in alignment with the following strategy pillars:
 - Prevention
 - Harm Reduction

- Treatment and Recovery
- Enforcement and Justice

3. Definitions

- 3.1 **Prevention Pillar** – this pillar includes interventions that seek to prevent or delay the onset of substance use and address root causes of use. This pillar committee is currently working to develop school and community curriculum to prevent and reduce the use of alcohol and drugs among youth.
- 3.2 **Harm Reduction Pillar** – to reduce the harms to individuals and communities resulting from problematic substance use. Led by the Region of Waterloo Public Health Department, this committee is currently working to increase sector capacity across harm reduction programs and services. They are also working to raise harm reduction awareness and reduce drug related stigma.
- 3.3 **Treatment and Recovery Pillar** – recovery and rehabilitation committee is working to improve the physical and emotional well-being of people who use or have used substances. They are currently addressing gaps in treatment including more complex behaviors that result at the intersection of substance use and mental health including meth use.
- 3.4 **Enforcement and Justice Pillar** – is addressing community safety to address crime and community disorder as a result of substance use. It includes partnerships with the police, courts, corrections and community reintegration services.
- 3.5 **WRIDS Integration** – The Waterloo Region Integrated Drugs Strategy Steering Committee and the Coordinator tie the strategy together at the intersection of services, programs, policies and work that crosses the four pillar committees.

4. Parents, Families and Caregivers and Guardians

- 4.1 The ~~Waterloo Region District School Board~~ **WRDSB** offers ~~parents, guardians~~ families and caregivers opportunities that provide information about substance abuse/addiction, self-care and parenting approaches that are supportive of their student/youth. ~~Parents, guardians~~ **Families** and caregivers are a vital component of each youth's treatment and recovery plan.

5. Communication

- 1.1 The ~~Waterloo Region District School Board~~ **WRDSB** will regularly communicate about the goals of the Waterloo Region Integrated Drug Strategy (WRIDS), resources and service providers available across Waterloo Region and specific safety alerts as they relate to substance use.
- 1.2 The ~~Waterloo Region District School Board will participate~~ **WRDSB** will engage in a three year cyclical review of the Integrated Drug Strategy to ensure that it remains relevant and effective.



DRUG EDUCATION AND ADDICTIVE BEHAVIOURS

Legal References:	<i>Education Act, as amended; Provincial Code of Conduct; Ontario Regulation 472/07;</i>
Related References:	<i>Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour; Policy 6000 – Safe Schools; Board Policy 6001 - Code of Conduct; Board Policy 6008 – Student Discipline; Administrative Procedure 1260 – Student Discipline Procedure Administrative Procedure 1360 – Safety Response Issues in Schools Administrative Procedure 1370 – Responsibility for Maintaining Safety, Security and Order in the School Environment Administrative Procedure 3480 – Responsibilities and Expectations: Principal Administrative Procedure 3490 – Responsibilities and Expectations: Vice Principal; and School Board Police Protocol.</i>
Effective Date:	<i>January 22, 2018</i>

1. Preamble

- 1.1 The Waterloo Region District School Board partners with community agencies and organizations to support a comprehensive awareness, prevention and intervention strategy that prohibits gambling and the use of alcohol, tobacco and other drugs on school grounds.
- 1.2 The Waterloo Region District School Board prevention strategy provides a framework for learning about:
 - prevention of substance use and gambling problems through the delivery of a comprehensive curriculum, grades K-12
 - intervention strategies with student/youth at risk of developing or having substance use or gambling problems, by actively promoting harm reduction approaches, treatment and recovery programs and services
 - identification, assessment and referral to community agencies, resources and service providers to address substance use and gambling problems

2. Community Collaboration (Waterloo Region Integrated Drug Strategy – WRIDS)

- 2.1 The Waterloo Region District School Board collaborates with a number of community partner agencies and service providers, collectively known as the Waterloo Region Integrated Drug Strategy (WRIDS) to deliver education programs and services in alignment with the following strategy pillars:
 - Prevention
 - Harm Reduction
 - Treatment and Recovery
 - Enforcement and Justice

3. Definitions

- 3.1 **Prevention Pillar** – this pillar includes interventions that seek to prevent or delay the onset of substance use and address root causes of use. This pillar committee is currently working to develop school and community curriculum to prevent and reduce the use of alcohol and drugs among youth.
- 3.2 **Harm Reduction Pillar** – to reduce the harms to individuals and communities resulting from problematic substance use. Led by the Region of Waterloo Public Health Department this committee is currently working to increase sector capacity across harm reduction programs and services. They are also working to raise harm reduction awareness and reduce drug related stigma.
- 3.3 **Treatment and Recovery Pillar** – recovery and rehabilitation committee is working to improve the physical and emotional well-being of people who use or have used substances. They are currently addressing gaps in treatment including more complex behaviors that result at the intersection of substance use and mental health including meth use.
- 3.4 **Enforcement and Justice Pillar** – is addressing community safety to address crime and community disorder as a result of substance use. It includes partnerships with the police, courts, corrections and community reintegration services.
- 3.5 **WRIDS Integration** – The Waterloo Region Integrated Drugs Strategy Steering Committee and the Coordinator tie the strategy together at the intersection of services, programs, policies and work that crosses the four pillar committees.

4. Parents, Caregivers and Guardians

- 4.1 The Waterloo Region District School Board offers parents, guardians and caregivers opportunities that provide information about substance abuse/addiction, self-care and parenting approaches that are supportive of their student/youth. Parents, guardians and caregivers are a vital component of each youth's treatment and recovery plan.

5. Communication

- 5.1 The Waterloo Region District School Board will regularly communicate about the goals of the Waterloo Region Integrated Drug Strategy (WRIDS), resources and service providers available across Waterloo Region and specific safety alerts as they relate to substance use.
- 5.2 The Waterloo Region District School Board will participate will engage in a three year cyclical review of the Integrated Drug Strategy to ensure that it remains relevant and effective.



Student Transportation Services of Waterloo Region

2018-2019 Annual Report

February 2020



2018-2019 Annual Report

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Financial Overview



2018-2019 Highlights

Safety Initiatives:

- STSWR continued to focus on speeding and significantly changed driver behaviour.
- STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:
 - Updated First Rider program for Kindergarten students
 - Bus patrols, standing patrols (student crossing guards) and trailblazers (walking student leaders)
 - New Bus Evacuation training for all elementary students
 - New bi-annual interactive bus safety training for elementary student
 - Bus Driver professional development day

Contract Compliance and Performance Management:

- All bus operators and taxi operators are audited annually to ensure contract compliance.
 - All operators were in compliance with the terms of the contracts.
 - Audits are updated to promote continuous improvement.
- Weekly speeding report addresses gaps and drives improvement.
- A monthly scorecard system ensures ongoing compliance for some KPI's.
 - Valid Driver License
 - First Aid Valid
 - EpiPen Annually
 - Vehicle Age
 - Vehicle GPS
- All Bus Routes are formally audited at least twice a year using GPS tracking data.



2018-2019 Highlights

Productivity Initiatives:

- We continue to experience modest growth of 0.6%. The growth is localized to specific areas exceeding the available capacity causing the need for some additional vehicles.
- Large vehicles
 - Mileage increased by 2%
 - 2 vehicles added during the year.
- Special Needs
 - Focus on students needs, reliability and consistency of service

Customer survey:

- Families were invited to participate in satisfaction survey.
 - Overall families rated our services at 3.99 on a 1 to 5 scale.



Measuring Performance

Key Performance Indicators:

- STSWR has developed a number of key performance indicators to benchmark performance against industry standards and track improvements year over year.

