

October 19, 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 via video conference, on **Monday, October 19, 2020, at 7:00 p.m.**

#### **AGENDA**

##### **Call to Order**

##### **O Canada**

##### **Approval of Agenda**

##### **Declarations of Pecuniary Interest**

##### **Celebrating Board Activities/Announcements**

##### **Delegations**

Barry Cull - School Resource Officers

##### **Policy and Governance**

01	Board Policy 4005 - Procurement	M. Gerard
05	Board Policy 4015 - Procurement Cards	M. Gerard
07	Board Policy 5008 - Staff Dress Code	M. Weinert
09	Board Policy 6012 - Prevention and Response to Student Concussions	B. Lemon

##### **Reports**

15	2020-2021 Identification, Placement and Review Committees (IPRC) Membership	S. Miller
20	Major Capital Projects Quarterly Update	M. Gerard
23	HVAC Update - COVID-19 COVID-19 Question Period	M. Gerard Chairperson
27	Motion: Board Packages	Trustee K. Meissner
29	Motion: School Resource Officer Review	Trustee S. Piatkowski
36	Motion: Review of School Names	Trustee K. Woodcock

##### **Board Reports**

42	OPSBA Board of Directors Meeting Summary	Trustee K. Woodcock
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##### **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](mailto:Stephanie_Reidel@wrdsb.ca)



## Board Policy 4005

# PROCUREMENT

Legal References:	<i>Broader Public Sector Accountability Act (2010)</i> <i>Canadian Free Trade Agreement (CFTA)</i> <i>Comprehensive Economic and Trade Agreement (CETA)</i>
Related References	<i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</i> <i>Board Policy 4008 - Segregation of Duties and Signing Authority</i> <i>Board Policy 4015 - Procurement Cards</i> <i>Board Policy 4018 - Fraud Management</i> <i>Administrative Procedure 4360 - Principals of Business Conduct For Board Employees</i> <i>Administrative Procedure 4370 - Ethical Procurement of Apparel</i> <i>Administrative Procedure 4570 - Procurement</i> <i>Administrative Procedure 4680 - Vendor Registration</i>
Effective Date:	<i>March 30, 1998</i>
Revision:	<i>February 12, 2018, March 2020, <b>October 2020</b></i>
Reviewed:	

### 1. Policy Statement

- 1.1. It is the policy of the Waterloo Region District School Board (WRDSB) to provide a procurement service that meets the needs of learners, educators, and staff, recognizing that:
- 1.1.1. Sound and ethical business practices shall be followed by all persons who acquire products and/or services on behalf of the WRDSB, including all departments, schools, school funds, school councils and any other related organizations. These practices include:
- Adherence to the Board's Supply Chain Code of Ethics as outlined in Appendix 1; and,
  - Adherence to the Broader Public Sector (BPS) Procurement Directive as issued by the Ministry of Finance; and,
  - Adherence to national and international trade agreements.
- 1.1.2. The WRDSB will purchase products and services which take into account environmental, health and safety factors, and will not knowingly purchase goods and/or services from manufacturers who operate in contravention of local and international labour law and standards.

**Waterloo Region District School Board**  
**Supply Chain Code of Ethics**

**Goal:** To ensure an ethical, professional and accountable Waterloo Region District School Board supply chain.

**I. Personal Integrity and Professionalism**

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between the WRDSB, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

**II. Accountability and Transparency**

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

**III. Compliance and Continuous Improvement**

All individuals involved in purchasing or other supply chain-related activities must comply with this Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.<sup>1</sup>

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<sup>1</sup> Sources: Broader Public Sector (BPS) Procurement Directive . Purchasing Management Association of Canada Code of Ethics, Ontario Public Buyers Association, Plexxus and Toronto District School Board.



## Board Policy 4005

# PROCUREMENT

Legal References:	<i>Public Sector Accountability Act (2010)</i> <i>Canadian Free Trade Agreement (CFTA)</i> <i>Comprehensive Economic and Trade Agreement (CETA)</i>
Related References	<i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</i> <i>Board Policy 4008 - Signing Authority and Segregation of Duties</i> <i>Board Policy 4015 - Procurement Cards</i> <i>Board Policy 4018 - Fraud Management</i> <i>Administrative Procedure 4360 - Principals of Business Conduct For Board Employees</i> <i>Administrative Procedure 4015 - Ethical Purchasing of Apparel</i> <i>Administrative Procedure 4570 - Procurement</i> <i>Administrative Procedure 4680 - Vendor Qualification</i>
Effective Date:	<i>March 30, 1998</i>
Revision:	<i>November 14, 2016, February 12, 2018</i>
Reviewed:	

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  - 1.1.1. Sound and ethical business practices shall be followed by all persons who acquire products and/or services on behalf of the WRDSB, including all departments, schools, school funds, school councils and any other related organizations. These practices include:
    - Adherence to the Board's Supply Chain Code of Ethics as outlined in Appendix 1; and
    - Adherence to the Broader Public Sector (BPS) Procurement Directive as issued by the Ministry of Finance; and
    - Adherence to national and international trade agreements.
  - 1.1.2. The WRDSB will purchase products and services which take into account environmental, health and safety factors, and will not knowingly purchase goods and/or services from manufacturers who operate in contravention of local and international labour law and standards.
  - 1.1.3. The Manager, Procurement & Risk Services is empowered to act as the Agent for all purchases of goods and services, and disposition/disposal of surplus supplies, furniture and equipment, in accordance with established guidelines for the WRDSB and is appointed as the signing authority by the WRDSB for procurement commitments.

**Waterloo Region District School Board**  
**Supply Chain Code of Ethics**

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<sup>1</sup> Sources: Broader Public Sector (BPS) Procurement Directive . Purchasing Management Association of Canada Code of Ethics, Ontario Public Buyers Association, Plexxus and Toronto District School Board.  
February 2018



## PROCUREMENT CARDS

Legal References:	<p>Broader <i>Public Sector Accountability Act (2010) Part IV – Expense Claims: Allowable Expenses</i>  <i>Education Act 286(1)(i) Duties of Supervisory Officers</i>  <i>Business Section 171(1)17 Powers of Boards: Membership Fees and Traveling Expenses</i></p>
Related References:	<p>Broader <i>Public Sector (BPS) Procurement Directive – Ministry of Finance</i>  <i>Broader Public Sector (BPS) Expense Directive</i>  <i>Board Policy 1014 - Privacy Protection and Access to Information</i>  <i>Board Policy - 4005 Procurement</i>  <i>Board Policy - 4008 Segregation of Duties and Signing Authority</i>  <i>Administrative Procedure 1100 – Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)</i>  <i>Administrative Procedure 1110 - Records Management</i>  <i>Administrative Procedure 4360 - Principles of Business Conduct For Board Employees</i>  <i>Administrative Procedure 4460 - Procurement Cards</i>  <i>Administrative Procedure 4570 - Procurement</i></p>
Effective Date:	October 22, 2012
Revisions:	March 2018, March 2020, <b>October 2020</b>
Reviewed:	

### 1. General

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB) that Procurement Cards (referred to as P-card(s)), be used solely for the purpose of WRDSB business. The policy that follows outlines the roles and responsibilities of staff and their supervisors for the use of Procurement Cards (P-cards).

### 2. Procurement Cards

- 2.1 The procurement of goods and services using P-cards will be subject to all applicable policies, procedures, directives, card agreements and limits as established by the WRDSB .
- 2.2 P-cards shall be used strictly by the individual (named) to whom the card is issued and may not be transferred or used by any other party. Control and custody of the P-card is the responsibility of the WRDSB approved cardholder.
- 2.3 For a P-card balance to be paid, statements must have the appropriate authorization and approval(s) as per Board Policy 4008 - Segregation of Duties and Signing Authority.
- 2.4 All expenditures incurred on a P-card must be reasonable, transparent, relevant to the business activity of the P-card holder, and be within approved limits .
- 2.5 The WRDSB assumes no obligation to pay expense(s) incurred on the P-card that do not comply with aforementioned policies, procedures, directives and agreements.



## PROCUREMENT CARDS

Legal References:	<i>Public Sector Accountability Act (2010) Part IV – Expense Claims: Allowable Expenses Education Act 286(1)(i) Duties of Supervisory Officers Business Section 171(1)17 Powers of Boards: Membership Fees and Traveling Expenses</i>
Related References:	<i>Broader Public Sector (BPS) Procurement Directive – Ministry of Finance Broader Public Sector (BPS) Expense Directive Board Policy 1014 - Freedom of Information and Records Management Board Policy - 4005 Procurement Board Policy - 4008 Segregation of Duties and Signing Authority Administrative Procedure 1100 – Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) Administrative Procedure 1110 - Records Management Administrative Procedure 4360 - Principles of Business Conduct For Board Employees Administrative Procedure 4460 - Procurement Cards Administrative Procedure 4570 - Procurement</i>
Effective Date:	<i>October 22, 2012</i>
Revisions:	<i>November 14, 2016, March 19, 2018</i>
Reviewed:	

### 1. General

- 1.1 It is the policy of the Waterloo Region District School Board (Board) that Procurement Cards (referred to as P-card(s)), be used solely for the purpose of Board business. The policy that follows outlines the role and responsibilities of staff and their supervisors for the use of Procurement Cards (P-cards).

### 2. Procurement Cards

- 2.1 The procurement of goods and services using P-cards will be subject to all applicable policies, procedures, directives, card agreements and limits as established by the Board.
- 2.2 P-cards are for the use of the authorized individuals (named) to whom the card is issued and may not be transferred or used by any other party. Control and custody of the P-card is the responsibility of the Board approved cardholder.
- 2.3 For a P-card balance to be paid, statements must have the appropriate authorization and approval(s) as per Board Policy 4008 - Signing Authority and Segregation of Duties and the WRDSB Procurement Card Agreement.
- 2.4 All expenditures incurred on a P-card must be reasonable, relevant to the business activity of the Board, be within approved limits and be transparent.
- 2.5 The Board assumes no obligation to pay expense(s) incurred on the P-card that do not comply with aforementioned policies, procedures, directives and agreements.



Waterloo Region  
District School Board

## Board Policy 5008

# STAFF DRESS CODE

Legal References:

Related References:

Effective Date: *June 25, 2001*

Revisions: *September 2002*

Reviewed: *December 12, 2016, April 16, 2018, **October 19, 2020***

1. It is the expectation of the Waterloo Region District School Board (**WRDSB**) that staff will dress in a manner consistent with their roles and responsibilities with the Board. The specific standard will be established by the supervisor in consultation with the staff.





# STAFF DRESS CODE

Legal References:

Related References:

Effective Date: *June 25, 2001*

Revisions: *September 2002*

Reviewed: *December 12, 2016, April 16, 2018*

1. It is the expectation of the Waterloo Region District School Board that staff will dress in a manner consistent with their roles and responsibilities with the Board. The specific standard will be established by the supervisor in consultation with the staff.



## PREVENTION AND RESPONSE TO STUDENT CONCUSSIONS

Legal References:	<i>Education Act, R.S.O. 1990, c. E.2.</i>
Related References:	<i>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)</i>
Effective Date:	<i>January 26, 2015</i>
Revisions:	<i>September 18, 2017, January 20, 2020, <b>October 19, 2020</b></i>
Reviewed:	<i>May 13, 2019</i>

### 1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) recognizes the importance of the health, safety and well-being of its students as essential pre-conditions for effective learning. The WRDSB understands that all stakeholders, including trustees, administrators, educators, school staff, students, **families and** caregivers, 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 WRDSB 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, and in order to comply with PPM158, the WRDSB has developed procedures, **in particular AP 1250 “Concussion Management”, and a “Concussion Management Protocol”** 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 WRDSB recognizes that a concussion must be clinically diagnosed by a doctor or a nurse practitioner.
- 1.3 The WRDSB believes that the prevention and response to student concussions requires the cooperation of all partners in the school community including families and caregivers, students, volunteers, staff, and medical professionals.
- 1.4 As part of the response to student concussion, school administration and staff, with the support of families and caregivers, 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 WRDSB is committed to building awareness of head injuries, concussions and their impact with staff, students, volunteers, families and caregivers, 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 WRDSB 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 WRDSB 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 WRDSB 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 families and caregivers 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 families and caregivers, and,
  - 3.3.4 The families and caregivers will provide the school principal with medical documentation as to whether there is or is not a diagnosed concussion.

- 3.4 Response: The WRDSB 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 the 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, families and caregivers, 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 Families and caregivers and students are responsible for developing their awareness about concussion prevention, identification and management. Families and caregivers 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](http://www.ontario.ca/concussions).
- 4.6 For inter-school sports, sponsored by the WRDSB, athletes; parents/guardians, for athletes under 18; and coaches will need to complete, on an annual basis, the appropriate concussion code of conduct for their role.



## PREVENTION AND RESPONSE TO STUDENT CONCUSSIONS

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- 1.2 In order to provide a comprehensive approach to prevent and respond to student concussions, the WRDSB 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 WRDSB recognizes that a concussion must be clinically diagnosed by a doctor or a nurse practitioner.
- 1.3 The WRDSB believes that the prevention and response to student concussions requires the cooperation of all partners in the school community including families and caregivers, students, volunteers, staff, and medical professionals.
- 1.4 As part of the response to student concussion, school administration and staff, with the support of families and caregivers, the student, and medical professionals will follow a Return to Learn/Return to Physical Activity Plan for students diagnosed with a concussion.

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- 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 WRDSB is committed to building awareness of head injuries, concussions and their impact with staff, students, volunteers, families and caregivers, 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 WRDSB 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 WRDSB 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~~ WRDSB 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 families and caregivers 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 families and caregivers, and,
  - 3.3.4 The families and caregivers will provide the school principal with medical documentation as to whether there is or is not a diagnosed concussion.
- 3.4 Response: The WRDSB 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, families and caregivers, the student, and associated medical professionals.
- 4.2 School staff, coaches, and volunteers are required to complete WRDSB training and follow this policy and fulfill the direction of the Return to Learn/Return to Physical Activity Plan.
- 4.3 Families and caregivers and students are responsible for developing their awareness about concussion prevention, identification and management. Families and caregivers 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](http://www.ontario.ca/concussions)
- 4.6 For inter-school sports, sponsored by the WRDSB, athletes; parents/guardians for athletes under 18; and coaches will need to complete, on an annual basis, the appropriate concussion code of conduct for their role.



# Committee of the Whole Meeting

October 19, 2020

## **Subject: 2020-2021 Identification, Placement and Review Committees (IPRC) - Membership**

### **Recommendation**

That the jurisdiction of each of these committees as outlined below and the attached Appendix A outlining WRDSB IPRC Committees, is approved:

#### **A) School Committees:**

A school IPRC is held when a program modification to accommodate an exceptional student with Special Education Needs can be accomplished within the home school environment.

#### **B) Area Committees:**

An area IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs is necessary for them to access a designated program within their current school environment or if a change in schools is required for the student to access the designated program.

#### **C) District Committees:**

A district IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs requires placement in cross-district Special Education Programs (i.e., Provincial School). This occurs when school and district resources have been exhausted or when specialized equipment that is not available in a school setting is being considered.

### **Status**

Each Identification Program and Review Committee shall consist of a minimum of three members, all of which shall be appointed by the Waterloo Region District School Board. The Chair of the Committee shall be the sending School Principal or the Principal's Designate. A member or Trustee of the Board is not eligible to be appointed as a member of this committee.

### **Background**

The Waterloo Region District School Board operates Identification, Placement and Review Committees. These committees are organized within schools, areas of schools, and the district. According to Regulation 181/98 of the Education Act, "Each board shall establish one or more committees for the identification and placement of exceptional pupils, determine the jurisdiction of each committee and establish the manner of selecting the chair of each committee."



