

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, May 17, 2021, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Jennifer Akgol - Masks in Schools
Cherie Lawson - Masks in Schools
Milka Stanisic - Masks in Schools
Sheryl Gatzke - Masks in Schools
Bojana Marin - Masks in Schools
Cassandra Legiehn - Masks in Schools
Bojana Tanaskovic - Masks in Schools
Karen Ralon Flores - Masks in Schools

Staff Follow Up

Policy and Governance

Reports

01	Heating, Ventilation, and Air Conditioning Update	M. Gerard / J. Veit
06	Energy and Greenhouse Gas Emissions Update	M. Gerard / J. Veit
27	Huron Fischer-Hallman Elementary Schools Boundary Study (Part II)	M. Gerard / L. Agar
34	Development Area Boundary Designations	M. Gerard / L. Agar
	COVID-19 Pandemic - Verbal Update	J. Bryant / L. Read

Board Reports

41	Ad Hoc Code of Conduct Policy Review Committee	Trustees M. Ramsay & K. Woodcock
57	Policy Working Group - Terms of Reference	Trustee K. Woodcock

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



Report to Committee of the Whole

May 17, 2021

Subject: Heating, Ventilation, and Air Conditioning Update Report

Recommendation

This report is for the information of the Board.

Status

Trustees requested from staff *“that a report be presented to the Board of Trustees with a prioritized plan that would air condition all Waterloo Region District School Board classrooms that are without air conditioning”* by the end of January 2020.

It was further requested that updates be presented to Trustees on the status of this initiative. An update was provided in April 2019 and the status of the initiative is again updated in this April 2021 report.

Current Projects Underway

In June 2018, during the budget process, Trustees approved a new initiative to install air conditioning at six of our schools. The schools were prioritized based on a list of socio-economic indicators. This was the first-time efforts solely to air condition schools were put forward. Historically, this type of effort would be coupled with another extensive renovation or school addition project to maximize the benefits of the air conditioning expenditure. The schools included in the 2018 initiative are:

- Forest Hill Public School
- Howard Robertson Public School
- JF Carmichael Public School
- Queen Elizabeth Public School
- Rockway Public School
- Wilson Avenue Public School

In June 2020, Trustees approved air conditioning upgrades to six additional schools, prioritized again based on the socio-economic indicators. The schools included in the 2020 initiative, as approved by the Board are:

- Avenue Road Public School
- Cedarbrae Public School
- Eastwood Collegiate Institute
- Southridge Public School
- Sunnyside Public School
- Winston Churchill Public School

A minimum of three years was deemed necessary for the completion of all twelve schools. This year, design and tenders are underway for Phase II for Howard

Robertson Public School, JF Carmichael Public School, Eastwood Collegiate Institute, Avenue Road Public School, Cedarbrae Public School, Southridge Public School, Sunnyside Public School and Winston Churchill Public School and it is anticipated construction will begin this summer. Phase I for Howard Robertson Public School, Carmichael Public School, Forest Hill Public School, Rockway Public School and Wilson Avenue Public School were completed in 2019 and 2020.

In October 2020, in recognition that COVID-19 has created new demands for infrastructure investments, including the need by school boards to upgrade ventilation in classroom spaces, the Ministry announced the investment \$26.3M for the Board under the B20 COVID-19 Resource Infrastructure Stream funding as Facility Services identified schools lacking mechanical ventilation in classrooms, resource rooms and other teaching areas. Funding was eventually approved on February 23, 2021 for 154 classrooms in the 16 schools listed below as well as those in the 2020 initiative. A completion date of December 31, 2021 is among the various restrictions outlined under the 2020:B20 Memorandum funding.

- Bridgeport Public School
- Chalmers St Public School
- Doon Public School
- Elmira District Secondary School
- Grandview New Hamburg Public School
- Highland Public School
- Hillcrest Public School
- King Edward Public School
- MacGregor Public School
- Prueter Public School
- Smithson Public School
- St Jacobs Public School
- Stewart Ave Public School
- Suddaby Public School
- Tait Street Public School
- Waterloo Collegiate Institute

These projects are being designed and tendered to include air conditioning as part of the infrastructure upgrade alongside new temperature controls as well as upgraded lighting, heating and other associated measures where necessary.

Work of this magnitude will likely be impeded by the availability of local contractors and suppliers, as will similar work tendered by coterminous boards, local universities, colleges and municipalities. The impact of COVID continues to be a factor throughout North America in delaying equipment and materials manufacturing as well as the impact on the general cost of construction. School boards are particularly vulnerable due to the short summer months required to carry out the majority of this work.