Updated :August 31		Goal	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Safety	Student Injuries	0	0	1	0	0	2
	Collisions	0	46	58	41	48	54
	Collision Frequency	4.4	10.2	11.2	6.6	8.3	9.3
Quality	Student Ride time	14	14	14	14	14	13
Service	Service interruption	0	0	6	0	0	2
	Late bus over 50 minutes	0	36 (100)	67 (158)	20	33	13
Cost	Variance to Plan	\$ -	\$ 118,528	\$(98,793)	\$(14,800)	\$ 545,530	\$ 346,423
	\$/student	\$ 767	\$ 748	\$ 722	\$ 670	\$ 666	\$ 676

Injuries:

No Injuries

Collision

20% reduction in collision with students on board

Delays

9 driver related, 46 cold weather, 9 traffic

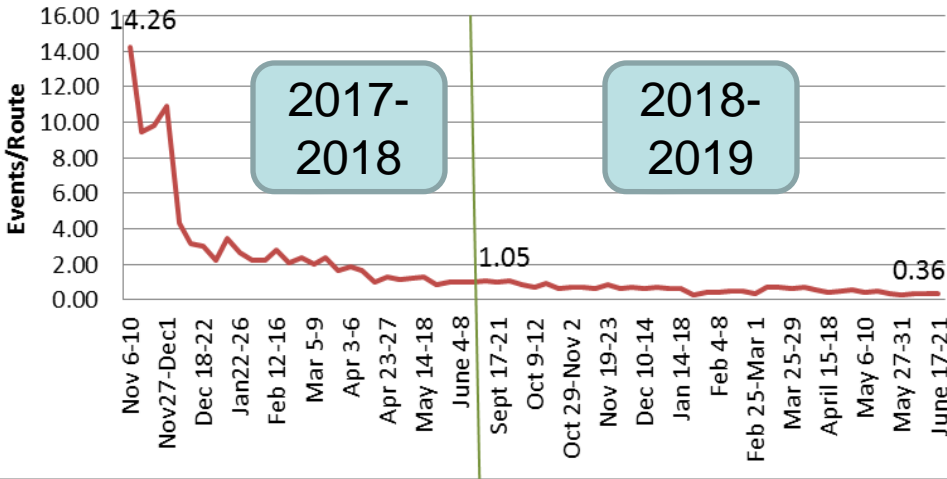
Service Interruption

None



Improving safety

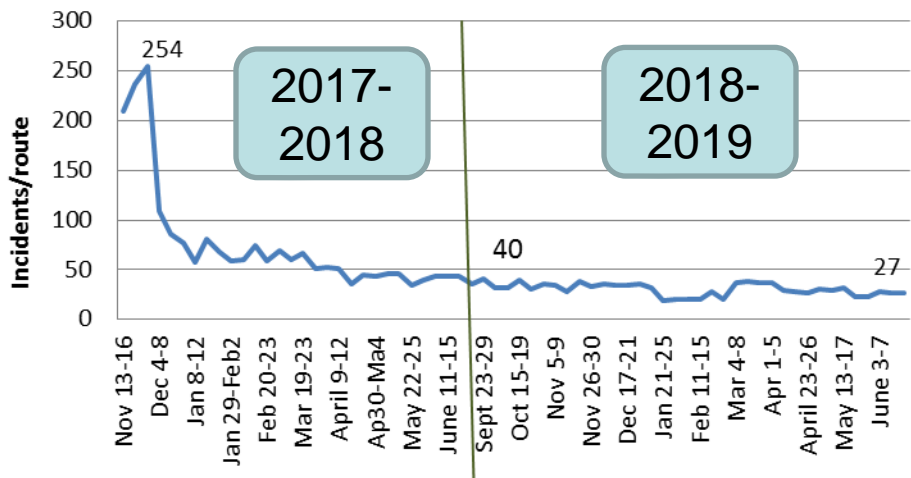
Speeding Events/route/week



Speeding event:
sustained speeding
over 40 seconds

Speeding incident:
any speeding 10%
over posted speed,
10 seconds intervals.

Speeding incidents/route/week





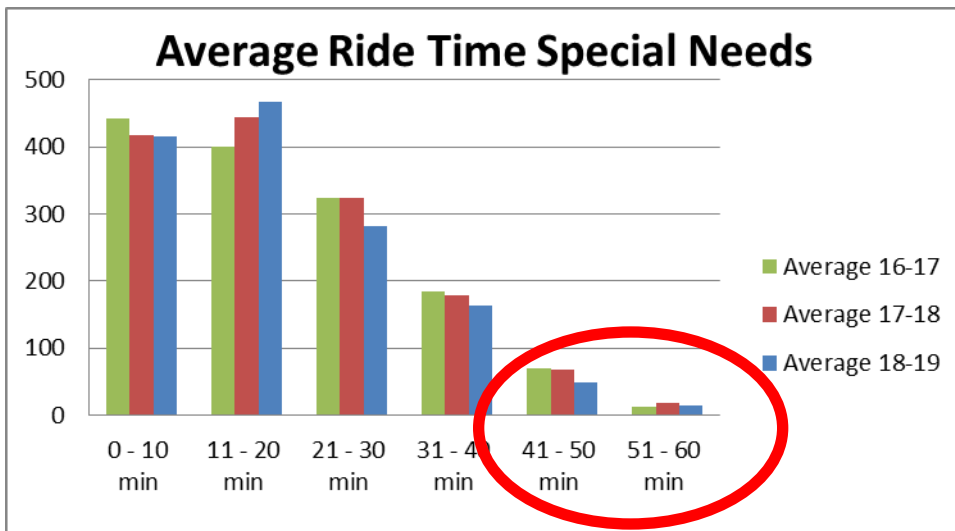
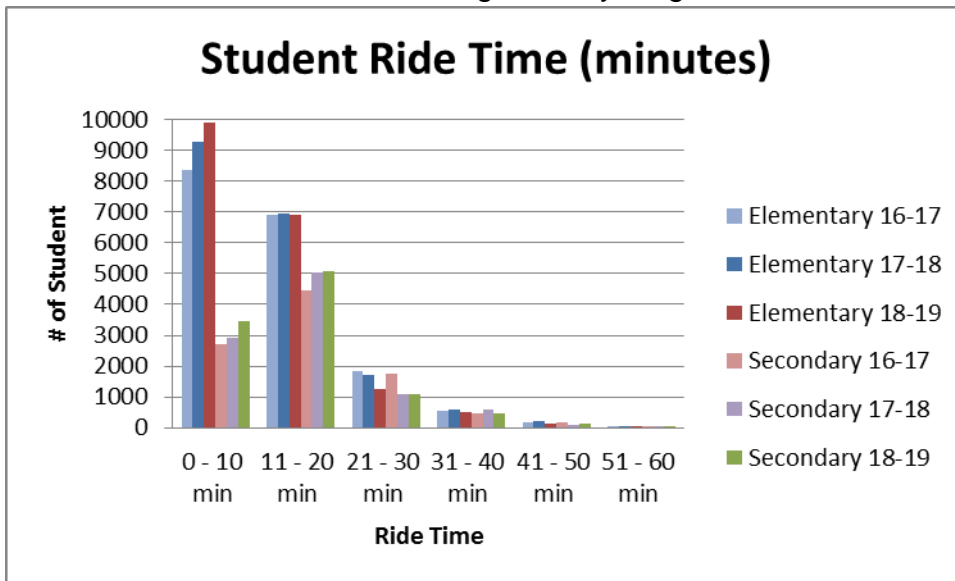
Measuring Performance

Average Distance to Bus Stop:

- Kindergarten Students 135m, range from 0 to 500m
- Elementary Students 151m, range from 0m to 941m
- Secondary Students 291m, range from 0m to 1,548m

Ride Time Distribution:

- The slight increase in distance to stop has an impact on ride time
- Continued focus on reducing the very long ride time