**Financial implications**

No financial implications.

**Communications**

In accordance with Ministry of Education policy, the makeup of these committees must receive Board of Trustees approval. This information will be shared with the appropriate staff.

Prepared by: Scott Miller, Superintendent, Student Achievement & Well-Being in consultation with Coordinating Council

**Identification, Placement and Review Committee Membership (IPRC)**

**2020-2021**

The mandate and membership for Identification, Placement and Review Committees (IPRC) are recommended as follows:

**A. SCHOOL COMMITTEES**

**Jurisdiction**

A school IPRC is held when program modification is possible to accommodate exceptional pupils within the home school programs.

**Membership:**

<b>School Name</b>	<b>Members</b>					
<b>A.R. Kaufman</b>	Tatania Stroud	Heidi Mannhardt-Zender	Christine Klassen	Kristi Johannes	Olivera Banda	
<b>Ayr</b>	Paul Milne	Amy Poth	Mark Elmes			
<b>Blair Road</b>	Marc Vender	Michael Bolton	Jackie Nash-Smowton			
<b>Bluevale Collegiate</b>	Deborah Tyrrell	Liz Maloney	Jinesh Patel	Adam Taylor	Tom Sej	
<b>Breslau</b>	Michelle Schmid	Sean Finn	Wendy McLellan	Stacey White	Jennifer Bell	
<b>Bridgeport</b>	Murray Crewson	Linda Gerber	Alisha Steele			
<b>Brigadoon</b>	Kelly Gudas	Birgit Sievert	Anne Stephen	Bev Hall	Paula Reise	
<b>Cameron Heights C.I.</b>	David Wilson	Sharon Mackenzie	Nazim Ramzan	Natalie Hull	Stephanie Rutledge	Ryan Van Horne
<b>Cedar Creek</b>	Sofia Brock	Jennifer Bockus-Brown	Sarah Generoux			
<b>Cedarbrae</b>	Julie Weber	Leah Cronin	Heather Inch			
<b>Centennial (C)</b>	Dave Glebe	James Lawrie	Sarah Son			
<b>Centennial (W)</b>	Barb Brown	Erika Romanoswki	Danielle Fritsch	Alyssa Serviss	Karin Baker-Enns	Andrea Spoltore
<b>Central</b>	Sharon Morgan	Alicia Pearl	Lauren Lewis			
<b>Chalmers Street</b>	Jeff Johnson	Craig Bell	Cathy DeBruin	Carrie Hatton		
<b>Chicopee Hills</b>	Lee Anne Andriessen	Cailin Daub	Kylie Doerner	Chris Berscht	Alison Rudd	Tracy Scott
<b>Clemens Mill</b>	Carolyn Graham	Shelly Snively	Deb Bice	Dana Papalia	Chris Schlei	
<b>Conestogo</b>	Michael Sendrea	Sarah Barber	Diane Silveira			
<b>Coronation</b>	Samantha Hutton-Walker	Shannon Pearle	Leandro Barreca	Jenni-Rebecca Baer		
<b>Country Hills</b>	Rob Rebellato	Alex Coffey	Adrienne Kershaw-Gies	Birgit Sievert		
<b>Courtland</b>	Mike Coates	Laurie MacKechnie	Charlotte Sutton			
<b>Crestview</b>	Chris Greenhough	Katie Brown	Maureen Rockel	Diana Bowe		
<b>Doon</b>	Beverlie Stewart	Linnea Bates	Katie Bresseau	Jill Strome		
<b>Driftwood Park</b>	Jeff Bumstead	Farida Jamal	Andrew Braid	Sharon Tully		
<b>Eastwood CI</b>	Ryan Hume	Sue Martin	Rubina Chandler	Candace Bamber	Kelly Macdonald	Phyllis MacLeod
<b>Edna Staebler</b>	Stephen McCrea	Scott Dowling	Edward Griffith	Susan Black	Elisa Nelson	
<b>Elgin Street</b>	Allan MacKay	Amanpreet Dhau	Martina Sallewsky	Matthew Hunter		
<b>Elizabeth Ziegler</b>	Susan Marchiori	Sheri Burns	Shelagh Buhler	Dan Vos	Tamara Awad Lobe	Peter Banks
<b>Elmira District S.S.</b>	Brad March	Stephen Gray	Lisa Douglas	Pam Germann		
<b>Empire</b>	Krista Mohr Beamish	Ruth Anne Hamel	Jennifer Chapman	Lori Williams		
<b>Floradale</b>	Betti Adams	Chrisoula Xintalonis	Mark Velle			
<b>Forest Glen</b>	Tamara Kaufman	Karen Grant-O-Grady	Katherine Borovilos	Jennifer Hanson-Barry	Bruce Rohr	
<b>Forest Heights C.I.</b>	Tina Rowe	Allison Schiedel	Biljan Vazic	Krista Tostic	Ashley King	James Shantz
<b>Forest Hill</b>	Brad Hughes	Brian Wiechers	Karen O'Reilly	Kim Quesnelle		
<b>Franklin</b>	Linda Cotnam	Jennifer Wolle	Jason Paddon	Karen Morton		
<b>Galt C.I.</b>	Bryan Lozon	Leighann Evans	Michelle McCoy	Jane McWilliams	Keith Halley	
<b>Glencairn</b>	Mary Sue Meredith	Deborah Bird	Amy Quinn	Michael Geraci		
<b>Glenview Park S.S.</b>	Beverly Wood	Lee Weismiller	Vanda Martins-Gardiner	Christie Wynn	Craig McLeman	Eric Stigter
<b>Grand River C.I.</b>	Josh Windsor	Jodie Antonini	Melissa Church	Susan Hallman-Rose	Richard Payne	Michelle Prentice
<b>Grand View (Cambridge)</b>	Liz Arbuckle	Pam Hawley	Carolyn Eltervoog	Julie McWhirter		
<b>Grandview (NH)</b>	Nick Chiarelli	Melissa Quint	Christine Hill	Jennifer Wolfe	Tammy Holst	
<b>Groh</b>	Laura Griffin	Kim Graham	Natasha Tsetsekas	Holly McPherson-Mount	Lyndsay Morrow	
<b>Hespeler</b>	Rebecca Jutzi	Susan Fryer-Davis	Laura Walter	Kathy Murphy		
<b>Highland</b>	Christine Hristov	Annette Birch	Michelle Fisher	Brenda Fowler	Alison Bell	
<b>Hillcrest</b>	Vlad Kovac	Diane Davenport	Corry Stevens			
<b>Howard Robertson</b>	Steve Lipskie	Rachel Wilms	Justin Davis	Taryn Dowsling		
<b>Huron Heights S.S.</b>	Jeff Klinck	Mark Rubicini	Kristy Adeniyi	Kelly Galasso	Bethny Kurtz	Ian McGaire
<b>J.F. Carmichael</b>	Leah Pullen	Sarah McCrae	Sara Quart	Inez Bruinsma		
<b>J.W. Gerth</b>	Marc Laurente	Tina Bishun-Argunen	Jennifer Lennox			
<b>Jacob Hespeler S.S.</b>	Brenda Cathcart	Jennifer Shahi	Darryl Hzenberg	Cherilyn Gill	Kelly Salema	Deb Derman
<b>Janet Metcalfe</b>	Janet Hale	Karen Madsen	Angela Szijarto	Jordan Patrick	Jamie Mitchell	Amanda Fuller
<b>Jean Steckle</b>	Andrea Michelutti	Shemira Sheriff	Sherie Eckhardt	Tracy Asher	Amy Innes	
<b>John Darling</b>	Holly Smith	Deanna Heer	Deanne Bidinosti	Catherine Dufournaud	Danielle Vines	Sarah Allen
<b>John Mahood</b>	Dan Enns	Mary Janzen	Kevin Rempel			
<b>Keatsway</b>	Penny Miller	Erika Romanoswki	Michael Snyder	Gaynor Kent	Sonja Pratt	
<b>King Edward</b>	Brian Weigel	Catharine Marchand	Jane Ferguson	Tyandra Bulmer	Erin Small	

<b>Kitchener-Waterloo C.I.</b>	Dennis Haid	Cathy Coe	Karen Letwin			
<b>Lackner Woods</b>	Brent Hatcher	Carolynn Daniel	Tina Mitchell	Meera Baker		
<b>Laurelwood</b>	Heather Preddie	Cori Bullock	Krista Sweeney	Lisa Daujee	Heather Samuel	Rebecca Fay
<b>Laurentian Senior</b>	Gregory Jespersen	Sheri Bowman	Michelle Thompson	Cam Shaver	Jennifer Kneller	Stephen Coe
<b>Lester B. Pearson</b>	Susan Schaffner	Ray Day	Leslie Kunert	Rebecca Pope	Katherine Pease	
<b>Lexington</b>	Carole Reeves	Sylvia Young	Melissa Juche			
<b>Lincoln Heights</b>	Paul Schlegel	Sharon Shadaan	Elysia Muise			
<b>Linwood</b>	Peter Trybus	Carolyn Boyne	Jeff Pfohl			
<b>MacGregor</b>	Erica Gillespie	Laura Schnarr	Stephen Ross	Dean Moyer	Andrew Schmitt	
<b>Mackenzie King</b>	Kathryn Hadock	Jennifer Bender	Vicki Beaudin	Andreas Richter		
<b>Manchester</b>	Stephanie Munro	Sheri Wunder	Christine Salomon	Meghan Reis		
<b>Margaret Avenue</b>	Silvana Hoxha	Lindsay Kurt	David Wyllie	Tim Keta	Kirk Kiernander	Lori Williams
<b>Mary Johnston</b>	Tim Pugh	Leola Wideman	John Keller			
<b>Meadowlane</b>	Phillip Sallewsky	Andrea Hill	Brandy Eberhardt			
<b>Millen Woods</b>	Trish Starodub	Stephanie Nellis	Kylie Padiath			
<b>Moffat Creek</b>	Heather Krus	Steve McKay	Shaina Malcho			
<b>N.A. Maceachern</b>	Afrim Ficic	Gemma Duley	Kim Templeton			
<b>New Dundee</b>	Nancy Jutzi	Irene Witzke	Scott McKenzie			
<b>Northlake Woods</b>	Vinay Tiwari	Christine Martin	Jennifer Welch	Cheryl MacLean		
<b>Park Manor</b>	Andy Lavell	Marnie McKenzie	Betty Bouw			
<b>Parkway</b>	Melissa Stacey	Greg Matsuo	Michael Mendoza	Katie Brown		
<b>Pioneer Park</b>	Tracy Tait	Amanda MacLean	Sandra Jovanovic	Sian Williams		
<b>Preston</b>	Mark McMath	Karen Woroch	Kayla Pranger	Susan Woosnam-Battler		
<b>Preston H.S.</b>	Paula Bender	Dollie Buttici	Laura McIntosh	Jason Garramone	Bryce Macey	Stephanie Knarr
<b>Prueter</b>	Sharlene McHolm	Jane Topper-Dixon	Charlotte Harrison			
<b>Queen Elizabeth</b>	Kathy Mathers	Sheena Hogan	Kelly Street	Jill Strome		
<b>Queensmount Senior</b>	Jon Lencz	Carmen McQuillan	Stacey Beattie	Devrim Sherifali	Paul Jasinski	Heather Dykstra
<b>Riverside</b>	Lynda Trudeau	Connie Lepp	Rose Koch	Ryan McCluskey	Lisa Heldman	Brittney Snyder
<b>Rockway</b>	Bobbie Jo Lovell	Devon Girt	Tracy Duchareme			
<b>Rosemount</b>	Steve Sherlock	Stephen Eadie	Josh Watson	Tanya Young	Kevin Benevides	Kristen Morrison
<b>Ryerson</b>	Leisa Kuntz	Regan Wells	Jennifer Ruppert	Kim Gill	Yukie Mayata	Pete Banks
<b>Saginaw</b>	Valerie Martin	Alison McGauley	Lindsay Tranmer			
<b>Sandhills</b>	Nancy Murovec	Beth Creighton	Jeannette Bible-Minielly	Robert Wilson		
<b>Sandowne</b>	Danielle Holden	Marilyn Promoli	Lisa Henry			
<b>Sheppard</b>	Christy Webster	Joe Barlen	Jennifer Osburn			
<b>Silverheights</b>	Jason Stere	Darren Jones	Lindsay Fox	Natalie Winter		
<b>Sir Adam Beck</b>	Alison Wardop	Karen Grant-O'Grady	Beth Mehring	Andrea Emich		
<b>Sir John A. Macdonald</b>	Vida Collis	Sarah Taylor	Noriko Fukamoto	Carli Parsons	Jason Denhart	Brent Dubrick
<b>Smithson</b>	Karen Moore	Barb Kelly	Laura Slemmon	Julia Sauder	Tania Weber	
<b>Southridge</b>	Geoff Suderman-Gladwell	Julie White	Irene Loupos	Stacey Carswell		
<b>Southwood S.S.</b>	Jennifer Bistolas	Patricia Pascoe	Sue Shepley	Katie Grant	David Linnerth	
<b>St. Andrew's Senior</b>	Amanda Matessich	Jennifer Burr	Eve Anderson	Meghan Reis		
<b>St. Jacobs</b>	Amy Humphrys	Linda Agnus Fitzpatrick	Rachael Bertelink			
<b>Stanley Park Senior</b>	Nancy Woodhall	Duane Heide	Brent Johnston			
<b>Stewart Avenue</b>	Carol Coyle	Pamela Mustin	Rae White	Lori Evelyn	Jennifer Ewing	
<b>Suddaby</b>	Rita Givlin	Samantha Hutchison	Lisa Lynch	Sheri Stamp-Veitch	Joel Vanwyck	
<b>Sunnyside Senior</b>	Julia Passmore	Charity Frey	Charmain DeBoer	Joseph Cascagnette	Clark Day	Kimberley Freeman
<b>Tait Street</b>	Heather Schumann	Karlee Holroyd	Carrie McGinnis	Maggie Watson	Heather Samuel	Rebecca Fay
<b>Trillium</b>	Siobhan Shonk	Kerry Schirm	Meaghan White			
<b>Uturn/Choices Cambridge</b>	Mary Adamson	Kristin Willis	Andrea Brodhagen			
<b>Uturn/Choices Waterloo</b>	Krista Tucker Petrick	Matthew Bauman	Aleah Larose			
<b>Vista Hills</b>	Don Oberle	Jennifer Huff	Sean Nickel	Melissa Marshall	Shemira Sheriff	
<b>W.T. Townshend</b>	Lori Briscoe	Shannon Korpan	Heather Blair	Ashley Parker-Beletz		
<b>Waterloo C.I.</b>	Siobhan Watters	Sara Milks	Michael Shum	Erika Litschgy		
<b>Waterloo-Oxford D.S.S.</b>	Carolyn Salonen	Kathryn Jacklyn	David Williamson	Bonnie Wigmore	Janine Walmsley	Terri-Lyn Stewart
<b>Wellesley</b>	Brian Beney	Jennifer Martin	Sandra Rath	Maria Piccin	Erin Agnello	
<b>Westheights</b>	Sofia Brock	Lisa Osborn	Nadima Mahamad	Brock Greenhalgh		
<b>Westmount</b>	Jennifer Crits	Julie Jackson Sinclair	Lisa Karn	Erin Bechtel	Kelsey Beam	
<b>Westvale</b>	Jodie Hancox-Meyer	Steve Ahlberg	Kathy Reaume	Greg Miller	Kim Puzak	
<b>William G. Davis</b>	Jeff Adam	Kristen Hrbak	Christine Burrowes	Mandy Wetherup	Matt Borghese	
<b>Williamsburg</b>	Liz Anderson	Lori Peebles	Devon Yoell	Jennie Moskalik	Samantha Munroe	Anna Soliman
<b>Wilson Avenue</b>	Elizabeth Martz	Tom Ernst	Sarah Ives	Jennifer McKinnon	Lisa Mitani	
<b>Winston Churchill</b>	Patricia Dale	Shannon Sawyer	Katherine Hagedorn Hehl			
<b>Woodland Park</b>	Jenni Guy	Sandra Field	Teresa Striker	Brad Martin	Hera DeAngelis	Sarah Allen

## **B. AREA COMMITTEES**

### **Jurisdiction**

An area IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs is necessary for them to access a designated program within their current school environment or if a change in schools is required for the student to access the designated program.