As such, further phasing or even possible postponement of some of the above projects may be required depending on the future impact of “COVID’s third wave” in the Province as well as the construction factors previously noted.

Similar needs at other secondary schools continue to be considered and planned alongside the required upgrades of these more complex systems and the impact of the extensive retrofits required.

Exploring Alternatives

It is recognized that the Board’s approach to cooling schools, while costly, helps to ensure a tie in to the Board’s building automation and controls system (BAS) that enables our mechanical systems to leverage favourable outdoor air conditions and minimize wasting valuable electrical and gas resources, as opposed to reliance of occupant behaviour.

Other less capital cost intensive options have in the past been utilized such as portable air-conditioning units and destratification fans. These solutions have had limited success when factoring in the cost of security, maintenance, and energy, but are no longer viable due to the air flow at low level associated with these options and the direction by the local Public Health and the Province to limit their use in classrooms and similar spaces so as to minimize the risk of transmission of COVID-19.

In 2020, a pilot was initiated at Smithson Public School to develop and complete the detailed design of one of the two wings of the school utilizing portable air conditioning units as a possible solution to the cooling needs of the school. While on the surface this seemed a somewhat simple approach, it proved to be a challenge not only due the impact to the electrical service in the classrooms, but primarily because of the limited source of portable air conditioning units able to accommodate the cooling needs of a full size classroom. These units are generally designed for and used in industrial setting and their cost, high sound transmission, physical size, and seasonal storage needs were among main challenges preventing the completion of the project.

Student Voice

Facility Services staff engaged with the Student Senate in December 2018 to understand their concerns related to the lack of air conditioning and how it influences their classroom experience in secondary school.

Students clearly support air-conditioning where feasible, and when not available, the use of fans or windows that can open. Estimates of high heat impacts ranged from 20 to 42 days based on their input and recollection. Student senate ranged in opinion of air conditioning being very important to not very important, but indicated high heat days impacted classroom activities, presentations, tests, and impacted their comfort, focus, attendance, and health.

Student senate indicated heating and cooling was very important, as was ample parking, recycling and composting, and fields and tracks. Windows, lighting, and roofing were also recognized as important aspects to students.

Looking Forward

At a Committee of the Whole meeting on May 28, 2018, the following notice of motion was served:

That the Waterloo Region District School Board record, track and collate temperatures and humidity levels in classrooms without air-conditioning during the months of May 2019 to October 2019; and

That a report be presented to the Board of Trustees by the end of January 2020, with temperature and humidity data, as well as a prioritized plan that would air-condition all Waterloo Region District School Board classrooms that are without air-conditioning; and

That short term measures be taken such as effective fans, U. V. filtering blinds, painting asphalt courtyards white, retractable shades, etc.

On November 12, 2018, a report regarding Temperature and Humidity Levels in Classrooms was presented for information of the Board.

This report detailed how heating, ventilation, and cooling (HVAC) systems are designed and operate in our schools, as well as reported on our inventory of classrooms, libraries, offices, and other spaces that have and do not have air conditioning.

This report also highlighted the following supporting measures to reduce classroom temperatures installed in spaces without air conditioning:

- Nanotechnology window films - Waterloo Collegiate Institute and Linwood Public School
- Tree planting - Sir John A Macdonald Secondary School
- High efficiency destratification fans – implemented at various schools but no longer feasible due to COVID restrictions.
- Replacement of fluorescent lamps with Light Emitting Diodes (LED) at numerous schools Board wide
- Window roller shades – implemented through the Board as part of retrofits or new builds and as standalone upgrades.
- Free cooling by introduction of cooler outdoor air when conditions permit - Board wide in conjunction with building control upgrades.
- Partial air-conditioning limited by electrical service – various schools
- Upgrade of windows and roofs – various schools

Furthermore, new construction and renovations rely on the following:

- New building code requirements with stringent energy performance
- Building orientation to minimize heat gain for new construction
- Window and roof design brief - 40 percent window to wall ratio, low emissivity and high shade coefficient glass, argon filled space and thermally broken frames for new installs and window replacements - minimum thermal resistance values for new and replacement roofs and details on service penetrations
- Building automation to control the impact of hot, humid outside air, synchronize cooling operation with classroom hours and instructional days
- LED lighting to reduce internal heat gains to the classroom space and ceiling plenum
- Building shade structures
- Additionally, we continue the use of new technology such as the following:
 - gas heat pump - Stewart Avenue, Forest Hill and Sunnyside Public Schools
 - electric heat pumps - Southridge Public School

Financial Implications

It was estimated in the November 2018 report that approximately \$40M would be required to provide air conditioning to all classrooms within the Board.