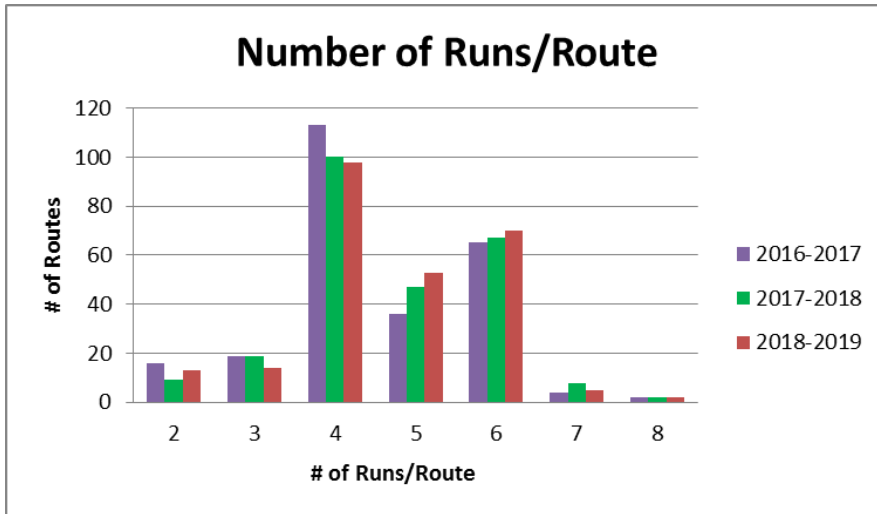
Focused on minimizing long ride time



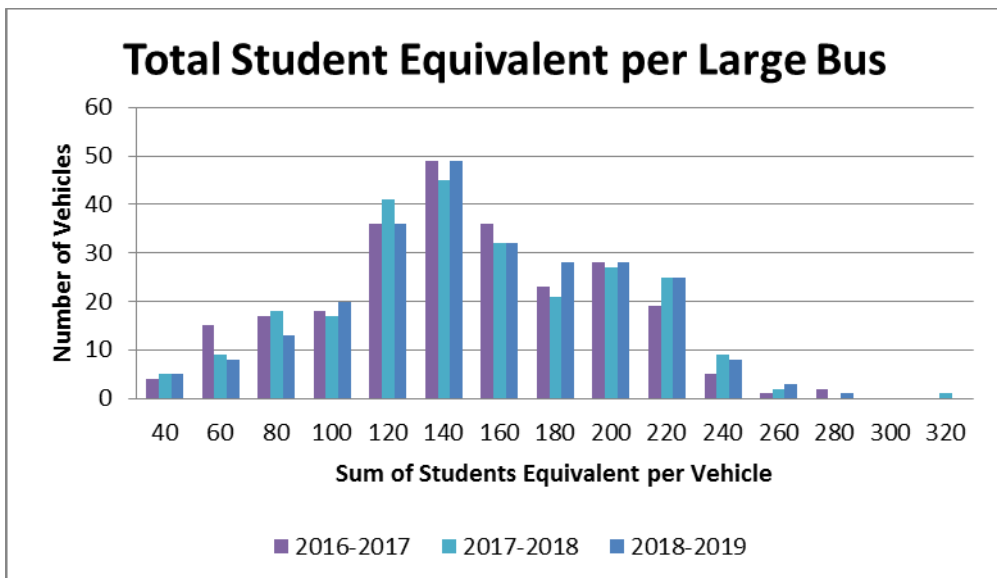
Measuring Performance

Vehicle Capacity Utilization:

- The growth is absorbed in the current number of vehicle



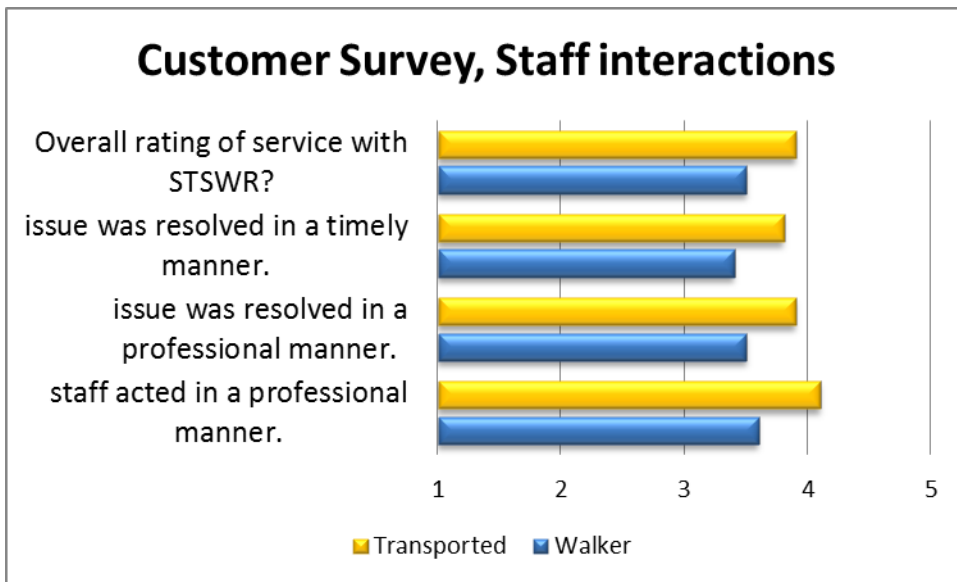
- We transport on average 142 students equivalent per vehicle
- The load factor is calculated as such: JK to 6 students count as 1.0, 7-12 students count as 1.5



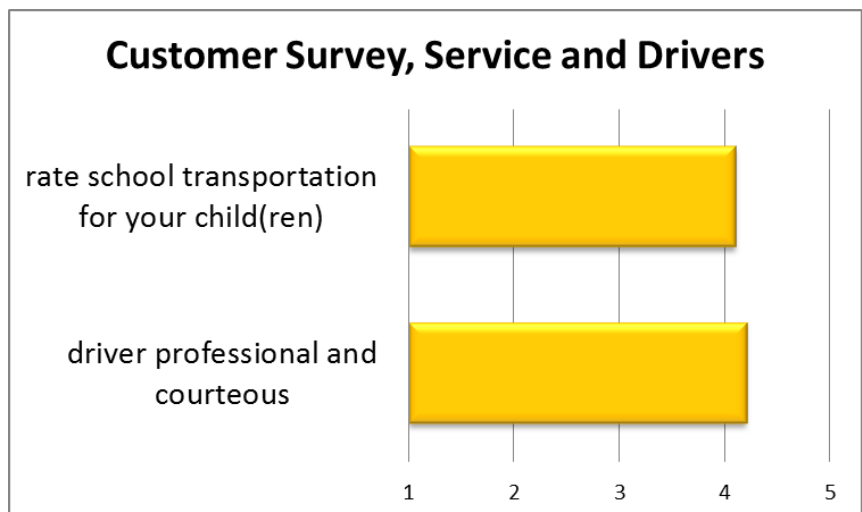


Customer Satisfaction

We conducted a customer survey to measure the level of satisfaction with our services. Over 3700 families responded.



Good overall rating of drivers and transportation services

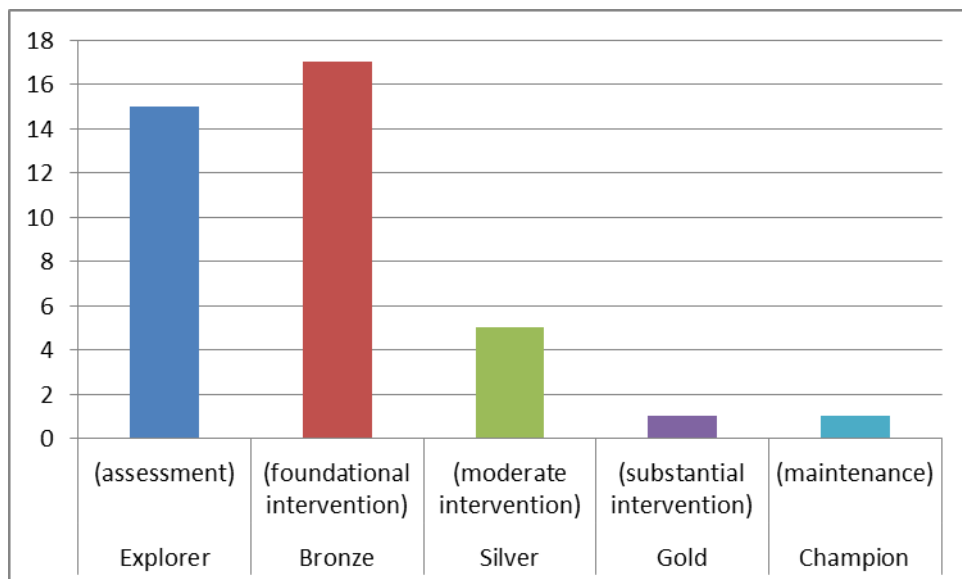




Growing the Participation with School Travel Planning

Developing tools and programs to support active transportation to schools and addressing traffic and parking issues.

- Developed and piloted the pedestrian skills training program.
- Develop milestone to independent walking
- Doubled the number of student trained to 152 students participated in Trailblazer training program
- 71 parents engaged in School Travel Planning Committees



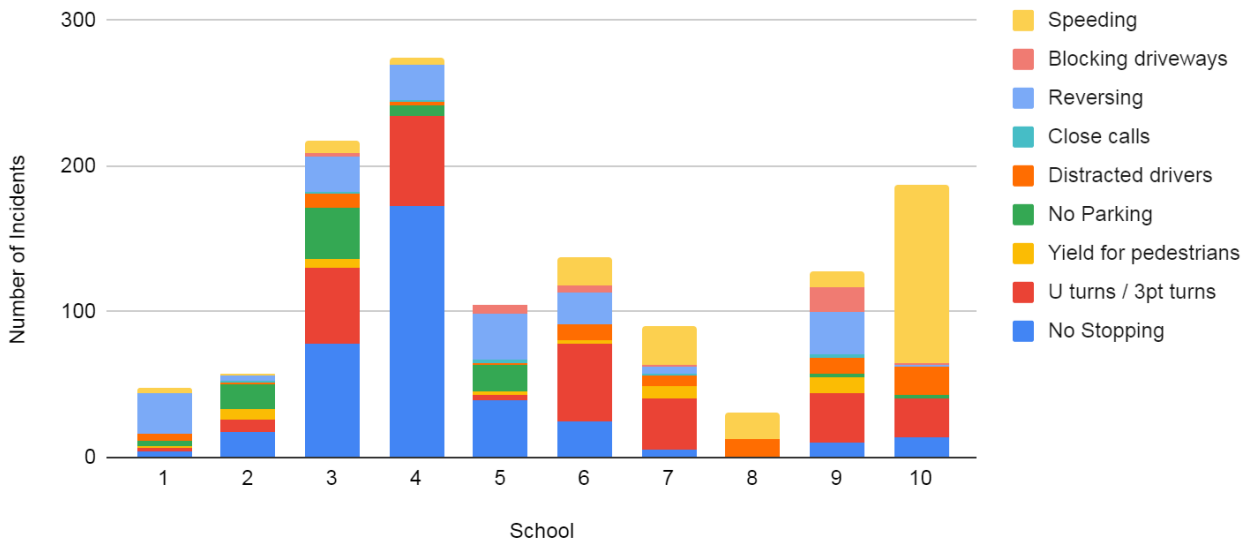
39 schools are engaged at different level of development.