### **Membership**

Standing members appointed by the Board will be selected from the following:

- Superintendent, Student Achievement & Well-Being or designate
- Special Education Teacher
- Learning Support Services (Special Education) Resource Staff

All standing members of the school committees are also members for their respective area committees. The chairman of each area committee will select the standing members for a specific meeting from the school committees, plus any member of the Learning Support Services (Special Education) Resource Staff. The chairperson of the area committee is selected by the Superintendent of Student and Achievement and Well-Being with responsibilities for Special Education.

## **C. DISTRICT COMMITTEES**

### **Jurisdiction**

A district IPRC is held when placement into cross-district Special Education Programs is being considered, when school and area resources have been exhausted.

### **Membership**

- Associate Director
- Superintendent, Student Achievement & Well-Being (Special Education)
- System Administrator, Learning Support Services (Special Education)

All the standing members of the area committees are also standing members for the district committees. The chairperson of the district committees will select the standing members for specific meetings. The chairperson of the district committees is the Associate Director or designate.



# Report to Committee of the Whole

October 19, 2020

## **Subject: Major Capital Projects Quarterly Update Report**

### **Recommendation**

*This report is provided for information of the Board.*

### **Status**

Current capital projects with budgets greater than \$2.5M are outlined in Appendix A and are presented with dashboard symbols to indicate the status of the project relative to the schedule, budget and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding as planned through the design and construction stages with the exception of the two childcare additions at Saginaw Public School and Lackner Woods Public School.

Business Services is still awaiting for a response to “Approval to Proceed” requests that were submitted to the Ministry for each of these projects for additional funding prior to tendering these projects. Once we receive the additional funding, we will proceed to tender for both childcare additions.

For the public school in Kitchener Huron South (“Tartan Avenue”) we are awaiting approval to proceed to tender from the Ministry of Education. Building permit has been received from the City of Kitchener.

For the Southeast Cambridge – Joint Use project our Board has received the approval to proceed to hire an architect and we continue to work on a committee with the City of Cambridge and the Waterloo Catholic District School Board to determine next steps.

On March 31, 2020, our board received official notice that we were granted funding for a new 591 pupil places JK-8 Elementary school in South Kitchener. This project has entered the pre-design phase.

### **Background**

The major capital projects listed on Appendix A have been funded by the Ministry and approved by the Board of Trustees (Board).

### **Financial implications**





The projects are listed on Appendix A.

## **Communications**

Facility Services staff have consulted with the Ministry of Education, administration, contractors, architects, Financial Services, municipalities, various internal committees and the Board in regard to the stages of approval, design, construction and budget approvals.




Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services  
& Treasurer of the Board  
Ian Gaudet, Controller, Facility Services  
Ron Dallan, Manager of Capital Projects  
in consultation with Coordinating Council

**Major Capital Projects**  
**Quarterly Update Report**  
**September 9 2020**

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
P.S. in South Kitchener (new)	Pre-Design		New School	16-Sep-19	31-Mar-20	No	No	TBD	No	No	No	\$14,425,653	TBA
P.S. in South East Cambridge (new)	Pre-Design		New School	9-May-16	21-Nov-16	No	No	TBD	No	No	No	\$13,503,269	TBA
P.S. in Kitchener Huron South (Tartan Ave) (new)	ATP with Ministry		New School	15-May-17	15-Jan-18	Yes	No	Cornerstone Architecture	Yes	Yes	No	\$16,361,437	TBA
Lackner Woods P.S. (childcare addition)	ATP with Ministry		Addition	NA	3-May-18	NA	No	CS&P Architects Inc.	No	No	No	\$2,520,852	TBA
Saginaw P.S. (childcare addition)	ATP with Ministry		Addition	NA	3-May-18	NA	No	Martin Simmons	No	No	No	\$2,520,852	TBA

Major Capital Projects are those greater than \$2.5M total project cost

**Dashboard Definitions**

On schedule, on budget, within scope	
Schedule, budget or scope concerns	
Schedule delays, budget creep, or quality concerns	



# Report to Committee of the Whole

October 19, 2020

**Subject: HVAC Update – COVID 19**

## Recommendation

*This report is for the information of the Board.*

## Status

Memo B-12, Optimizing Air Quality in Schools detailed the \$50M investment the Ministry made into Heating, Ventilation, and Air Conditioning (HVAC) in schools. It detailed the \$1,467,400 the Waterloo Region District School Board would receive and the constraints regarding spending that included HVAC effectiveness improvements, commissioning and building audits and assessments, and air purifier purchases with high-efficiency particulate air (HEPA) and filters.

Facility Services is pleased to report that it has completed adjustments to all ventilation air dampers within our system to increase fresh air intake into our buildings.

Additionally, Facility Services has completed an assessment of operable windows and mechanically ventilated spaces within our system and identified priority classrooms as well as work spaces that can benefit from portable air purifiers. These are in process of being procured and distributed. As of September 18, 2020, in response to the Ministry of Education, we have ordered and expect receipt of 276 portable air purifiers by the end of October. These units include Blade, Camfil, and Austin units. Many of these units have been deployed to schools. We will continue to purchase more units as we identify other needs in our system.

Furthermore, we have expended funding on commissioning and adjusting our pneumatic and manual systems not connected to our Building Automation System (BAS).

Filter changes were completed this summer to our previous standard in advance of school start-up. These filters were being changed three times per year in the past. These filters were Minimum Efficiency Reporting Value (MERV) 8. New filters have been ordered to MERV 13 standard and will require changing five times per year.

We anticipate further expenditures to support building commissioning, building assessments, with particular focus in the areas of mechanical ventilation and controls. As of September 18, 2020, the Waterloo Region District School Board has spent \$228,720 of \$1.4674M. Facility Services anticipates expending the entire amount of funding to further support optimizing air quality in schools.

In addition to the above, Facility Services anticipates expending approximately \$10.7M this coming fiscal year in School Renewal and School Condition Improvement funding from our capital program to directly support HVAC upgrades and window replacements



at several schools in our system. These projects have been planned, and are in design for delivery later this year.

Our team continues to monitor other jurisdictions, experts and relevant associations to assess how we can ensure the safety of school environments during this pandemic, while still balancing the needs for occupant comfort.

## **Background**

Prior to the pandemic, Facility Services was active with our skilled trades, third party service providers, and custodial team supporting best practices for preventative maintenance of our HVAC systems. This includes regular filter changes, routine maintenance, annual inspections, and commissioning activities to name a few.

HVAC systems in the Waterloo Region District School Board consist of a variety of different design solutions that support our varied portfolio of schools built across different decades and centuries. These include packaged rooftop units, central air handling units, unit ventilators, and ductless fan coil units to name a few.

In addition to our regular program of preventative maintenance and reactive maintenance, the Waterloo Region District School Board has invested millions into capital upgrades to our HVAC systems. This has replaced those assets at end of lifecycle, enabled upgrades to newer standards designed to serve our students and staff better, and enabled added features to better manipulate the efficient use of our resources, such as demand ventilation and BAS enabling troubleshooting and control from remote locations.

As the pandemic became a reality in Ontario and our schools were shut down, our team of dedicated and trained professionals were active in assessing what impacts this would have on our eventual return to school. A significant resource for skilled trades, technicians, technologists, engineers and other professionals in the HVAC industry is the American Society of Heating, Refrigerating & Air-Conditioning Engineers (ASHRAE).

Early into this pandemic, our team was assessing our ability to adjust our HVAC systems globally, while keeping current with regional measures and recommendations.

Fortunately, our school board is of a size that enables staffing with diverse skill sets. Smaller school boards may not have the luxury of expertise that a board our size enjoys. Because of this, notices from the Ministry of Education reminding school boards to change air filters did not help to advance the service to our system. We already have a well-developed preventative maintenance program.

In advance of this reminder from the province, our team had already recognized that ASHRAE was recommending a two-hour air flush of buildings in advance of occupancy and post occupancy (much like lead flushing that takes place on water systems to flush in advance of occupancy). Subsequently, additional guidance from the province recommended that we open windows and doors to increase fresh air circulation.

During the summer, as part of our normal course of work, our staff and third party vendors completed air filter changes in our schools in preparation for September start-up. Prior to the pandemic, we changed filters in our schools three times per year.

In July and August, our team began to inventory our schools and classrooms for operable windows in classrooms to support supply of more fresh air in classrooms. At this time, work had begun to reprogram our BAS to support increased fresh air in our schools for September reopening. We engaged staff and contractors to adjust, as well as confirm operation of all our newer BAS controlled and older pneumatically controlled HVAC systems to adjust ventilation dampers to maximize fresh air while minimizing recirculation.

In August, the Coordinating Superintendent of Business Services and Treasurer of the Board presented a summary of actions taken to date to reflect this work, as had been reported in our Safe Return to School Guidance documents.

In mid-August, the Minister of Education made statements in the public about MERV filters and the fact that Boards should look to increase MERV ratings. This provided some additional concern given the timing of the messaging, as work is scheduled months in advance to ensure proper sized filters are delivered to school sites in advance of filter changes occurring. In addition to the August 13, 2020 statements and commitment of \$50M in funding to support HVAC improvements, Memo B-12 was not issued until August 25, 2020 detailing the Ministry's commitment and constraints around Optimizing Air Quality in Schools, and the \$1.4674M the Waterloo Region District School Board would receive.

Our team takes great pride in their profession and has developed a program that supports the needs of our students and teachers and partners in childcares, balancing our fiscal reality. Our team's skills have been developed over years in the profession, through training, experience, and hands on troubleshooting our complex systems.

While our team is very proud of the work we do, the Waterloo Region District School Board faces an uncomfortable reality in terms of our marketability for recruitment of certified tradesperson positions. Our trade complement is currently approximately 20 percent understaffed. This is in part due to our substantially lower rate of pay versus our regional comparators. Facility Services is working with Human Resources to complete a business case for market wage adjustments.

Further, the skilled trade shortage is a reality and is exaggerated in a community that continues to grow and thrive and have a high demand for skilled tradespeople. This continues to put pressure on our reliance on third parties and reduces our ability to service our assets as frequently as we would prefer.

### **Financial Implications**

Facility Services intends to expend the full amount of funding provided. Should these standards persist beyond this year, additional budget pressures will emerge as the Board continues to support the health care standard of filter supply, the preventative maintenance program associated with this, and the on-going maintenance of the air purifiers should their use continue beyond the pandemic.

## **Communications**

Communications regarding adjustments that have been made to systems has been communicated through return to work documentation and training for all staff.

Site administrators will be contacted, as will Facility Services staff employing air purifier use as well as new projects related to the additional funding by the province.

Prepared by: Matthew Gerard, Coordinating Superintendent of Business Services  
& Treasurer of the Board  
Ian Gaudet, Controller, Facility Services  
Ron Dallan, Manager of Capital  
Lou Lima, Manager of Mechanical, Electrical and Environmental  
Ken Fischer, Manager of Maintenance Management Systems  
in consultation with Coordinating Council



# Report to Committee of the Whole

October 19, 2020

## **Subject: Motion: Paper Board Meeting Agenda Packages**

### **Recommendation**

*That the Waterloo Region District School Board no longer provide printed meeting packages for public use at Committee of the Whole or Board Meetings; and*

*That all WRDSB Committee of the Whole and Board meeting agendas be provided in electronic format; and*

*That Chromebooks or other suitable technologies are provided for public use during meetings so that printed meeting packages can be completely eliminated; and*

*That the above recommendations be phased in with a final and full implementation no later than the first meeting, post COVID-19, where the public is invited to attend in person.*

### **Status**

This report contains a Notice of Motion served by Trustee K. Meissner and Student Trustee M. Robinson at the March 9, 2020 Committee of the Whole Meeting and was supported by Trustees C. Millar and J. Weston.

Scheduling this motion for consideration was delayed due to the COVID-19 pandemic and related school closure.

### **Background**

The following recitals were included with the motion:

Whereas printed meeting packages for public use are available at every Committee of the Whole and Board Meeting;

Whereas printed meeting packages are intended for single-use and are discarded after each meeting;

Whereas meeting packages are currently available on the WRDSB website and are accessible to the public;

Whereas a significant amount of recyclable material is generated and thrown in the garbage at WRDSB facilities;

Whereas the most effective way of reducing the WRDSB's carbon footprint with respect to paper waste is to reduce the amount of paper used;

**Financial implications**

Financial implications are not known at this time.

**Communications**

Process changes will be communicated as needed.

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



# Report to Committee of the Whole

October 19, 2020

## **Subject: Motion: Review of School Resource Officer Program**

### **Recommendation**

*That the Waterloo Region District School Board strike an ad hoc committee to review the School Resource Officer (SRO) program and the Board's relationship with the Waterloo Regional Police that incorporates:*

- *The origins and history of the program;*
- *The current scope of the program;*
- *Data on the role played by SROs (number and type of interactions, number of arrests of students, etc.);*
- *Possible rationales for discontinuing the program;*
- *Possible rationales for continuing the program, whether in its current form or in some other form;*
- *Information from other school boards on their relationship to their local police service and any changes that they may be contemplating to that relationship; and*

*That the committee consist of*

- *Trustees (3)*
- *Student Trustee (1)*
- *Superintendent (1), to be designated by the Director of Education*
- *The System Administrator responsible for student discipline (1)*
- *The Human Rights and Equity Advisor (1)*
- *Secondary Principal or Vice-Principal (1)*
- *Elementary Principal or Vice-Principal (1)*
- *Teachers (3)*
- *Child and Youth Worker (1)*
- *Parents (3)*
- *Students (3); and*

*That the committee consult as widely as possible with staff, students, parents, Board committees (including the Equity and Inclusion Advisory Group), alumni, community groups, and members of the public in conducting their review and preparing their report.*

## **Status**

This report contains a Notice of Motion served by Trustee S. Piatkowski at the June 15, 2020 Special Board Meeting and was supported by Trustees J. Herring, K. Meissner, C. Millar, N. Waddell, J. Weston and K. Woodcock.

The Terms of Reference are included as Appendix A

## **Background**

The following recitals were included with the motion:

Whereas it is prudent for the Board of Trustees to regularly examine external partnerships to ensure that they serve the best interests of students, staff, the WRDSB, and the community at large.

Whereas concerns have recently been raised about the presence of police officers in our schools.

## **Financial implications**

Financial implications are not known at this time.

## **Communications**

Communication to stakeholders will be developed as needed.