Certainly, implementing alternate solutions may provide for a lower cost of capital, but the impact to operating budgets needs to be carefully considered as does the impact of COVID and the need for enhanced ventilation measures and the need for suitable air flow patterns in the classroom environment.

The large number of air conditioning projects currently funded in part by the \$26.3M infrastructure investment under Memorandum 2020:B20 will greatly enhance not only the ventilation needs of our older classrooms but also provide for air conditioning and proper temperature control in parity with other newer builds or recently renovated spaces.

Overall, 69% of all school areas are now air-conditioned (gymnasium areas excluded) and this will continue to increase as the planned upgrades of various schools, additions and new builds are completed.

Communications

An engagement and feedback strategy will be required to gain input from stakeholders.

It is the intent of this report to be shared with Elementary Accommodation Committee (EAC) and the Secondary Accommodation Committee (SAC)."

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services
& Treasurer of the Board
John Veit, Controller of Facility Services
Ron Dallan, Manager of Capital
Lou Lima, Manager of Mechanical, Electrical, and Environmental
Services
in consultation with Coordinating Council



Report to Committee of the Whole

May 17, 2021

Subject: Energy and Greenhouse Gas Emissions Update

Recommendation

This report is for the information of the Board.

Status

2019/2020 Energy Use Intensity

Since 2008 the Waterloo Region District School Board (Board) has monitored energy consumption at our schools, outdoor centres and administration and supporting facilities, comparing Energy Use Intensity (EUI) as a means to identify facilities with optimum performance and those in greater need of attention.

EUI measured in Equivalent Kilowatt Hours per Square Metre (ekWh/m²) is used by the Board to compare energy consumption year to year, and is presented in Figure 1 and Figure 2. The unit ekWh allows electricity, normally measured in kWh, and natural gas and propane, normally measured in cubic meters and liters, respectively, to be added together. Natural gas and propane use are highly dependent on weather as it is mostly used for space heating, so heating degree days are used to normalize the figures, removing the impact of weather which allows for a fair comparison between years. Electricity is not weather normalized, as the majority of its use is not weather dependent. The total energy consumption is divided by the total floor area of the board's asset portfolio so that the effect of additional building area from new schools and school additions is removed from the comparison. These figures include portables and port-a-packs. Leased facilities such as 151 Weber are excluded.

The 2019/2020 fiscal year included the 3.5-month shutdown due to COVID-19, resulting in different usage of our buildings. Over the entire building portfolio, energy consumption was lower during and after the COVID-19 shutdown, even in the summer months. Given this shift in usage, comparing the actual energy usage of 2019/2020 directly to other years does not demonstrate the success of the energy conservation program accurately. An analysis was done to estimate how much energy the Board would have used if this shutdown had not occurred. The energy usage for March 2020 through June 2020 without the shutdown was estimated using a linear regression of energy consumption across all buildings against heating degree days, using September 2019 through February 2020 as the baseline. For July and August, the average between 2012 and 2019 was used to estimate natural gas consumption without the shutdown. For electricity usage in the summer, a linear regression against cooling degree days was used, with Summer 2019 as the baseline.

Figure 1 reports the change in total energy use intensity for all Board-owned sites. The Board has experienced a 23.6 percent reduction in our overall Energy Use Intensity when comparing 2019/2020 to 2008, after removing the impact of the COVID-19

shutdown. The reduction in electricity intensity during this period was 17.9 percent, with a greater reduction in natural gas intensity of 26.0 percent.