Traffic behaviour has room for improvement

We initiated traffic observation to identify safety issues around our schools.

Driving Behaviours in School Zones





Appeals

Appeals:

- We had a considerable decrease in appeal last year. We received 44 appeals from 73 the previous year.
- At both School Boards, the distance continues to be the main point of contention.
- The following tables illustrate the number of appeals for the WRDSB, the reason for the appeal, and the outcome.

	2018-2019 School Year					
WRDSB	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
Distance	7	7	14	1	4	1
Safety	5		5		2	
Grandfather	3		3	1		
Sibling	2		2		1	
Out of Bound	1	1	2	1		
French Immersion	1		1		1	
Loss of transportation	1		1			
Stop location	1		1			
Total	21	8	29	3	8	1

2018-2019 Overview

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2018-19 Summary:

Transportation continues to be very safe for students. Overall a very successful year.

– Safety

- Sustainable process to ensure kindergarten safe drop off.
- Maintained the reduction of speeding.
- Public awareness campaign continued with 2 radio campaigns.
- Continued the development of alcohol detection sensors on all school purpose vehicles.
- Launched the bi-annual school bus safety training to half the elementary schools.
- Secondary student evacuation review twice per year.

– Customer Service

- Making strides in ensuring every interaction is a positive one.
- Good satisfaction level from your customer.
- New video to explain the cancellation process when encountering inclement weather.

– Active Transportation

- Engaged 39 Schools
- Developed pedestrian skills program.

– Driver Shortage

- Actions taken the previous year allowed us to maintain an adequate level of skilled drivers.

– Procurement

- Renewed Taxi contracts will help improve availability of service.



2019-2020 Outlook

2019-2020 Objectives:

- Building upon our successes and challenges from 2018-19, there are a number of key areas that STSWR will focus on during the 2019-2020 school year. These include:
 - Safety
 - Continue with simple message to slow down and leveraging the Bus Driver PD day.
 - Complete the rollout of the bi-annual school bus safety training to elementary students.
 - Participate in School Bus Safety week.
 - Renew discussion with the Region to pursue the stop arm camera.
 - Update emergency plan to include natural disasters.
 - Customer Service
 - Continuously working with all stakeholders to ensure every interaction is a positive one.
 - Developing Customer Service support software.
 - Special Needs transportation
 - Developing evacuation plan for Spec Ed.
 - School Travel Planning
 - Launching “Sidewalks Smarts” program.
 - Leverage the 2 additional staff to support Active Transportation services.
 - Growing parent resources so support children independence.
 - Monitoring Canadian Cancer Society’s walking school bus program.
 - Technology
 - Replace existing GPS technology due to bankruptcy of original vendor.



2018-2019 Financial Report

STSWR 2018-2019	Total
Overhead	\$ 1,474,205
WCDSB transportation cost	\$ 5,233,335
WRDSB transportation cost	\$16,716,797
School Travel Planning	\$ 44,138
Total	\$23,468,475

WCDSB Details	Total
Regular School Bus	\$ 3,956,883
Spec-Ed Bus	\$ 839,266
Taxi	\$ 227,414
GRT	\$ 21,170
Total	\$ 4,996,905

WRDSB Details	Total
Regular School Bus	\$ 7,747,922
Spec-Ed Bus	\$ 6,601,998
Taxi	\$ 1,190,009
GRT	\$ 228,782
Total	\$16,716,797



Report to Committee of the Whole

February 10, 2020

Subject: Development Area Boundary Designations

Recommendation

The following recommendations are independent of each other:

That the Waterloo Region District School Board approve the secondary panel holding school reassignment of any unregistered portions in the Doon South Development Areas (as shown on Appendix A attached to the report titled Development Area Boundary Designations, February 10, 2020) from Forest Heights Collegiate Institute to Southwood Secondary School, effective February 10, 2020;

And that the Waterloo Region District School Board approve the creation of a Development Area for the elementary panel for the area known as Southeast Cambridge II (Moffat Creek), City of Cambridge, as shown on Appendix A (attached to the report titled Development Area Boundary Designations, February 10, 2020), and have a status of 'To-Be-Determined' for holding school assignment;

And that the Waterloo Region District School Board approve the creation of a Development Area for the elementary panel for the area known as Southeast Cambridge III (Lakeview), City of Cambridge, as shown on Appendix A (attached to the report titled Development Area Boundary Designations, February 10, 2020), and have a status of 'To-Be-Determined' for holding school assignment.

Status

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

Where space appears to be insufficient, Board Policies and Procedures provide Planning Staff with a process to create and assign Development Areas (DAs) to holding schools until a capacity solution becomes available. The following Policy and Procedure specifically outline the DA process:

- [Board Policy 4012 – School Attendance Areas](#); and
- [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#)

A capacity solution that would cause a DA to be dissolved could include the construction of a new school facility, a permanent classroom addition or a boundary change resulting from a boundary study.

This DA report provides a status update on existing DAs as well as establishes two new DAs. Appendix A provides additional information about each of the existing DAs. Appendix B provides enrolment projections for the schools where reassignments are proposed (Forest Heights Collegiate Institute and Southwood Secondary School).

Background

The following section of this report will serve to identify changes to holding assignments and creation of new DAs. Appendix A depicts the complete set of Development Areas and their current holding school assignment and can be referred to for additional information.

1. Doon South I DA and Doon South IV DA (Not Yet Registered) – Reassign from Forest Heights Collegiate Institute to Southwood Secondary School (Cambridge)

Doon South I DA was created in 2014 for the elementary panel and 2017 for the secondary panel to provide relief to Groh Public School and Huron Heights Secondary School. On the elementary panel, this DA is currently assigned to Pioneer Park and Doon Public Schools. In 2018, Forest Heights Collegiate Institute was identified as the secondary holding school for all of the Doon South DAs.

Doon South IV DA was originally created with a slightly different geography which has since been dissolved (see Appendix A, area “B”). The change in appearance (geographic shape) reflects the potential for future residential development south of New Dundee Road (see Appendix A, area “C”). Unit counts and types are not known for future development plans.

In 2018/2019 the Southwest Kitchener Secondary Boundary Study was undertaken. The final report recommended that Forest Heights Collegiate Institute not act as the sole holding school for rapidly growing DAs in Kitchener. This was both to ensure that it would not become over-utilized or overcrowded but also to give flexibility as future DAs are expected to begin to develop in coming years.

As a result, Doon South I and Doon South IV DAs are now proposed to be redirected to Southwood Secondary School in Cambridge. The redirected areas are not registered and have no students at this time.

Please note that the other portions of Doon South which have occupied homes and families are proposed to remain in their current holding assignments.

In selecting a holding school, in addition to making consideration for student success, staff relies on the criteria outlined within section 4.2 of [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#), a holding school should have:

- Available classrooms
- Adequate ancillary space
- Appropriate servicing (electrical/sanitary)
- Consideration of future portable classroom needs
- School bus loading zone
- Proximity for time-on-the-bus criteria to be met

- Minimal capital needs; and
- Consideration for the learning environment.

Given the above criteria, and in consultation with Student Transportation Services of Waterloo Region (STSWR), Coordinating Council, and the affected schools, Southwood Secondary School was identified the preferred holding school for these DAs.

2. Breslau DAs assigned to Grand River Collegiate Institute for secondary panel

New houses are beginning to be occupied within the Breslau DAs (see Appendix A, areas “D”, “E” and “F”). A secondary school assignment had not yet been identified although elementary assignments were addressed in a past report.

This report identifies Grand River Collegiate Institute as the holding school assignment for secondary students in the three Breslau area DAs.

3. New Southeast Cambridge Development Areas

Two new Development Areas have been established for Southeast Cambridge, they are:

- Southeast Cambridge II (Moffat Creek) (see Appendix A, area “G”) and,
- Southeast Cambridge III (Lakeview) (see Appendix A, area “H”)

In total these areas are anticipated to result in over 700 residential units; however, unit counts and ranges are subject to change. The DAs were created to provide relief to Moffat Creek and Chalmers Street Public Schools.

The timing of the opening of the planned new Southeast Cambridge (Joint Use) elementary school is contingent upon site servicing as well as relevant agreements with the City of Cambridge.