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

**Terms of Reference: Ad Hoc Committee on SRO program and WRDSB/WRPS  
relationship**

- 1. Name: Ad Hoc Committee on the School Resource Officer (SRO) program and the relationship between the Waterloo Region District School Board (WRDSB) and the Waterloo Regional Police Service (WRPS)**

**Abbreviated to: Ad Hoc Committee on SRO program and WRDSB/WRPS relationship**

1.1. Related legislation

Education Act, as amended (Ontario Regulation 472/07 - Suspension and Expulsion of Pupils);  
 Keeping Our Kids Safe at School Act;  
 Progressive Discipline and School Safety Act;  
 Accepting Schools Act;  
 Early Childhood Educators Act;  
 Child Care and Early Years Act;  
 Ontario Human Rights Code;  
 Canadian Charter of Rights and Freedoms; and  
 Provincial Code of Conduct.

1.2. Related policies/bylaws

Board Policy 1004 - Harassment Policy;  
 Board Policy 1008 - Equity and Inclusion Policy;  
 Board Policy 1009 - Violence in the Workplace;  
 Board Policy 6000 - Safe Schools;  
 Board Policy 6001 - Code of Conduct;  
 Board Policy 6008 - Student Discipline;  
 Board Policy 6009 - Bullying Prevention and Intervention;  
 Administrative Procedure 1300 - Delegation of Authority;  
 Administrative Procedure 1260 - Student Discipline;  
 School Board Police Protocol, 2016;  
 Traumatic Response Protocol, 2013; and  
 Threat Risk Assessment Protocol.

1.3. Alignment with Board Strategic Plan

The work of this committee aligns with the following Strategic priorities:



- Our students experience a sense of belonging in a caring learning environment that addresses their well-being;
- Our staff is equipped with the skills and resources to support every child in their learning journey;
- Our staff is supported in their wellness as they promote and model wellness for our students;
- Our students, staff and community are supported by creative and collaborative problem-solving;
- Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.

1.4. Type of committee (statutory, board (standing/ad hoc) community (standing/ad hoc/appointment))

Ad Hoc / Community

1.5. Definitions

The School Resource Officer Program is described as follows on the Waterloo Regional Police Service website  
(<https://www.wrps.on.ca/en/our-community/youth-programs.aspx>):

“The Waterloo Regional Police Service (WRPS) School Resource Officer (SRO) program consists of 10 Constables who are specifically assigned to high schools and elementary schools in Waterloo Region. The goals of the program are to develop a positive relationship between youth and police, reduce youth victimization and partner with school staff to proactively address student, family and school issues. SROs are there to provide schools with a reliable and consistent point of contact within the Waterloo Regional Police Service.”

## 2. Purpose/Mandate/Goals

### 2.1 Focus

The committee will review and provide recommendations on the School Resource Officer (SRO) program and the Board's relationship with the Waterloo Regional Police Service.

### 2.2 Powers and responsibilities

The committee will review:

- The origins and history of the program;
- The current scope of the program;

- Data on the role played by SROs (number and type of interactions, number of arrests of students, etc.);
- Possible rationales for discontinuing the program;
- Possible rationales for continuing the program, whether in its current form or in some other form;
- Information from other school boards on their relationship to their local police service and any changes that they may be contemplating to that relationship.

### **3. Authority/Jurisdiction/Responsibilities**

#### 3.1 Individual members

The committee shall consist of Trustees, Board employees and parents, students as set out below. It shall be responsible to and report to the Board of Trustees.

#### 3.2 Chairperson

The Committee shall be co-chaired by a Trustee (chosen at the inaugural meeting of the committee) and the Superintendent

#### 3.3 Board personnel

The committee shall be supported by administrative support staff designated by the Director of Education.

### **4. Membership**

#### 4.1 Composition/stakeholders

The committee shall consist of

Trustees (3)

Student Trustee (1)

Superintendent (1), to be designated by the Director of Education

The System Administrator responsible for student discipline (1)

The Human Rights and Equity Advisor (1)

Secondary Principal or Vice-Principal (1)

Elementary Principal or Vice-Principal (1)

Teachers (3)

Child and Youth Worker (1)

Parents (3)

Students (3)

#### 4.2 Term

The committee shall hold its first meeting before the end of December 2020 and shall make recommendations by the end of December 2021. Following reporting, it may wish to hold a further meeting or meetings to discuss next steps.

#### 4.3 Appointment Process

Trustees and the Student Trustee on the committee are to be designated by the Chair of the Board, in consultation with Trustees.

The Superintendent on the committee is to be designated by the Director of Education. Principals on the Committee are to be designated by the Superintendent on the committee.

Teachers and the Educational Assistant on the committee shall be chosen in consultation with bargaining units.

Parents are to be recruited in consultation with PIC/WRAPSC

Students are to be recruited in consultation with Student Trustees and the Student Senate

#### 4.4 Vacancies

In the event of a vacancy, the same process used for initial recruitment shall be followed. Given the limited mandate and timeline for the committee, the committee shall have the discretion to leave vacant positions unfilled, providing all voices are being represented.

### 5. Role of Board Personnel/Staff

5.1 Restrictions of membership - See above

5.2 Personnel and services - See above

### 6 Meetings

6.1 Access to meetings

Meetings of the shall be open, with the exception of any items deemed in camera.

6.2 Election of chairperson and vice-chairperson

The committee shall be co-chaired by a Trustee elected at the first committee meeting and the Superintendent on the committee.

### 6.3 Quorum

Quorum for committee members shall be 10 out of 19 members.

### 6.4 Voting

Each member of the committee shall have one vote. Committee members must be present at meetings in order to exercise their vote.

### 6.5 Communications/distribution of minutes and agenda

The agenda and minutes of committee minutes shall be distributed to committee members, Trustees and the senior leadership team.

### 6.6 In camera meetings

Committee discussions shall be held in-camera if they involve specific incidents or individuals.

## 7 Reporting

### 7.1 Committee reports to whom

The committee shall report to the Board of Trustees.

### 7.2 Format of committee report back

Reporting shall be in writing.

### 7.3 Time frame of committee report back

The committee shall prepare recommendations to the Board of Trustees by the end of December 2021, unless an extension is granted.

## 8 Deliverables/Results

Requested/required committee output

The Board shall prepare recommendations to the Board of Trustees.



# Report to Committee of the Whole

October 19, 2020

## **Subject: Motion: Review of School Names**

### **Recommendation**

*That the Waterloo Region District School Board strike an ad hoc committee to lead a review of the names of all schools and board facilities using an anti-racist lens; and*

*That the review include specific attention and recommended changes to Policy 4020 - Naming and Renaming of Board Facilities, and related administrative procedures; and*

*That the ad hoc committee meaningfully engage Indigenous, Black, and racialized communities in the district, staff, students, parents, Board committees, alumni, community groups and members of the public in conducting the review; and*

*That the committee membership include, but not be limited to:*

- *Members of the EIAG (3)*
- *The Human Rights & Equity Advisor (1)*
- *The Equity & Inclusion Officer - Indigenous Focus (1)*
- *The Equity & Inclusion Officer (1)*
- *The Director of Education (1) or designate*
- *External representatives from Indigenous, Black, and racialized communities or organizations (3)*
- *Trustees, one of which is the EIAG trustee representative (3)*
- *Student Trustees (2)*
- *Representatives from Indigenous, Black and racialized student population (2)*
- *Staff representatives as designated by the Director of Education (2); and*

*That the committee develop a scope for the review and timelines for completion and bring a report to the Board of Trustees by November 2020 outlining the review plan; and*

*That the committee bring recommendations including implementation plans to the Board of Trustees by February 2021.*

## **Status**

This report contains a Notice of Motion served by Trustee K. Woodcock at the July 20, 2020 Special Board Meeting and was supported by Trustees K. Meissner and C. Millar. Additional support was also provided by Trustees J. Herring, S. Piatkowski, L. Tremble and J. Weston.

The Ad Hoc Committee Terms of Reference are included as Appendix A

## **Background**

The following recitals were included with the motion:

Whereas the WRDSB acknowledges that racism and racial harassment exist within the education sector and within the WRDSB; and

Whereas engaging in meaningful and sustained dialogue about racism and systemic discrimination is a commitment of the WRDSB.

## **Financial implications**

Financial implications are not known at this time.

## **Communications**

Communication to stakeholders will be developed as needed.

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

## Ad Hoc Committee Terms of Reference - School Naming Review

### 1. School Naming Review Ad Hoc Committee

#### 1.1. Related Legislation

*Ontario Human Rights Code*

*Education Act*

*Canadian Charter of Rights and Freedoms*

#### 1.2. Related policies/bylaws

Board Policy 4020 - Naming and Renaming of Board Facilities

Administrative Procedure 4865 – Naming and Renaming of Board Facilities

#### 1.3. Alignment with Board Strategic Plan, 2016 – 2019

The work of this committee aligns with the following strategic priorities:

- Our students experience a sense of belonging in a caring learning environment that addresses their well-being;
- Our families and caregivers are supported in creating the best possible outcomes for our students;
- Our staff is equipped with the skills and resources to support every child in their learning journey;
- Our staff is supported in their wellness as they promote and model wellness for our students;
- Our learning environments include all students and their diverse perspectives and ideas;
- Our students, staff and community are supported by creative and collaborative problem-solving;
- Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.

#### 1.4. Type of committee (statutory, board (standing/ad hoc), community (standing/ad hoc)) Community/Ad Hoc

### 2. Purpose/Mandate/Goals

#### 2.1 Focus

The committee will review the names of all schools and board facilities using an anti-racist lens. The review will include specific attention and provide recommended changes to Policy 4020 - Naming and Renaming of Board Facilities, and related administrative procedures. In conducting the review, the committee will engage Indigenous, Black, and racialized communities in the district, staff, students, parents, Board committees, alumni, community groups and members of the public in a meaningful way.

#### 2.2 Powers and responsibilities

The committee will develop a scope and format for the review and timelines for completion and bring a report to the Board of Trustees by November 2020 outlining the review plan. The committee will bring recommendations including implementation plans to the Board of Trustees by February 2021.

### **3. Authority/Jurisdiction/Responsibilities**

#### **3.1 Individual members**

The Ad Hoc Committee shall consist of trustees, Board employees, community representatives and students as set out below.

#### **3.2 Chair**

The committee shall be co-chaired by a trustee and a member representing Indigenous, Black, and racialized communities or organizations.

#### **3.3 Board personnel**

The committee shall be supported by administrative support staff designated by the Director of Education.

### **4. Membership**

#### **4.1 Composition**

The committee is comprised of the following membership:

- Members of the Equity & Inclusion Advisory Group (EIAG) (3)
- The Human Rights & Equity Advisor (1)
- The Equity & Inclusion Officer - Indigenous Focus (1)
- The Equity & Inclusion Officer (1)
- The Director of Education (1) or designate
- External representatives from Indigenous, Black, and racialized communities or organizations (3)
- Trustees, one of which is the Equity & Inclusion Advisory Group (EIAG) trustee representative (3)
- Student Trustees or designate (2)
- Representatives from Indigenous, Black and racialized student population (2)
- Staff representatives as designated by the Director of Education (2)

#### **4.2 Term**

The committee will provide its first report by the end of November 2020 and bring recommendations including implementation plans to the Board of Trustees by February 2021. Following reporting, the committee may wish to hold a further meeting or meetings to discuss implementation.

#### **4.3 Appointment process**

The Equity & Inclusion Advisory Group (EIAG) will choose its representatives (3). External representatives from Indigenous, Black, and racialized communities or organizations will be recruited in consultation with the Equity & Inclusion Advisory Group (EIAG).



Representatives from Indigenous, Black and racialized student population will be recruited in consultation with Student Trustees and the Student Senate.

Trustees and the Student Trustees on the committee are to be designated by the Chairperson of the Board, in consultation with Trustees.

The staff representatives on the committee are to be designated by the Director of Education.

#### 4.4 Vacancies

In the event of a vacancy, the same process used for initial recruitment shall be followed. Given the limited mandate and timeline for the committee, the committee shall have the discretion to leave vacant positions unfilled, providing all voices are being represented.

### 5. Role of Board Personnel/Staff

#### 5.1 Restrictions of membership

See above.

#### 5.2 Personnel and services

See above.

### 6. Meetings

#### 6.1 Access to meetings

Meetings of the committee shall be open, with the exception of any items deemed in camera. During the pandemic, meetings of the committee will be held virtually.

#### 6.2 Election of co-chairs

The committee shall choose the co-chairs at the inaugural meeting of the committee.

#### 6.3 Quorum

Quorum for committee meetings shall be 10 out of 19 members.

#### 6.4 Voting

Each member of the committee shall have one vote. Committee members must be present at meetings in order to exercise their vote.

#### 6.5 Communications/distribution of minutes and agenda

The agenda and minutes of committee minutes shall be distributed to committee members, trustees and the senior leadership team.

#### 6.6 In camera meetings

Committee discussions shall be held in-camera if they involve specific incidents or individuals.

### 7. Reporting

#### 7.1 Committee reports to whom

The committee shall be responsible to and report to the Board of Trustees.

## 7.2 Format of committee report back

Reporting shall be in writing.

## 7.3 Time frame of committee report back

The committee will develop a scope and format for the review and timelines for completion and bring a report to the Board of Trustees by November 2020 outlining the review plan. The committee will bring recommendations including implementation plans to the Board of Trustees by February 2021, unless an extension is granted.

## 8. Deliverables/Results

### 8.1 Requested/required committee output

- A scope for the review and timelines for completion
- A list of identified school and board facility names deemed harmful by the committee
- Recommendations for revisions to Board Policy 4020 - Naming and Renaming of Board Facilities
- Recommendations for revisions to Administrative Procedure 4865 – Naming and Renaming of Board Facilities
- Recommendations for revisions to other related policies and administrative procedures as required
- Recommendations for next steps including implementation plans



**ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION**

**Leading Education's Advocates**

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Cathy Abraham  
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W.R. (Rusty) Hick  
Executive Director

## OPSBA Board of Directors Meeting – September 25 and 26, 2020

The Ontario Public School Boards' Association (OPSBA) Board of Directors held a virtual meeting using the Zoom platform on September 25-26, 2020. Trustee Lucille Kyle, OPSBA's Alternate First Nations Director, gave an acknowledgement that the meeting was being held on the traditional territory of the Indigenous peoples of Ontario.

On the evening of September 25, Ontario's Chief Coroner and Coordinator of the Provincial Pandemic Response Dr. Dirk Huyer virtually attended the meeting to give an update on reopening schools amid the COVID-19 pandemic. He was joined by Dr. Jessica Hopkins, Deputy Chief, Health Protection, Medical and System Support at Public Health Ontario.

Education policy and program issues that were discussed in public session at the meeting are summarized below.

### ***COVID-19 Pandemic***

School boards across the province have been providing students with both in-class and remote learning options throughout September, although the model of delivery and start date has varied from board to board. The province is now posting information on COVID outbreaks at [schools and child-care centres](#). The website shows the number of confirmed student and staff cases, as well a breakdown by individual school and daycare. It is expected to be updated every weekday. The information is similar to what was done for long term care facilities.

[OPSBA's latest COVID-19 updates](#)

### ***Communications, Government and Public Affairs***

Throughout the summer months, government announcements and activity in the education sector were, as expected, significant. OPSBA and member boards continued to have regular correspondence with the government at multiple levels. Our advocacy efforts were focused largely on school reopening plans and funding.

OPSBA's presence in both social media and traditional media was several times greater than the same period of time last year – further details are listed here below. For more, please see the links below:

## [Media Statements and News Releases](#)

### [OPSBA Media Activity](#)

#### **Legislative Update**

The Legislative Assembly of Ontario reconvened on Monday, September 14, and for now, will follow the traditional sitting schedule of meeting Mondays to Thursdays until the winter recess on December 10, including two constituency breaks in October and November. The House met over the summer months in June and July on a modified schedule, mainly to pass pandemic-related legislation. The fall agenda will include a full-scale budget by November 15 and rent-freeze legislation.