At this time the planned new elementary school is expected to be at least two years away from opening. The status of the DAs will be contemplated in the associated boundary study which will be undertaken prior to the new school’s opening.

Financial implications

There are no financial implications.

Communications

Information about DA assignments is available on the [Planning Department](#) website.

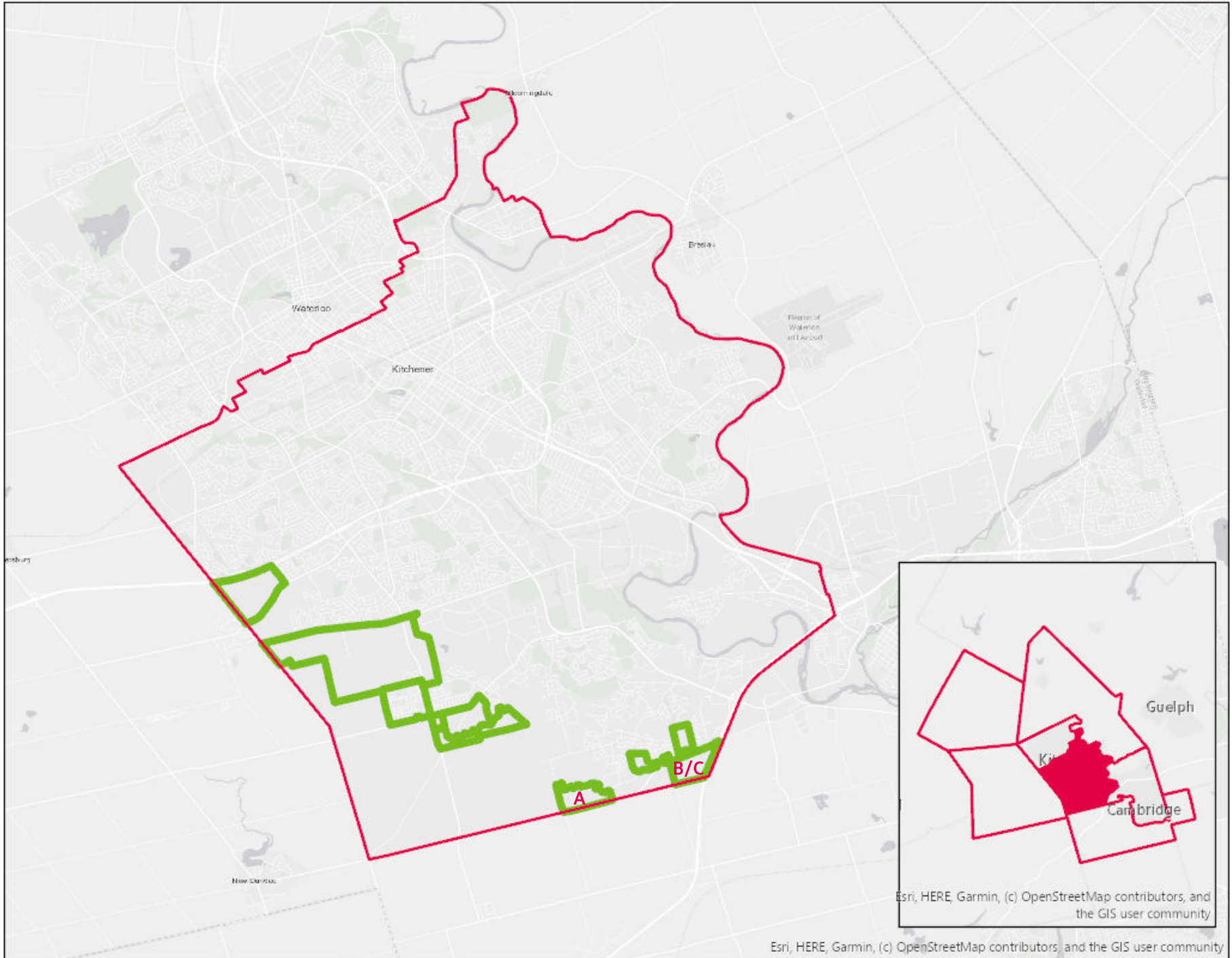
Further, the “School Finder” application on the Board’s website is updated on a regular basis to display the school assignments and transportation eligibility based on up to date municipal addressing. Any DA assignments are communicated to STSWR so that transportation eligibility can be established.

Letters will be sent to the KW Real Estate Board and new home sales centres, where possible, to advise them of DA holding school assignments. An interactive map is accessible from the Board’s website for the public to view and search addresses within.

For all new developments that meet the DA criteria, Planning staff requests that the Region of Waterloo or local municipality impose conditions of approval that will require the developer to post signage and include clauses in Agreements of Purchase and Sale indicating that students from the development may need to be accommodated at schools outside the area.


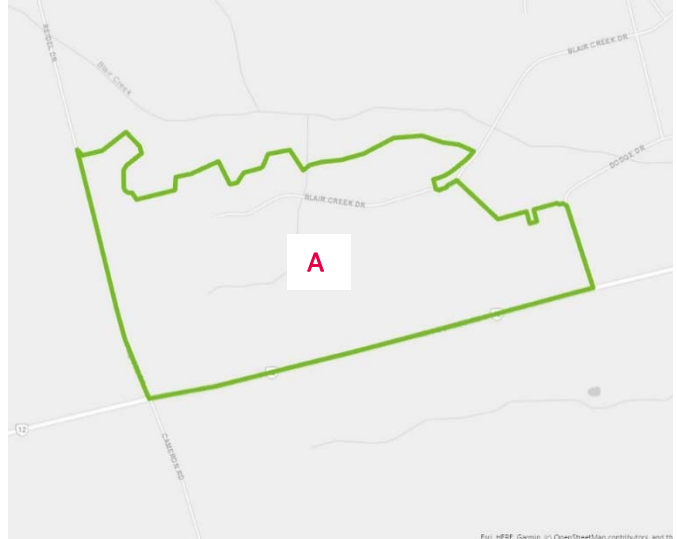


Prior to assigning DAs to holding schools, school administrators, Superintendents of Student Achievement & Well-Being, Facilities Services and STSWR will be consulted.

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



WRDSB DEVELOPMENT AREA STATUS – FEBRUARY 10, 2020

APPENDIX A

STATUS		DOON SOUTH I, KITCHENER			LTAP REVIEW AREA E08: KITCHENER SOUTHWEST (DOON-PIONEER PARK)
 <p>NEW SECONDARY HOLDING ASSIGNMEN T</p>	2020/2021 ASSIGNMENT	Junior Pioneer Park PS	Middle Doon PS	Secondary Southwood SS	
	DEVELOPMENT PLAN(S)	30T-o82o3 (Stages 4 through 10) (Not Registered)			
	UNIT COUNT (RANGE)	Single Detached, Multiple: 1200			
	BOUNDARIES EXCISED FROM	Groh PS, Huron Heights SS			
	PROPOSED NEW SCHOOL	No			
	PREVIOUS REPORTS/ASSIGNMENTS	December 11, 2017, October 15, 2018 / Secondary: FHCI			
	STATUS	DOON SOUTH IV, KITCHENER (OLD GEOGRAPHY, DISSOLVED)			
	2020/2021 ASSIGNMENT	Junior N/A	Middle N/A	Secondary N/A	
	DEVELOPMENT PLAN(S)	30T-87o36 (closed)			
	UNIT COUNT (RANGE)	N/A			
	BOUNDARIES EXCISED FROM	Groh PS, Huron Heights SS			
	PROPOSED NEW SCHOOL	Yes, site designated in Doon South V (Ormston)			
	PREVIOUS REPORTS/ASSIGNMENTS	December 12, 2016, December 11, 2017, October 15, 2018 / Secondary: FHCI			



HOLDING SCHOOL ASSIGNED





HOLDING SCHOOL TO-BE-DETERMINED



DEVELOPMENT AREA DISSOLVED OR REPLACED

WRDSB DEVELOPMENT AREA STATUS – FEBRUARY 10, 2020

APPENDIX A

STATUS		DOON SOUTH IV, KITCHENER (NEW GEOGRAPHY)			LTAP REVIEW AREA E08: KITCHENER SOUTHWEST (DOON-PIIONEER PARK)
 NEW SECONDARY HOLDING ASSIGNMEN T	2020/2021 ASSIGNMENT	Junior	Middle	Secondary	
		Pioneer Park PS	Doon PS	Southwood SS	
	DEVELOPMENT PLAN(S)	Future plans are anticipated			
	UNIT COUNT (RANGE)	Unknown			
	BOUNDARIES EXCISED FROM	Groh PS, Huron Heights SS			
	PROPOSED NEW SCHOOL	Yes, site designated in Doon South V (Ormston)			
	PREVIOUS REPORTS/ASSIGNMENTS	New! Assigned to FHCI under previous geography			