#### *Current Party Standings – 124 seats:*

- Progressive Conservative Party of Ontario - 72
- New Democratic Party of Ontario - 40
- Ontario Liberal Party – 8
- Green Party of Ontario - 1
- Independent – 3

#### *Bill 197, COVID-19 Economic Recovery Act, 2020*

This legislation was introduced on July 8, 2020, by Minister of Municipal Affairs and Housing Steve Clark. The omnibus bill included changes to 20 Acts. Included are changes to the *Education Act*, the *Ontario Educational Communications Authority Act* and the *Ontario French-Language Educational Communications Authority Act*. Bill 197, *COVID-19 Economic Recovery Act* received Royal Assent on Tuesday, July 21, 2020. OPSBA's Education Program and Policy Development Work Teams sent in a [submission](#). Regulations that have recently been filed to support the legislation include:

- [Ontario Regulation 261/19: RECIPROCAL EDUCATION APPROACH](#)
- [Ontario Regulation 440/20: SUSPENSION OF ELEMENTARY SCHOOL PUPILS](#)
- [Regulation 296: ONTARIO SCHOOLS FOR THE BLIND AND THE DEAF](#)

#### *Bill 204, Helping Tenants and Small Businesses Act, 2020*

This [legislation](#) was introduced on September 17 by Steve Clark, Minister of Municipal Affairs and Housing. The government issued a news release entitled, [Ontario Introduces Legislation to Freeze Residential Rent in 2021](#) that includes the backgrounder, [Ontario Supporting Renters and Small Businesses in COVID-19 Recovery](#). Proposed changes to the Municipal Elections Act, Municipal Act, Election Act, Assessment Act, and Municipal Property Assessment Corporation Act are available in the [September 21 OPSBA Legislative Update](#).

#### *Policy/Program Memorandum 164*

In mid-August [PPM 164 - Requirements for Remote Learning](#) was released, which provided definitions of "Remote," "Synchronous," and "Asynchronous" Learning, and outlined Remote Learning Requirements for School Boards. School boards are to ensure the requirements of PPM 164 are implemented by the beginning of the 2020-21 school year and are required to report at the end of the school year on their activities. OPSBA's Education Program and Policy Development Work Teams will be discussing the contents of this PPM at their meeting on September 30.

Full Legislative Updates are available on the [OPSBA Connects blog](#).

### ***Indigenous Education***

On August 21, OPSBA's Indigenous Trustees' Council (ITC) met, as it does each August prior to the start-up of school. Not surprisingly, this year's meeting occurred virtually via Zoom, as a result of the continued impact of the COVID-19 pandemic. ITC members representing eight OPSBA member boards provided feedback from their respective districts and communities.

Discussion included:

- The impact of the pandemic on Indigenous communities, and in particular, students and their families
- The importance of school board engagement with their local First Nation partners
- Education Service Agreements (ESAs) and the Reciprocal Education Approach (REA)

The ITC reaffirmed support for its identified Four Priorities: 1) Building Our Capacity, 2) Indigenous Student Well-Being, 3) Enabling Indigenous Education, and 4) Advancing Reconciliation.

### ***Education Funding***

#### *COVID-19*

Because of the nature of the evolving conversations and ensuing changing direction from the Ministries of Education and Health, school boards endured a significant time crunch at the end of August and beginning of September. To some extent, this is still being felt. This crunch impacted all areas of school board operations – finance, facilities, transportation, technology, human resources in terms of workplace accommodations (placement), hiring, classroom organizations, secondary timetabling, etc.

In terms of finance, information came late and continued to roll out. The Grants for Student Needs (GSN) were released quite late relative to the recent past, coming in June. Legislative changes related to budgets, including the ability to use up to 2% of operating funding from reserves for COVID-19-related expenses, arrived in the middle of August, and additional funding announcements, including significant contributions from the federal government, came at the end of August. School boards were directed to not include the second half of the \$760 million in federal funding in their budget submissions.

It was **MOVED to: Direct OPSBA to advocate to the Minister of Education to create an immediate mechanism to address the deficiencies and inequities in funding across school boards to fund safe school reopening CARRIED**

#### *Student Transportation*

School bus driver shortages are a concern around the province. The Ministry of Education is supporting driver retention through the pilot program in 2020-2021.

The ministry recently coordinated a survey of transportation consortia to gain an understanding of how the additional \$20 million in transportation funding was spent. This money was intended to support the incremental cost of transportation, whether it be for new routes established to accommodate secondary cohorting, reducing the number of riders on buses to increase physical distancing, increased staff cost for enhanced cleaning, etc.

### *Personal Protective Equipment (PPE)*

The ministry has started weekly PPE teleconferences with School Business Officials from across the province, with September 25 being the first. Main topics of conversation of the first meeting were logistics of delivery locations and timing and specific concerns on types of PPE (i.e. recalled hand sanitizer), and the method of return shipping these products.

### *B/SB Memos*

A number of B and SB memos have been released since the last Board of Directors meeting in May. B & SB memoranda for 2020 and prior years can be accessed at <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>.

### ***French as a Second Language (FSL)***

Phase III of the [FSL Labour Market Partnership Project](#) has continued and all partners are engaged in virtual meetings to support and facilitate action plans related to the recommendations and next steps from the Phase II report. There continues to be significant interest and motivation to support the ongoing efforts linked to the supply/demand issue of FSL teachers. Phase III ends on January 31, 2021, and the full report will be available by March 2021.

OPSBA has been recognized as a leader in developing workable solutions for addressing the labour market issue related to FSL teacher recruitment, hiring and retention. As a result, the Association signed an agreement with the Province of Ontario and the Federal Department of Canadian Heritage for three initiatives to support recruitment, hiring and retention of FSL teachers. The funding is for one year with the opportunity to apply for year 2 and 3 funding, once all deliverables from year 1 are met. Each of the approved initiatives stem directly from the research findings of the Labour Market Partnership Project. As such, it allows for the continuation of this important work once the three-year labour market partnership project is concluded. The initiatives that were approved are key drivers to assist in improving the supply and demand of French language proficient teachers.

The three initiatives are:

1. Development of an FSL Teacher Recruitment Guide for English Language School Boards;
2. French Language Assessment Resources
3. Supporting Principals to Address Challenges in Hiring and Retaining Qualified FSL Teachers

The research will occur in the fall across Canada. Every effort is being made to streamline the surveys and focus groups/interviews to be respectful of the current educational landscape.

### ***Children and Youth Mental Health***

School Mental Health Ontario continues to expand its support to school boards, and resources can be found on their website at <https://smho-smso.ca>.

The Ontario Coalition for Children and Youth Mental Health continues to share resources and materials to help to support students, families and staff. The Summit for Children and Youth Mental Health has been deferred to 2022.

**OPSBA-Wilfrid Laurier University Joint Research Project**

In early May, OPSBA staff partnered with graduate students from Wilfrid Laurier University to conduct research into the actions taken by school boards in response to the COVID-19 pandemic. This research sought to understand and document boards' successes and challenges in the deployment of remote learning. During this period, researchers also conducted regional interviews with 11 school trustees representing OPSBA's five regions, the Indigenous Trustees' Council and the Ontario Student Trustees' Association (OSTA-AECO). These interviews were designed to garner a more in-depth understanding of the personalized experience at the forefront of remote learning.

All but one board reported difficulty adapting to remote learning in the wake of COVID-19 school closures with nearly 80% calling the transition "Challenging" and another one in six calling it "Extremely Challenging." Facilitating synchronous learning, supporting students with special education needs and student mental health were the biggest challenges with 50 to 70% of boards considering these to be their most difficult tasks in a remote environment. Boards were very successful in providing devices to students who needed them but internet access proved more of a challenge for rural and remote communities in particular. In half of the responding cases, 75% of students or fewer were able to be reached at the onset of the school closures, with the primary reason given being lack of devices or reliable internet at home.

Communication with students, parents and board staff was successful likely because it largely expanded upon existing channels and practices. Additional support for students with special education needs, students with limited internet access and student mental health are needed.

Recommendations from the report include:

1. Invest in infrastructure to ensure that all students have equal access to online learning.
2. Maintain commitment to providing devices to families and educators that require them.
3. Ensure that students with unique needs are not left behind.
4. Ensure that students' and educators' mental health is considered and addressed.
5. Provide further Professional Development days to ensure educators are well-versed in online learning tools.

**Canadian School Boards' Association**

The CSBA continues to meet remotely on a monthly basis, with the AGM now taking place October 2. OPSBA Past President Laurie French is running for a third term as CSBA President. Discussions regarding the format for the 2021 CSBA Congress continue.

# THE SUCCESSES AND CHALLENGES OF THE TRANSITION TO REMOTE LEARNING

OPSBA-WLU Joint Research Project



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**6 APPENDICES (i. Timeline; ii. Board Demographics; iii. Raw Data)**

# Executive Summary

All but one board reported difficulty adapting to remote learning in the wake of COVID-19 school closures with eight in 10 calling the transition “Challenging” and another one in six calling it “Extremely Challenging.” Facilitating synchronous learning, supporting students with special education needs and student mental health were the biggest challenges with 50 to 70% of boards considering these to be their most difficult tasks in a remote environment. Boards were very successful in providing devices to students who needed them but Internet access proved more of a challenge for rural and remote communities in particular. Communication with students, parents and board staff was successful likely because it largely expanded upon existing channels and practices. Additional support for students with special education needs, students with limited internet access and student mental health are needed.

## Internet Access:

- All school boards reported having at least some students with limited internet access.
- All school boards reported up to 25% of students lacking adequate internet for synchronous remote learning.
- 9 out of 10 boards did not have plans or policies in place to address these issues prior to school closure.
- Half of all boards responding said they were only able to reach between 50% and 75% of students.
- Two Thirds cited lack of internet access as a primary reason.
- Two Thirds of boards report forming new partnerships to provide internet access to their staff and students.

*Half of all boards were unable to reach more than one quarter of their students*

# Executive Summary

## Devices:

- Over half of all school boards had a program providing devices to at least some students prior to school closure.
- Three-quarters of boards reported being able to provide devices to all students who requested them, and nine in 10 reported getting them to 75% or more.

*75% of boards were able to provide devices to all students who needed them.*

## Successes:

- Communicating with students, families and board staff and facilitating professional development for teachers.
- Provision/receipt of devices and educational materials.

## Challenges:

- Appropriate student mental health support and support for students with special needs regarded as the most significant shortcoming.

# Executive Summary

## Three biggest challenges:

1. Facilitating synchronous learning and teacher training.
2. Supporting students with special education needs.
3. Supporting student mental health.

## Most desired funding items:

1. Additional cleaning and caretaking supplies.
2. Supports for students disadvantaged by remote learning.
3. Student transportation.

## The Survey

On June 19, 2020, a 50 question survey was sent to 31 Ontario public school boards and 10 school authorities (OPSBA members).

Questions were designed to understand boards' successes and challenges in implementing equitable remote learning plans.

The survey remained active until July 13, 2020, by which time 24 responses had been collected: an overall response rate of 59% (61% for school boards and 50% for school authorities).

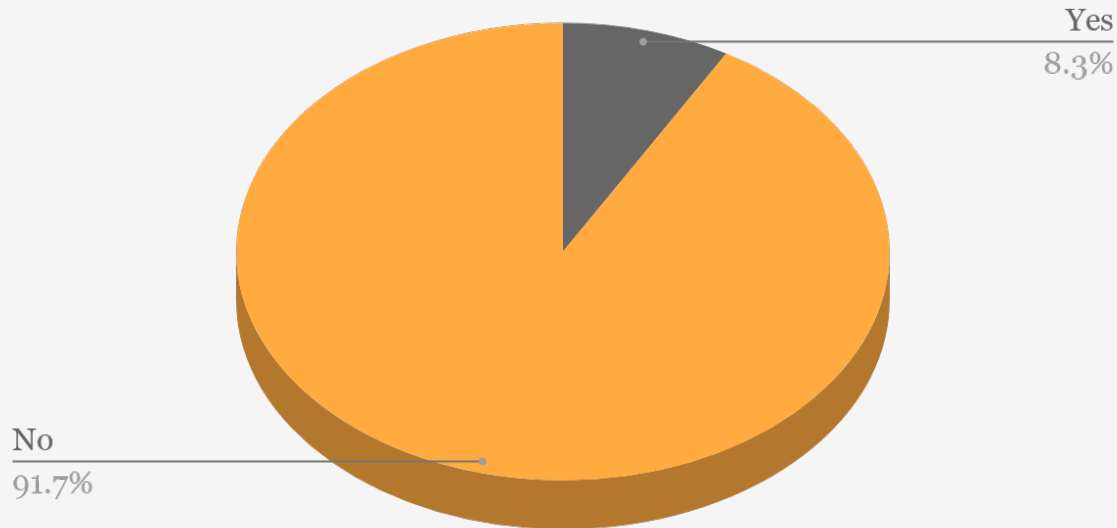
## The Interviews

While the survey was active, researchers also conducted a series of 11 short interviews with school trustees from various regions across the province.

The interviews were designed to provide a more 'individualized' perspective to complement the survey results.

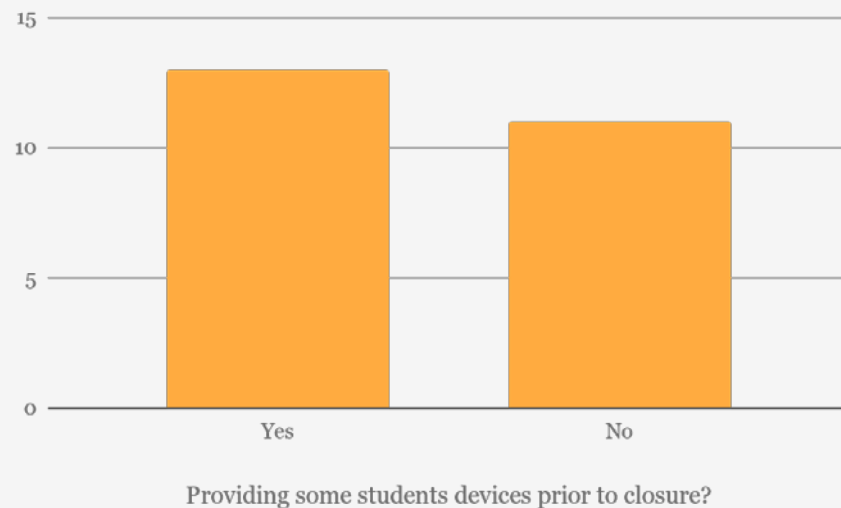
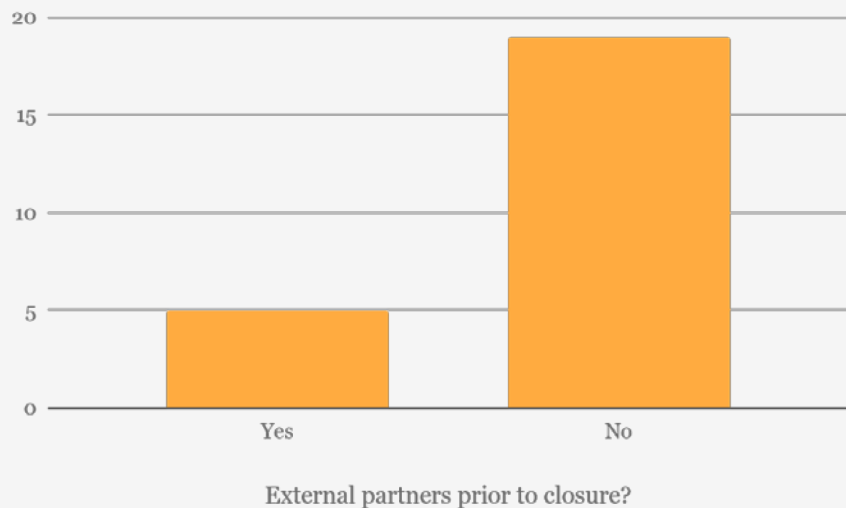
# Survey Results: Pre-dosure

Most boards did not have a plan in place to address the concerns of students with limited internet access.



# Survey Results: Pre-closure

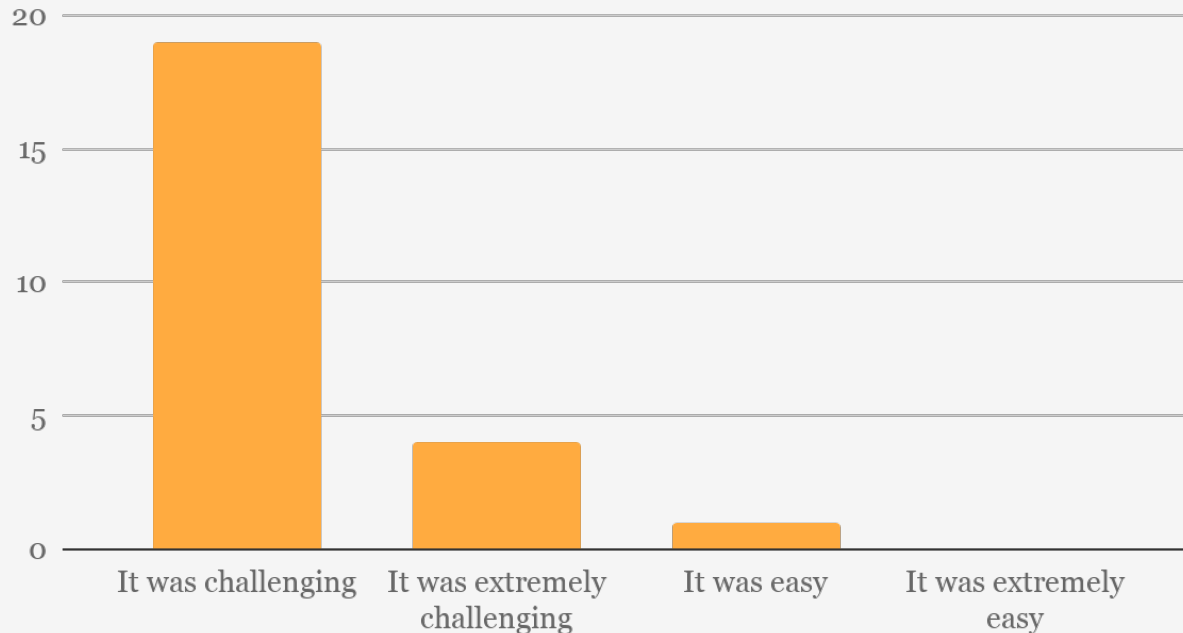
Most boards were not partnered with external providers to deliver devices or internet service to students and teachers, but over half were able to provide devices to students.



# Survey Results: Post-closure

The transition to remote learning was almost universally challenging.

*How challenging was the transition to remote learning?*

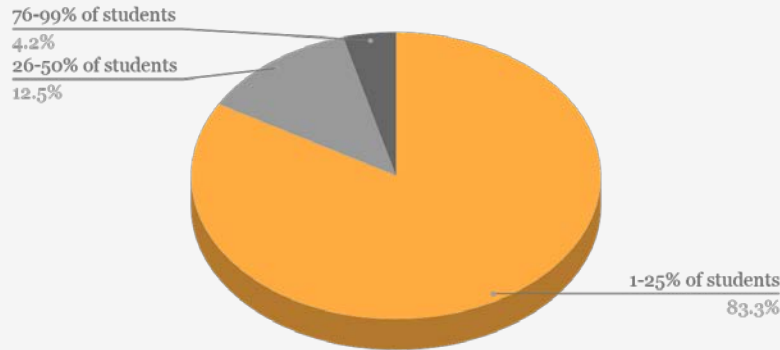




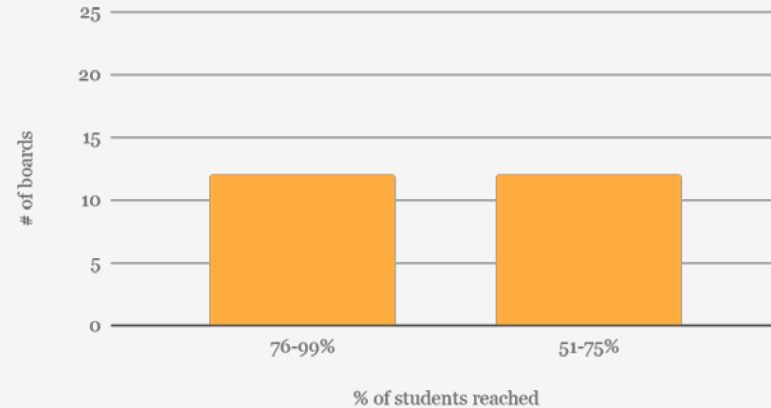
# Survey Results Post-Quarantine

Lack of reliable internet access a significant issue for some students in all school boards.

Percentage of students with limited or no internet access



Percentage of students initially reached with remote learning



Urban school boards reported up to a quarter of students lacking adequate internet access for synchronous remote learning.

Half of all boards responding said they were only able to reach between 50% and 75% of students.

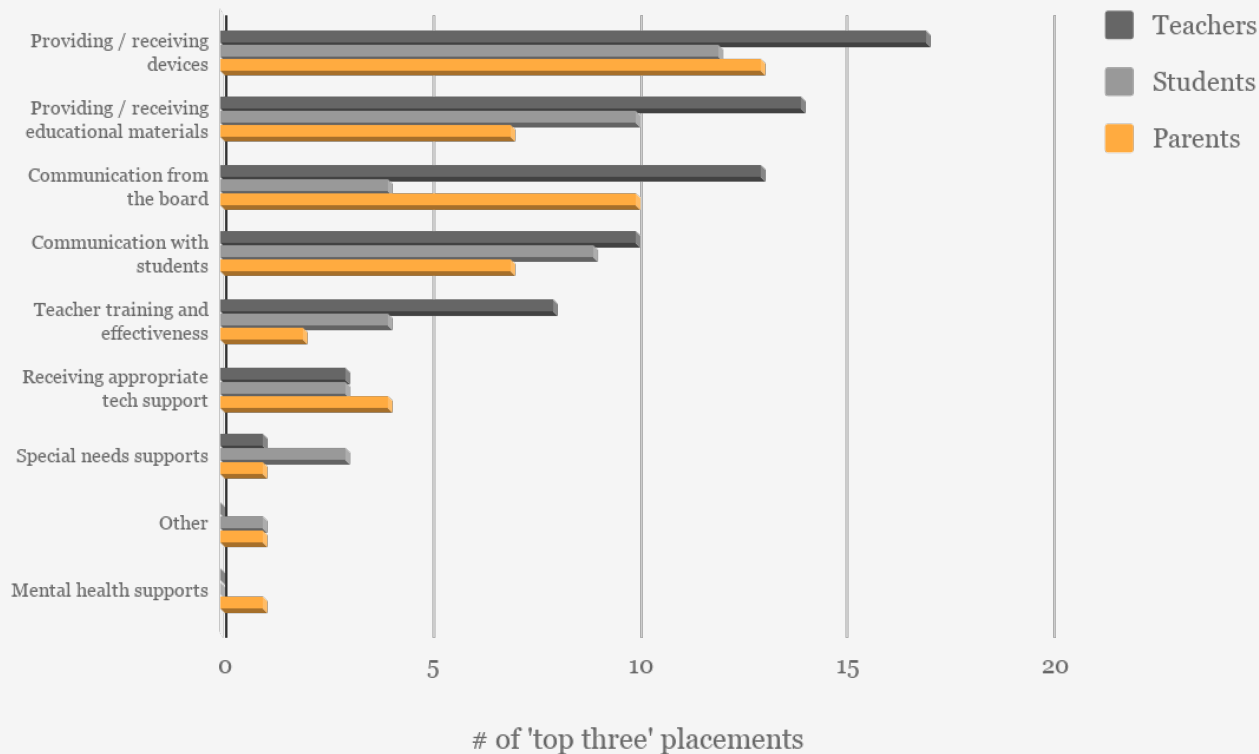
Two thirds of respondents cited lack of adequate internet access as a primary reason.

Two thirds of respondents made new partnerships to provide internet access to students.

# Survey Results: Post-dosure

Boards were asked if they surveyed teachers, students, and parents about their remote learning experiences.

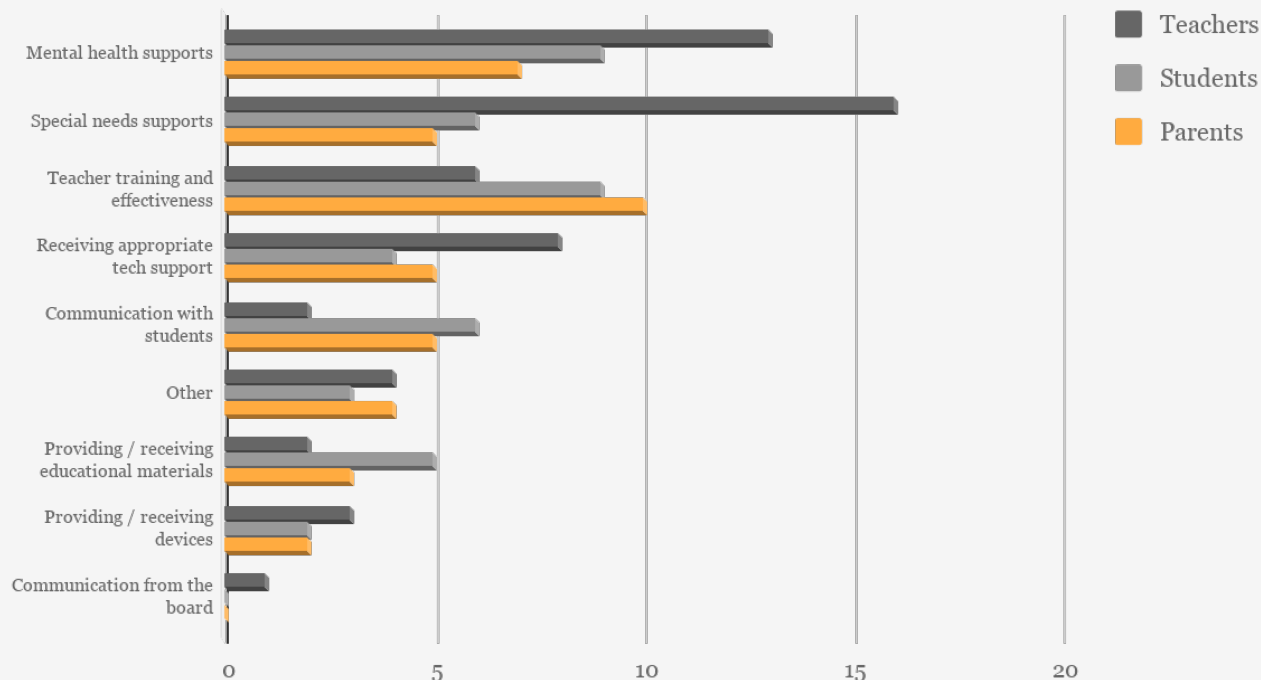
If they did, they were asked to indicate the top three areas each of those groups thought were working well.



# Survey Results: Post-closure

Boards were asked if they surveyed teachers, students, and parents about their remote learning experiences.

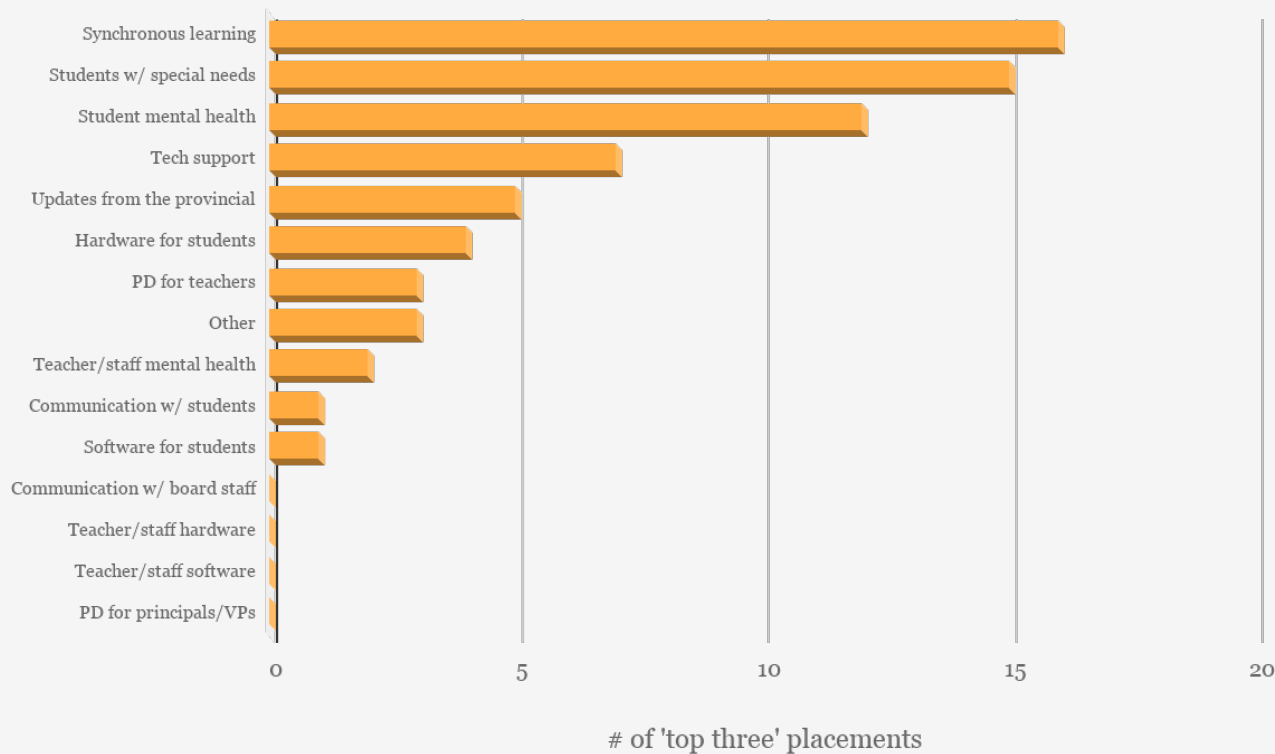
If they did, they were asked to indicate the top three areas each of those groups thought needed improvement.