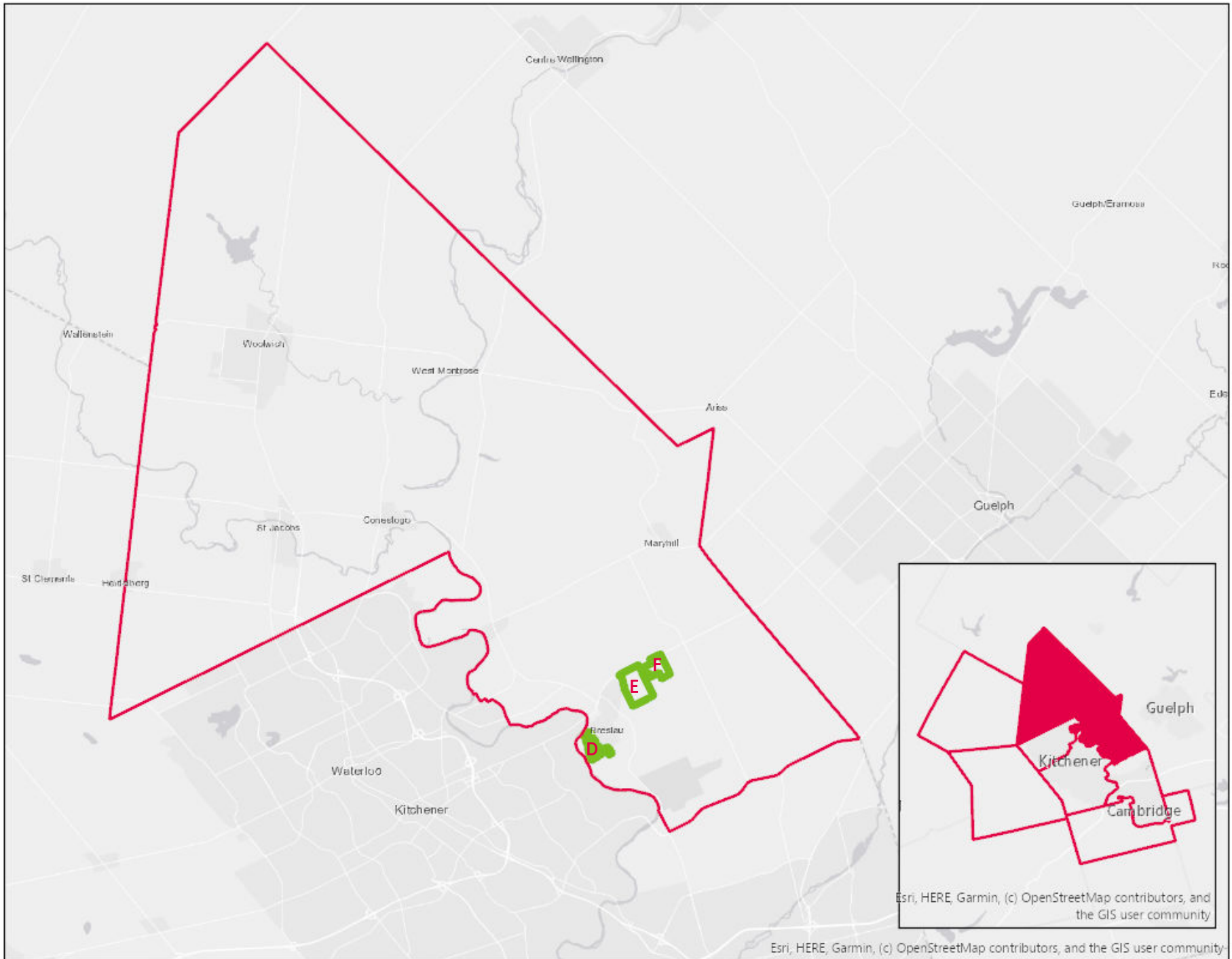
HOLDING SCHOOL ASSIGNED



HOLDING SCHOOL TO-BE-DETERMINED



DEVELOPMENT AREA DISSOLVED OR REPLACED



WRDSB DEVELOPMENT AREA STATUS – FEBRUARY 10, 2020

APPENDIX A

STATUS		BRESLAU RIVERLAND, WOOLWICH TOWNSHIP (BRESLAU)			LTAP REVIEW AREA E20: WOOLWICH TOWNSHIP (BRESLAU)
 <p>NEW SECONDARY HOLDING ASSIGNMENT</p>	2020/2021 ASSIGNMENT	Junior	Middle	Secondary	
		Crestview PS	Stanley Park PS	Grand River CI	
	DEVELOPMENT PLAN(S)	30T-13701, 58M-621, 58M-455			
	UNIT COUNT (RANGE)	Single detached and multiples: 700			
	BOUNDARIES EXCISED FROM	Breslau PS, Grand River CI			
	PROPOSED NEW SCHOOL	No			
	PREVIOUS REPORTS/ASSIGNMENTS	Secondary Not Assigned, May 9, 2016, May 15, 2017			
STATUS		BRESLAU THOMASFIELD, WOOLWICH TOWNSHIP (BRESLAU)			LTAP REVIEW AREA E20: WOOLWICH TOWNSHIP (BRESLAU)
 <p>NEW SECONDARY HOLDING ASSIGNMENT</p>	2020/2021 ASSIGNMENT	Junior	Middle	Secondary	
		Mackenzie King PS	Stanley Park PS	Grand River CI	
	DEVELOPMENT PLAN(S)	30T-11701, 58M-6625, 58M-641			
	UNIT COUNT (RANGE)	885 for both portions			
	BOUNDARIES EXCISED FROM	Breslau PS, Grand River CI			
	PREVIOUS REPORTS/ASSIGNMENTS	Yes, Site Designated (Hopewell Creek, Thomasfield)			
	PREVIOUS REPORTS/ASSIGNMENTS	Secondary Was Not Assigned, May 9, 2016, May 15, 2017			



HOLDING SCHOOL ASSIGNED




HOLDING SCHOOL TO-BE-DETERMINED



DEVELOPMENT AREA DISSOLVED OR REPLACED

WRDSB DEVELOPMENT AREA STATUS – FEBRUARY 10, 2020

STATUS	BRESLAU THOMASFIELD II, WOOLWICH TOWNSHIP (BRESLAU)			LTAP REVIEW AREA E20: WOOLWICH TOWNSHIP (BRESLAU)
	2020/2021 ASSIGNMENT	Junior	Middle	Secondary
		TBD	TBD	TBD
	DEVELOPMENT PLAN(S)			
	UNIT COUNT (RANGE)			
	BOUNDARIES EXCISED FROM	Breslau PS		
	PROPOSED NEW SCHOOL	Yes, Designated in Riverland DA		
	PREVIOUS REPORTS/ASSIGNMENTS	May 9, 2016, May 15, 2017		