# of 'top three' placements

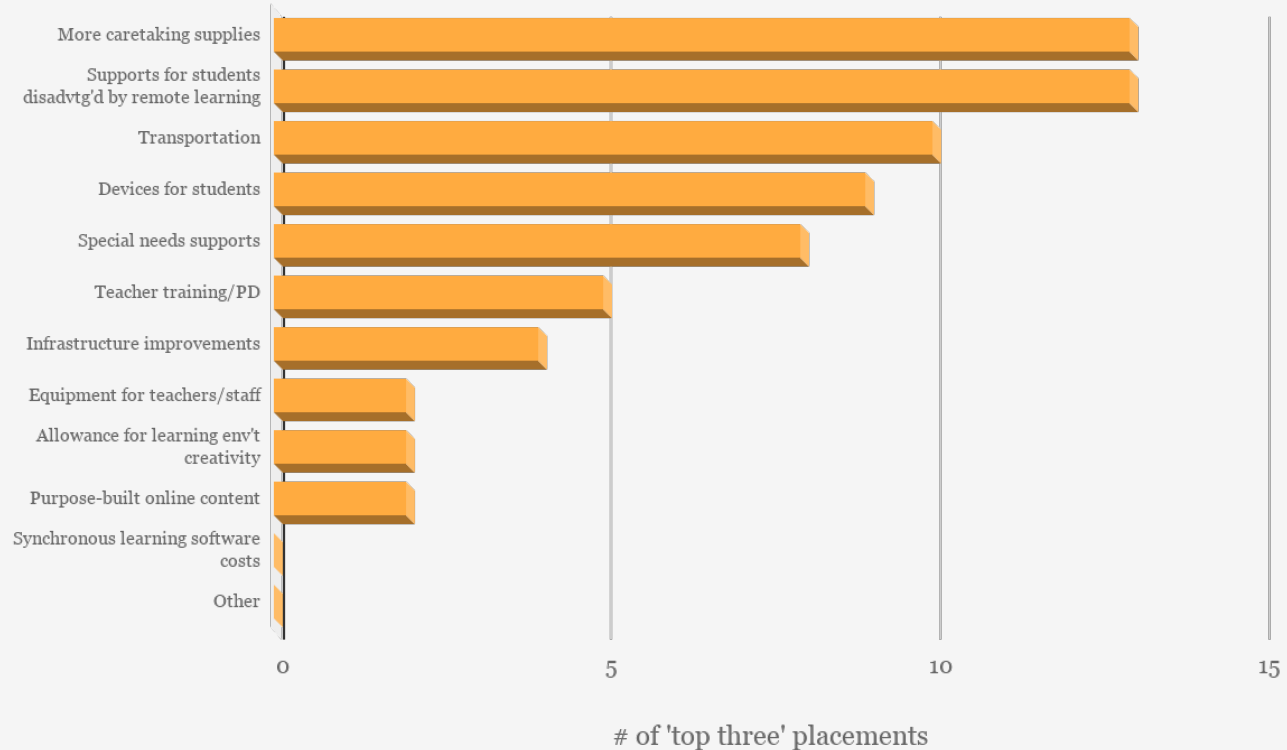
# Survey Results: Post-dosure

Boards were asked to identify their top three biggest challenges during the transition to remote learning.



# Survey Results: Next Steps

Boards were asked to identify the top three areas they thought were most in need of additional funding.



# Interview Results

Many trustees praised the hard work and dedication of teachers and board staff, especially re: getting devices to students.

Shared comments included:

High emphasis placed on the need for availability/quality of internet, especially for students with lower socioeconomic status and from certain communities (e.g. Indigenous, Mennonite).

Recognition that not all students can learn effectively online and that many students are having problems with engagement.

The importance of school as more than just a place for learning. Schools seen as:

- Supporting breakfast programs and other supports for lower socioeconomic status students.
- Delivering important services to students with special needs.
- Offering clubs and extracurricular activities.
- Providing overall general social interactions for children and youth.
- Child care for some working parents.

Several disappointed at the quality and coherence of the provincial government's response, especially early communication.

# Conclusions

Despite the challenges they faced, many boards were able to implement the “nuts and bolts” of remote learning somewhat successfully given the unique circumstances.

However, gaps remain in the current approach to remote learning, especially in terms of student engagement, equal access to synchronous education, and support for students with specialized learning needs.

More work needs to be done to ensure all students from all communities are able to benefit equally from remote learning.

# Recommendations

1. Invest in infrastructure to ensure that all students have equal access to online learning.
2. Maintain commitment to providing devices to families and educators that require them.
3. Ensure that students with unique needs are not left behind.
4. Ensure that student and educators' mental health is considered and addressed.
5. Provide further Professional Development days to ensure educators are well-versed in online learning tools.



# APPENDICES

# Appendix I: *Provincial Timeline*

## JANUARY

- 27** First indication of growing scale of COVID-19; Provincial government asks school boards to donate stock of PPE to local health networks.

## MARCH

- 12** Provincial government announces in-person learning will not resume after March Break and that all schools would remain closed until at least April 5
- 14** Province-wide state of emergency declared
- 20** ‘Learn at Home’ portal unveiled
- 31** Letter from the Minister: Teacher-led learning will resume through online delivery methods, with the following directives:
- Schools closed until at least May 4
  - By April 6 teacher-led remote learning would be implemented across the province
  - School boards asked to distribute devices for remote learning to students who do not have access to them at home

## APRIL

- 10** Child Care operators payment is deferred
- 17** Agreement was made with Rogers and Apple for iPads for students
- 26** School closures extended
- 28** Letter from the Minister of Education: schools to remain closed until at least May 31

## MAY

- 13** Voluntary redeployment of School Board staff requested
- 19** Government announces in-person instruction will not resume in the 2019-2020 school year and that summer learning opportunities would be expanded

# Appendix I: *Provincial Timeline*

## JUNE

- 3 Provincial government announces \$150 million investment in broadband and cellular service for rural communities
- 15 Provincial government announces partnerships with Ontario Science Centre to create additional educational content for students
- 16 \$2.3 million investment in seven broadband projects to support rural and Indigenous communities in northern Ontario announced
- 18 \$15 million investment in classroom computers  
\$25 million for Secondary School mental health support  
\$10 million to hire more mental health workers for schools
- 23 Government announces new math curriculum for September

## JULY

- 9 Government announces end of streaming in Grade 9

- 23 \$500 million investment to build 30 new schools across Ontario

### 30 Letter from Minister of Education:

- Elementary Schools will reopen five days a week with standard class sizes
- Secondary schools will reopen with students alternating between in-class days and online days.
- Secondary Schools in lower risk communities (rural and remote, low or no active case count) may reopen five days a week
- \$309 million funding for additional safety measures announced
- School boards expected to adopt timetabling methods to cohort students as much as possible
- Grades 4 to 12 students must wear masks, others encouraged but not mandatory

# Appendix II: *Board Demographics*

Board	Enrollment	Staff	Km <sup>2</sup>	# Schools
Algoma	9,384	2,100	70,000	40
Avon Maitland	15,067	1,600		40
Bluewater	17,000	3,000	8,000	50
Durham	70,000	7,000		133
Grand Erie	29,000	2,848		73
Greater Essex County	36,000	4,700		70
Halton	45,857	6,300		105
Hamilton Wentworth	49,784	7,096		97
Hastings & Prince Edward	15,000	1,800	7,200	42
James Bay Lowlands Secondary	177	28		1

# Appendix II: *Board Demographics*

Board	Enrollment	# Teachers / Staff	Km <sup>2</sup>	# Schools
John McGivney Children's Centre	3,000	20		1
Kawartha Pine Ridge	35,000	3,500		87
Keewatin-Patricia	4,828	312*	75,000	23
Kids Ability	11,000	230		2
Lakehead	13,000	840		29
Lambton Kent	21,900	3,379		62
Limestone	19,000	2,200	7,719	60
Moose Factory Island	500*	39		1
Moosonee	350*	20*		1
Near North	10,000	800*	17,000	42

# Appendix II: *Board Demographics*

Board	Enrollment	# Teachers / Staff	Km <sup>2</sup>	# Schools
Niagara	36,000	3,000		99
Ontario North-East	7,350	960	25,000	37
Ottawa-Carleton	74,000	7,600	2,760	143
Peel	155,788	18,020		257
Penetanguishene Protestant	270*	20*		1
Rainbow	13,517	1,627		41
Rainy River	4,367	228	10,552	14
Renfrew County	9,100	400		26
Simcoe County	50,000	6,000		114
Superior Greenstone	1,500	300	45,000	15

# Appendix II: *Board Demographics*

Board	Enrollment	# Teachers / Staff	Km <sup>2</sup>	# Schools
Thames Valley	78,239	8,511	7,000	160
Toronto	247,000	42,000		583
Trillium Lakelands	15,772	1,938		54
Upper Canada	27,000	4,200		79
Upper Grand	35,000	4,000		76
Waterloo Region	64,000	6,800		121
York Region	124,000	13,227		213

\* These numbers estimated based on available information.

<sup>1</sup> Numbers for Bloorview, Campbell Children's, Niagara Children's Treatment Centre and Ottawa Children's Treatment Centre School Authorities not available.

# Appendix III: *Raw Survey Data*

See attached file.



# COVID-19 and Schools: Public Health Overview

Dr. Jessica Hopkins

Deputy Chief, Health Protection

Public Health Ontario

September 25, 2020

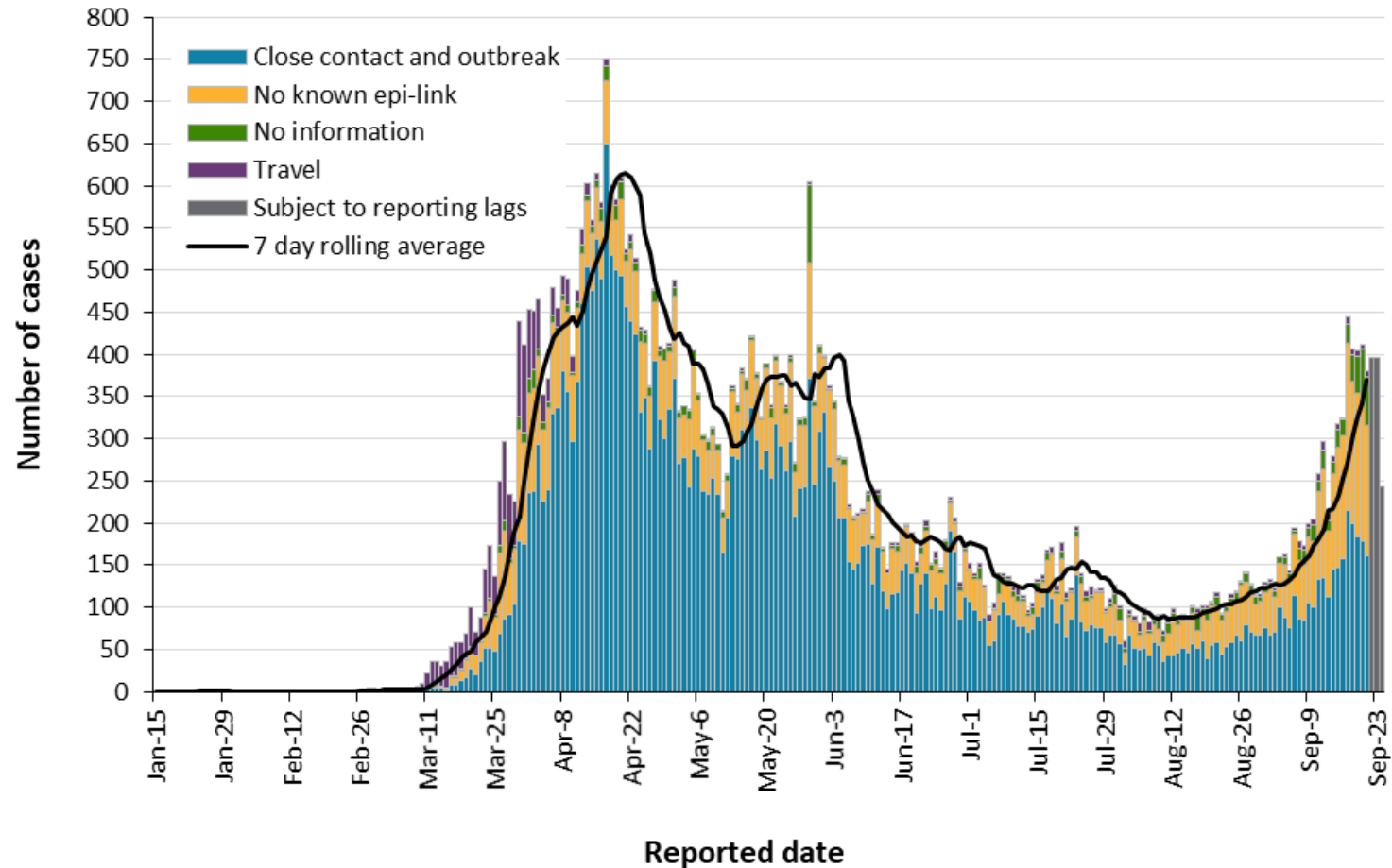
Ontario Public School Boards' Association Presentation

# Outline

1. Overview of COVID-19 in Ontario
2. COVID-19 cases and outbreaks in schools
3. Roles and responsibilities
  - Public Health Units
  - Public Health Ontario
  - Ministry Of Health
4. COVID-19 guidance: school outbreak management
5. Other resources

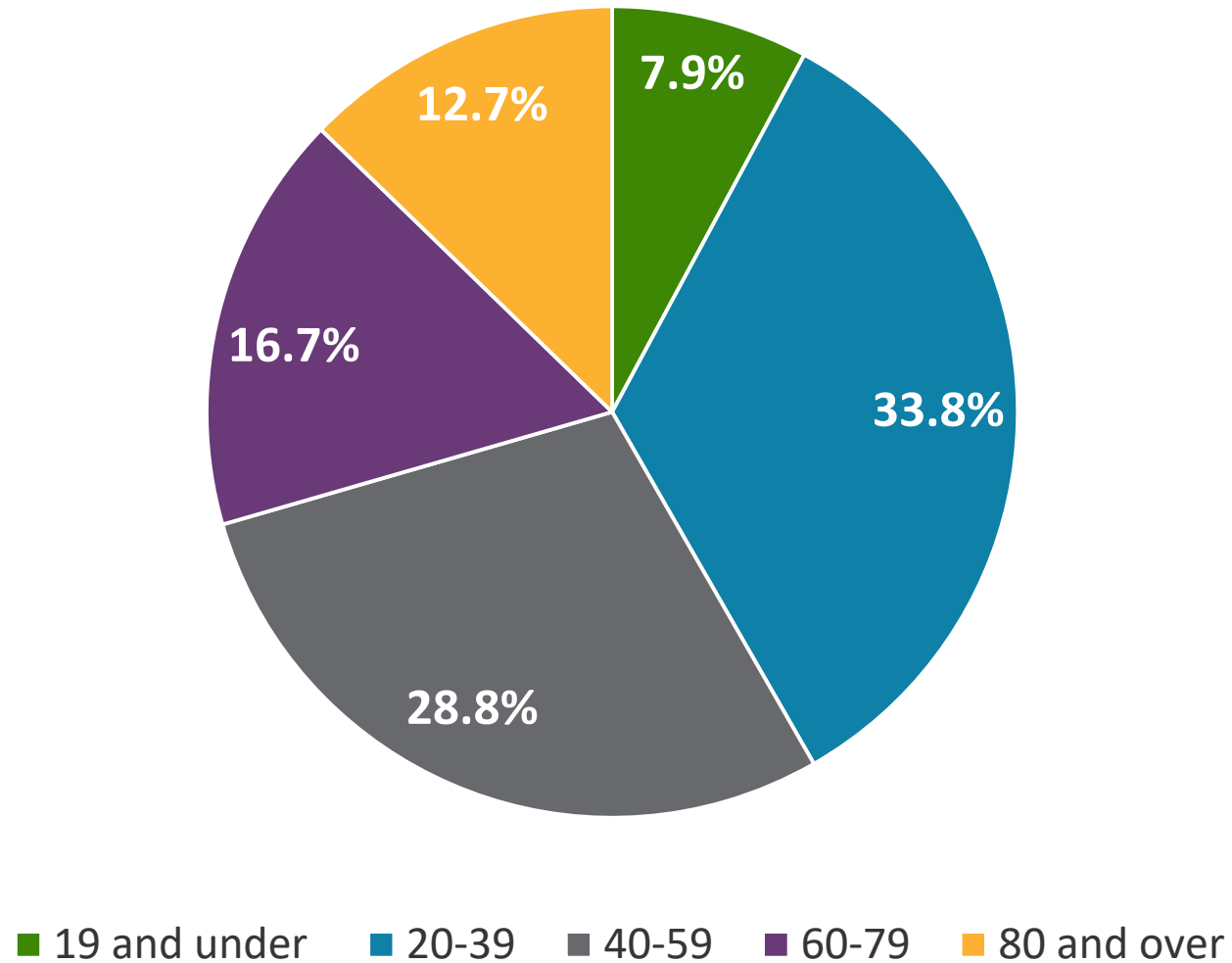
# Status of COVID-19 in Ontario: Cases

Confirmed cases of COVID-19 by likely acquisition and public health unit reported date: Ontario, January 15, 2020 to September 24, 2020