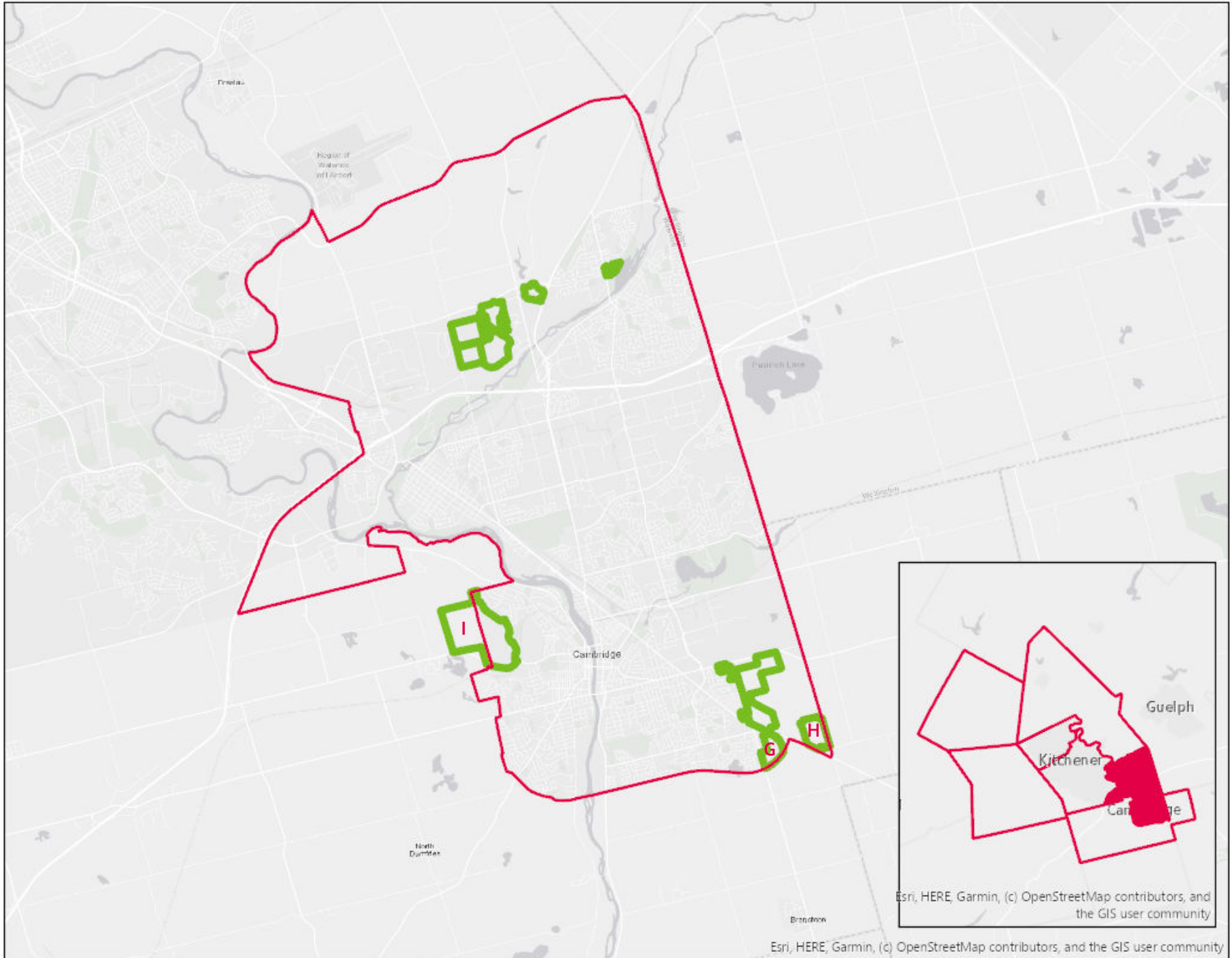
HOLDING SCHOOL ASSIGNED



HOLDING SCHOOL TO-BE-DETERMINED







DEVELOPMENT AREA DISSOLVED OR REPLACED



WRDSB DEVELOPMENT AREA STATUS – FEBRUARY 10, 2020

APPENDIX A

STATUS		SOUTHEAST CAMBRIDGE II (MOFFAT CREEK), CAMBRIDGE			LTAP REVIEW AREA E06: CAMBRIDGE SOUTHEAST (SOUTHEAST GALT)
	2020/2021 ASSIGNMENT	Junior	Middle	Secondary	
		TBD	TBD	TBD	
	DEVELOPMENT PLAN(S)	30T-07102			
	UNIT COUNT (RANGE)	Single Detached and Multiple units: 360			
	BOUNDARIES EXCISED FROM	Moffat Creek PS			
	PROPOSED NEW SCHOOL	No			
	PREVIOUS REPORTS/ASSIGNMENTS	N/A			
STATUS		SOUTHEAST CAMBRIDGE III (LAKEVIEW), CAMBRIDGE			LTAP REVIEW AREA E06: CAMBRIDGE SOUTHEAST (SOUTHEAST GALT)
	2020/2021 ASSIGNMENT	Junior	Middle	Secondary	
		TBD	TBD	TBD	
	DEVELOPMENT PLAN(S)	30T-14102			
	UNIT COUNT (RANGE)	Single Detached and Multiple units: 400			
	BOUNDARIES EXCISED FROM	Moffat Creek PS			
	PROPOSED NEW SCHOOL	No			
	PREVIOUS REPORTS/ASSIGNMENTS	N/A			



HOLDING SCHOOL ASSIGNED




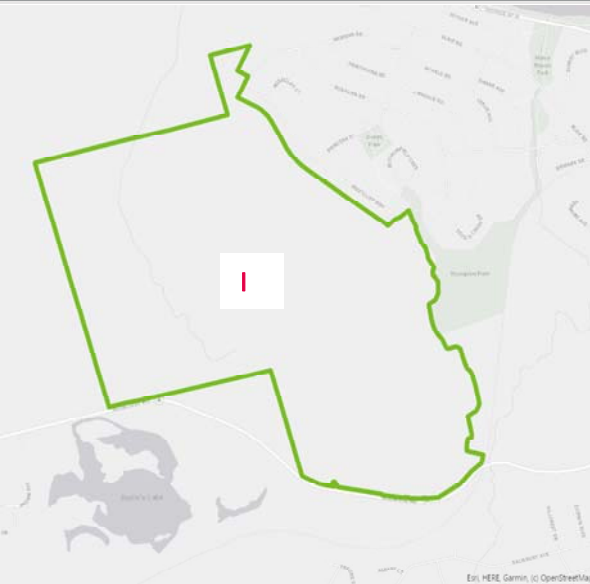
HOLDING SCHOOL TO-BE-DETERMINED



DEVELOPMENT AREA DISSOLVED OR REPLACED

WRDSB DEVELOPMENT AREA STATUS – FEBRUARY 10, 2020

APPENDIX A

STATUS	CAMBRIDGE WEST (BLAIR), CAMBRIDGE			LTAP REVIEW AREA E01: CAMBRIDGE WEST (WEST GALT-BLAIR ROAD)
 2020/2021 ASSIGNMENT	Junior	Middle	Secondary	
	TBD	TBD	TBD	
DEVELOPMENT PLAN(S)	30T-16103, 30T-16104, 30T-16105			
UNIT COUNT (RANGE)	Single Detached and Multiple units: 1000			
BOUNDARIES EXCISED FROM	Blair PS, St. Andrew's PS, Galt CI			
PROPOSED NEW SCHOOL	Yes, Site Designated (Southwest Cambridge)			
PREVIOUS REPORTS/ASSIGNMENTS	May 14, 2018 / New expanded geography since 2018			