Data source: CCM plus, as of September 24, 2020

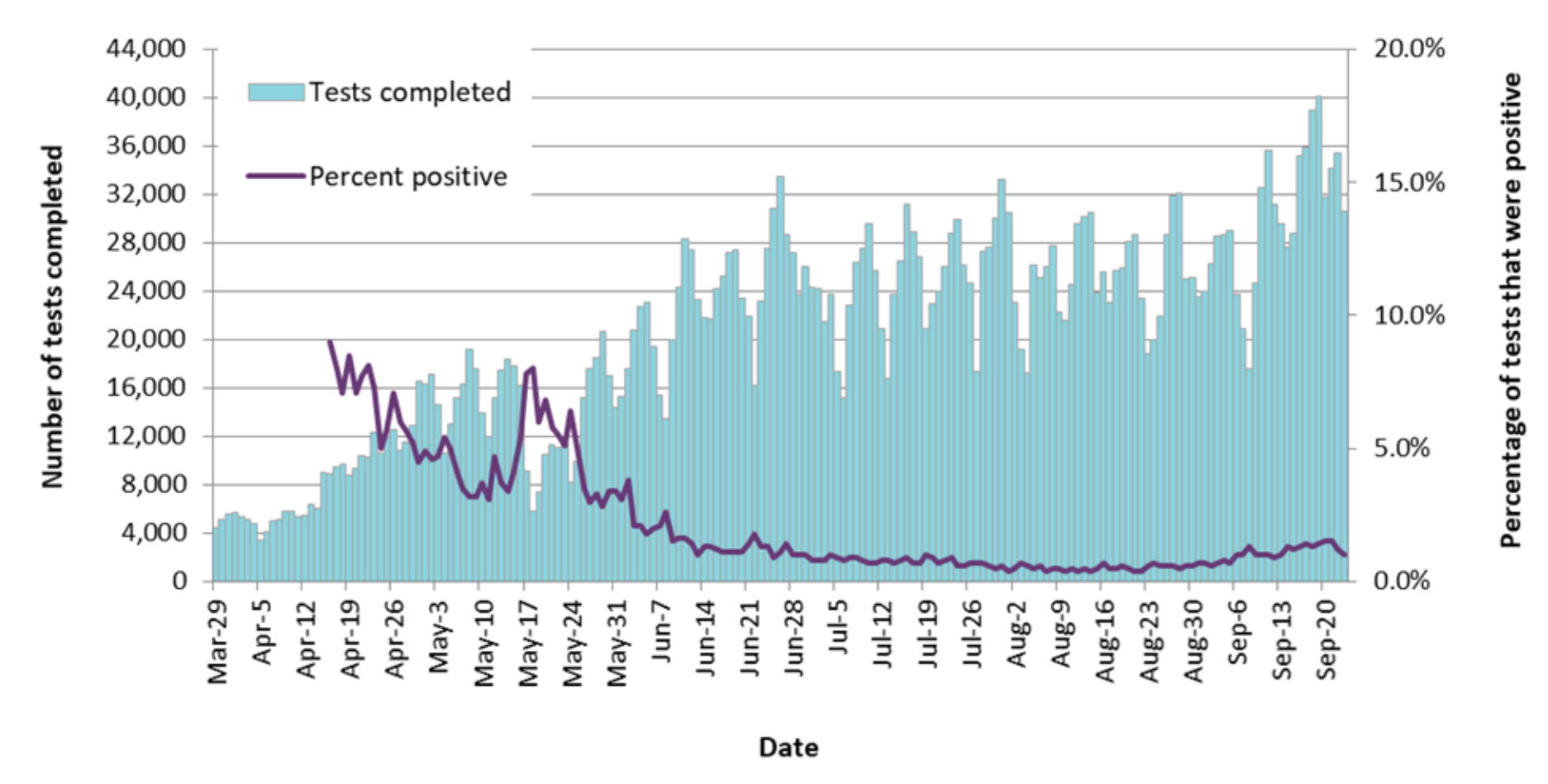
## Proportion of recent confirmed cases of COVID-19 in Ontario by age group



Data Source: CCM plus as of September 24, 2020

# Status of COVID-19 in Ontario: Percent Positivity

Number of COVID-19 tests completed and percent positivity: Ontario, March 29, 2020 to September 24, 2020



Data Source: The Provincial COVID-19 Diagnostics Network, data reported by member microbiology laboratories.

# Status of COVID-19 in Ontario: Severity

Confirmed cases of COVID-19 by severity: Ontario, September 24, 2020

	Cumulative case count as of September 24	Percentage of all cases
Cumulative deaths reported (please note there may be a reporting delay for deaths)	2,837	5.8%
Deaths reported in ages: 19 and under	1	0.0%
Deaths reported in ages: 20-39	11	0.1%
Deaths reported in ages: 40-59	122	0.9%
Deaths reported in ages: 60-79	764	9.3%
Deaths reported in ages: 80 and over	1,939	31.1%
Ever in ICU	1,078	2.2%
Ever hospitalized	5,075	10.4%

Data Source: CCM plus as of September 24, 2020

# COVID-19 Outbreaks in Schools

Summary of outbreaks of COVID-19 in schools: Ontario, August 30 to September 24, 2020

	Number
Elementary schools	7
Secondary schools	1
Elementary/secondary schools	4
Total number of school outbreaks	12

**Data Source:** integrated Public Health Information System (iPHIS) database, Public Health Case and Contact Management Solution (CCM).

# Roles and Responsibilities: Public Health Units (PHUs)

Prevention and  
preparedness

Case and contact  
management

Outbreak assessment and  
management

Coordination and  
communication

**Source:** COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020



# Roles and Responsibilities: Public Health Ontario

Provide scientific and technical advice to PHUs and MOH

Advise on and support laboratory testing as needed

Produce provincial epidemiologic and surveillance reports

Public  
Health  
Ontario

Santé  
publique  
Ontario

\*These roles are related to the management of COVID-19 cases, contacts and outbreaks.

Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# Roles and Responsibilities: Ministry Of Health

Provide legislative and policy oversight to Boards of Health

Advise on regional and provincial level school interventions

Issue guidance to PHUs on the management of COVID-19 cases, contacts and outbreaks



\*These roles are related to the management of COVID-19 cases, contacts and outbreaks.

Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# COVID-19 Guidance: School Outbreak Management

Ministry of Health guidelines for the management of cases, contacts, and outbreaks associated with elementary or secondary school (K-12) settings.

## Outbreak definition

- An outbreak in a school is defined as **two or more lab-confirmed COVID-19 cases** in students and/or staff (or other visitors) in a school with an epidemiological link, within a 14-day period, **where at least one case could have reasonably acquired their infection\* in the school** (including transportation and before/after school care).
- \*Examples of reasonably having acquired infection in school include:
  - No obvious source of infection outside of the school setting; OR
  - Known exposure in the school setting

Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# Return to School if Ill and/or Self-Isolating

## Ill individuals with no known high-risk exposure AND negative COVID-19 test

- If they receive a negative test and are not self-isolating, can return to school when symptoms are resolved (or improving if very mild e.g., runny nose) for at least 24 hours.
- Medical notes or proof of negative tests should not be required for staff or students to return to school.

## Individuals self-isolating after a high risk exposure (e.g., contact with a case, travel)

- Return to school only at end of full 14-day self-isolation period (even if they have a negative test), as they may be incubating up until then.

Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# Case and Contact Follow Up

## Public health units

- Public health units will work closely with the school to determine who a case was in contact with at school while infectious, and manage contacts.

## Schools

- Keep attendance records for 30 days, and be ready to provide required attendance records and contact information to the public health unit within 24 hours.

Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# Considerations for School Dismissal and Re-opening

## Whole school dismissal should be considered if

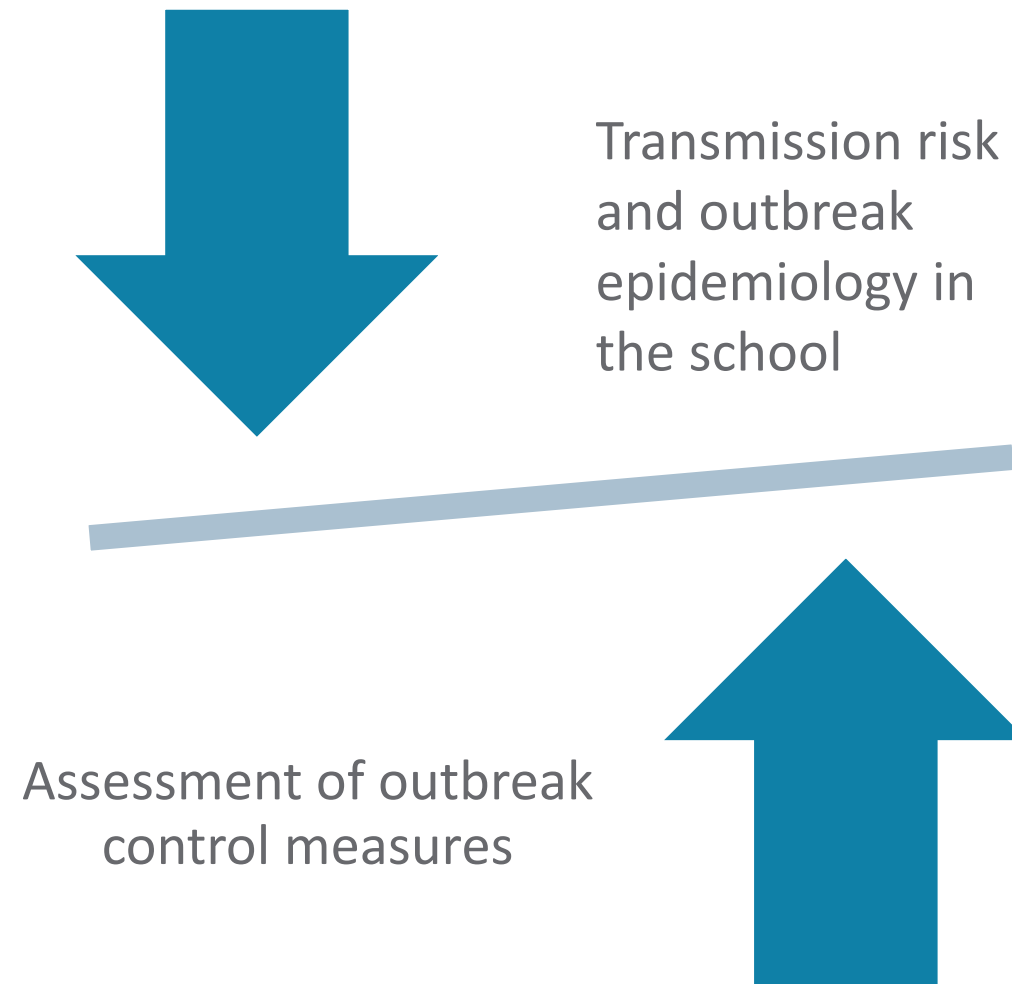
- There is evidence of potential widespread transmission within the school
- E.g.: multiple cases, no known source outside of school and no known links within school

## Re-opening the school

- The outbreak does not necessarily need to be over to re-open the school.
- Cohorts without evidence of transmission can be gradually brought back to school as additional information and test results become available.

Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# Outbreak Measures may be Scaled Up or Down



Source: COVID-19 Guidance: School Outbreak Management Version 1 – August 26, 2020

# Resources: Public Health Ontario Web Site



Coronavirus Disease 2019 (COVID-19)

## Preventing COVID-19: Tips for Children Attending School

This fact sheet provides infection prevention and control information for parents, guardians and caregivers to help reduce the risk of COVID-19 transmission in elementary schools. Children with any [COVID-19 symptoms](#) or who are self-isolating should not attend school.

### Talk to your child

- Teach your child the best way to prevent COVID-19 by:
  - Washing their hands at least 5 times a day; before and after eating, playing, and after using the toilet. Hands are to be washed for at least 15 seconds, using an alcohol-based hand sanitizer or soap and water (teach them to sing the ABC song or Happy Birthday while washing their hands to get an idea of how long this should be)
  - Coughing or sneezing into their elbow, sleeve or a tissue
  - Avoiding touching their face and/or mask as much as possible
  - Following their school and teacher's instructions on giving space to others (e.g., staying 2 metres apart when possible)
- Talk to your child about changes that they may see when they return to school, such as their teachers wearing a mask and not sharing food, books, papers and other items with classmates.



### Think about Alcohol-based Hand Sanitizer

- Your child's school may allow you to provide your child with personal hand sanitizer. If sending your child to school with hand sanitizer:



## CHECKLIST

### COVID-19 Preparedness and Prevention in Elementary and Secondary (K-12) Schools

September 16, 2020

#### Who should use this checklist?

This checklist can be used by elementary and secondary (K-12) school administrators or designated staff at in-person schools (e.g., for self-assessment purposes) and/or public health unit staff (e.g., when conducting assessments or inspections in collaboration with schools).

#### When to use this checklist?

This checklist can be used to help plan for, prevent, and detect COVID-19 in schools. It outlines infection prevention and control guiding principles and mitigation strategies that can reduce the risk of the introduction and spread of COVID-19 in elementary and secondary (K-12) schools.

The checklist is intended to provide a user-friendly resource to help apply relevant provincial guidance for schools, recognizing that there may be unique implementation considerations across schools and boards of education. Health and other equity considerations should inform relevant school and board of education policies and procedures (e.g., mitigating against unintended harms and consequences).

<https://www.publichealthontario.ca/en/diseases-and-conditions/infectious-diseases/respiratory-diseases/novel-coronavirus/school-resources>



# Additional Resources

## Public Health Ontario

- School and COVID19 (landing page) <https://www.publichealthontario.ca/en/diseases-and-conditions/infectious-diseases/respiratory-diseases/novel-coronavirus/school-resources>

## Ministry of Health

- COVID-19 School Screening <https://covid-19.ontario.ca/school-screening/>
- COVID-19 Reference Document for Symptoms [http://www.health.gov.on.ca/en/pro/programs/publichealth/coronavirus/docs/2019\\_reference\\_doc\\_symptoms.pdf](http://www.health.gov.on.ca/en/pro/programs/publichealth/coronavirus/docs/2019_reference_doc_symptoms.pdf)

For more information, please visit [www.PublicHealthOntario.ca](http://www.PublicHealthOntario.ca)