HOLDING SCHOOL ASSIGNED

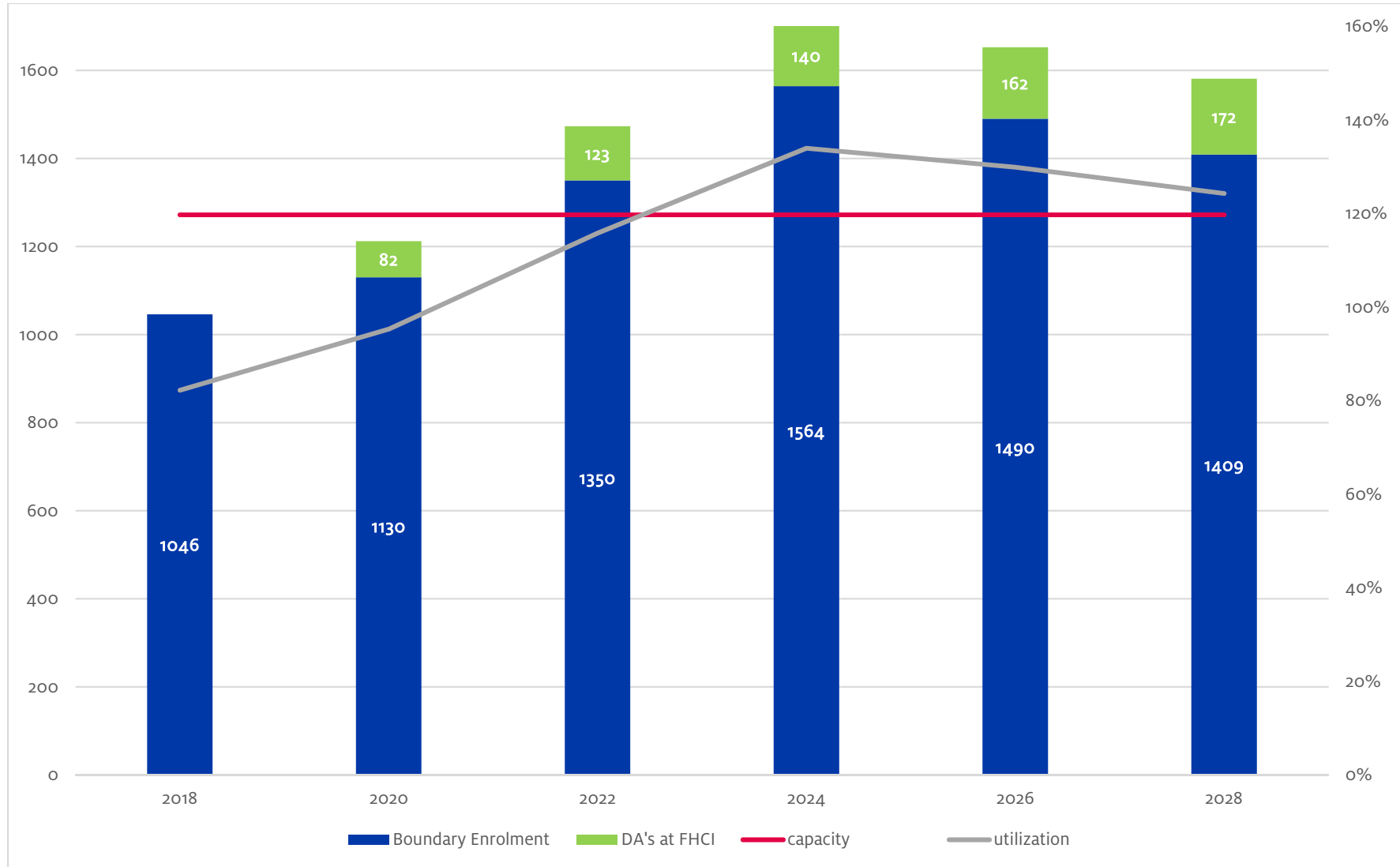


HOLDING SCHOOL TO-BE-DETERMINED



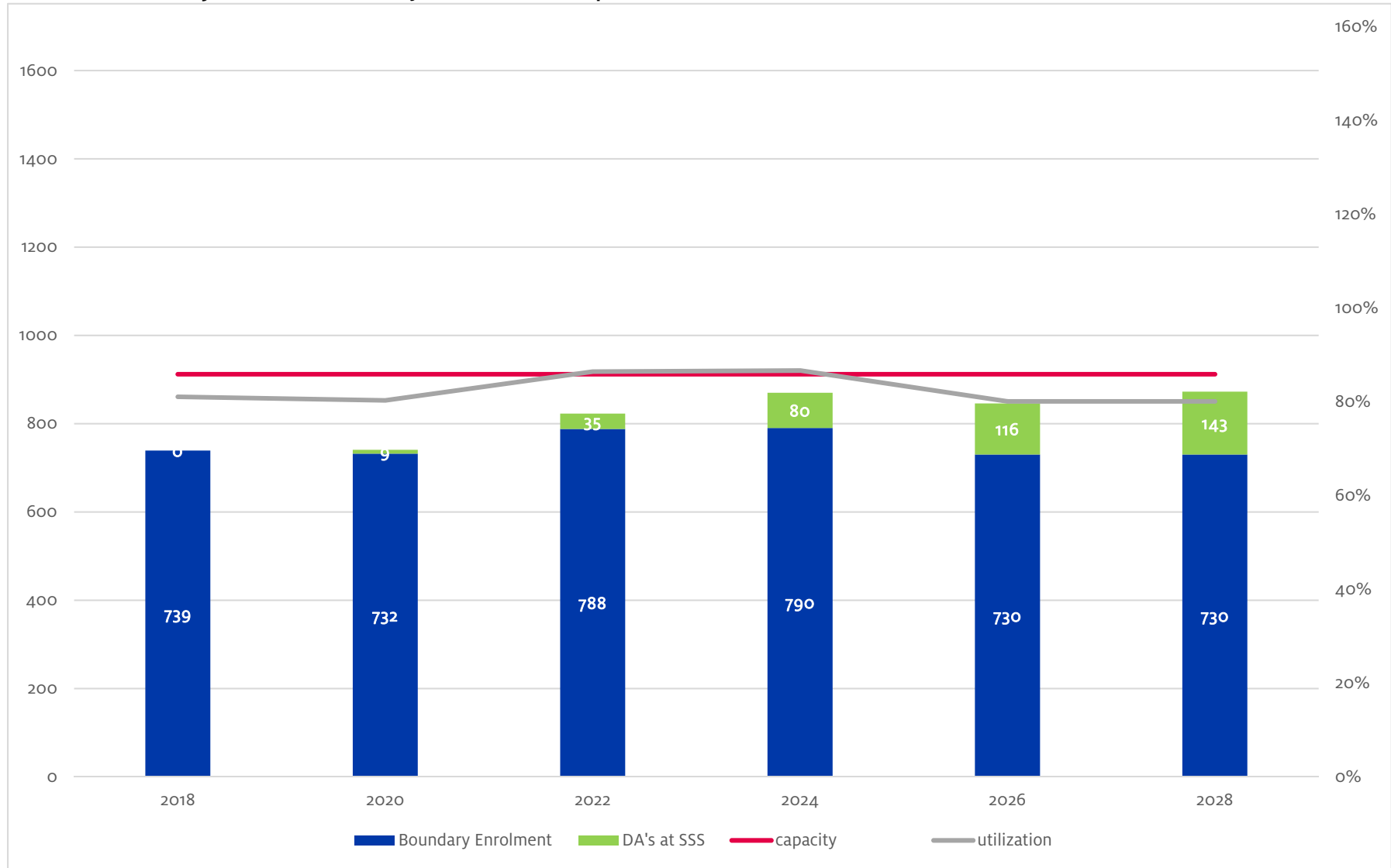
DEVELOPMENT AREA DISSOLVED OR REPLACED

Forest Heights Collegiate Institute Enrolment Projections with Development Areas



*Forest Heights Collegiate Institute enrolment projections are from the November 2019 Southwest Kitchener Secondary Boundary Study Final Report and Recommendations Report (Committee of the Whole). Development Area enrolment projections are a best estimate based on the information currently available and are subject to change.

Southwood Secondary School Enrolment Projections with Development Areas



*Southwood Secondary School enrolment projections are from the 2017 Long-Term Accommodation Plan and have not been updated to reflect 2019 actual enrolment. Development Area enrolment projections are a best estimate based on the information currently available and are subject to change.



POLITICAL CANDIDATE VISITS DURING FEDERAL, PROVINCIAL AND MUNICIPAL ELECTIONS

Legal References:

Related References: *WRDSB Guidelines for Schools During Federal, Provincial & Municipal Elections*
Board Policy 3008 – Use of Board Resources During the Election Campaign

Effective Date: ~~January 13, 2020~~, **February 10, 2020**

Revisions:

Reviewed:

1. Purpose

To ensure consistent and appropriate management of possible requests from candidates during municipal, provincial or federal elections, including all by-elections.

2. School Visits by Candidates

- 2.1 Requests by individual candidates to visit a school are not considered appropriate during an election campaign. This restriction includes informal visits to classrooms and meetings with school administrators.
- 2.2 Requests for invitations **to visit schools** during this period must be declined, and previously scheduled events must be rescheduled. This includes during by-elections.
- 2.3 Current trustees standing for re-election may continue to be involved in school events and activities that would normally have the local trustee in attendance **in accordance with Board Policy 3008 – Use of Board Resources During the Election Campaign**, e.g. school openings, award ceremonies, boundary studies, family math nights.
- 2.4 ~~The WRDSB recognizes the value of government officials visiting our schools to educate our students about the various roles and duties in government. Sitting candidates may continue to be invited to visit schools during the writ as part of their official duties. There must be an understanding that no campaigning by that official will take place during this visit. Sitting candidates include, but are not limited to:~~
 - ~~● Prime Minister~~
 - ~~● Premier~~
 - ~~● Member of Parliament (MP)~~
 - ~~● Member of Provincial Parliament (MPP)~~
 - ~~● Mayor~~

3. All-candidate Meeting

- 3.1 The WRDSB allows all-candidate meetings and other learning activities that are part of the classroom program. The format of the meetings must allow all candidates an equal opportunity to address their issues.
- 3.2 These meetings may be organized by classes during the regular school day or by community organizations or school councils after school hours, at the discretion of the

principal or site manager. Sufficient notice (i.e. at least two weeks in advance) must be given to all candidates. If candidates are unable to attend, they may have a designate attend on their behalf. Written confirmation of attendance (includes e-mail) or regrets must be received from the candidates at least one week in advance of the meeting. This also applies to requests made of school councils.

- 3.3 If two or more candidates can attend the meeting, then it may proceed. This will afford students the opportunity to see a debate between at least two varying points of view. If only one candidate can attend, the event must be rescheduled or cancelled.

DRAFT



Report to Committee of the Whole

February 10, 2020

Subject: Motion Re: Equity and Inclusion Advisory Group Recommendations Consultation

Recommendation

That the Waterloo Regional District School Board develop a consultation process to gather input from elementary and secondary School Councils and staff, WRAPSC, PIC, SEAC and Student Senate concerning the EIAG Fundraising recommendations; and

That the consultation information be presented to the Board of Trustees by the end of April 2020; and

That any recommendations concerning Fundraising Policy 4017 come to the board for final approval.

Status

This report contains a Notice of Motion served by Trustee C. Watson at the January 20, 2020 Committee of the Whole Meeting and was supported by Trustees N. Waddell and C. Whetham

Background

The following “where as” statement was included with the motion:

Where as the Equity and Inclusion Advisory group has made recommendations concerning fundraising for Waterloo Regional District Schools,

Financial implications

Financial implications are not known at this time.

Communications

Communications have not yet been determined.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Trustee C. Watson in consultation with Coordinating Council