Figure 1: Total Energy Use Intensity Combined, 2008 to Fiscal Year 2019/2020

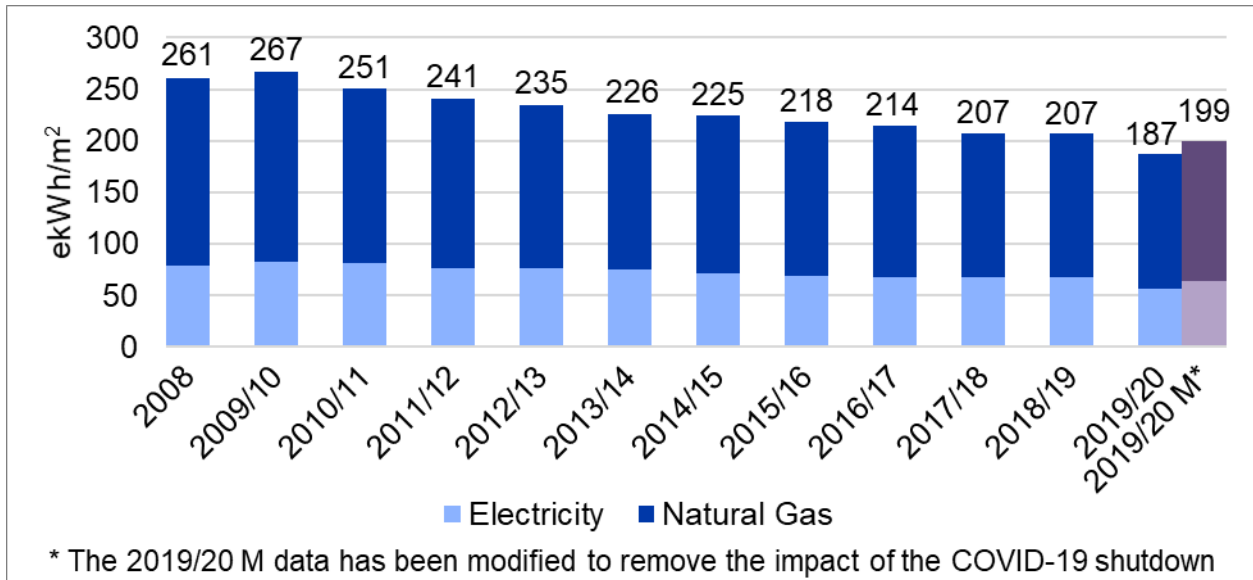
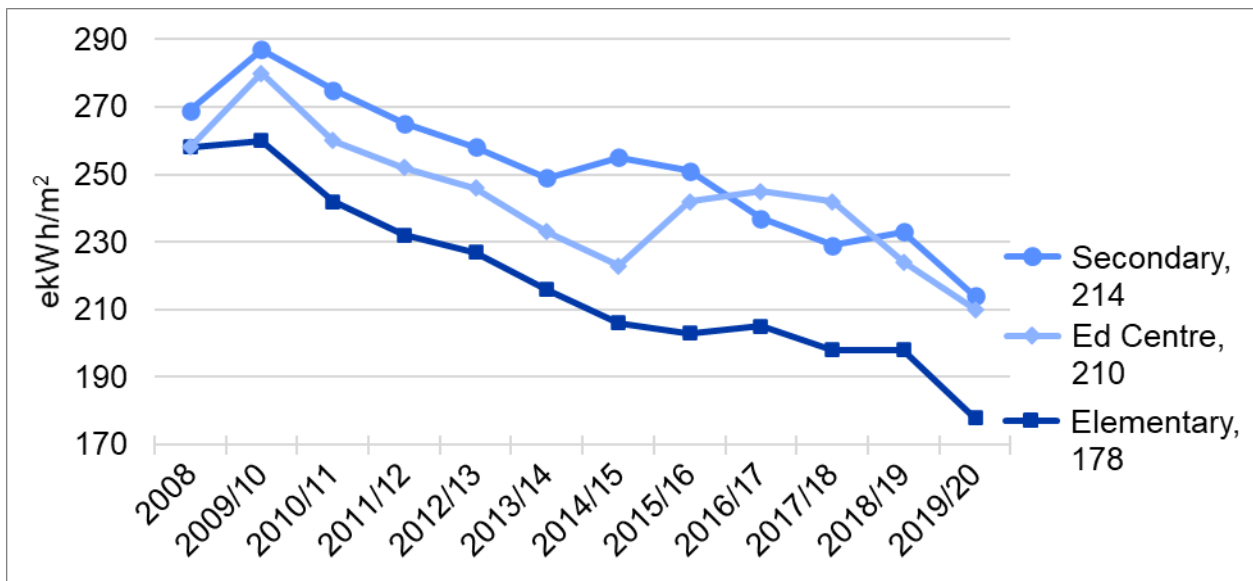


Figure 2 reports the average EUI by panel, using the actual consumption for 2019/2020. The EUI in all three panels continues to reduce year over year. The EUI for each school is presented in Appendices A and B.

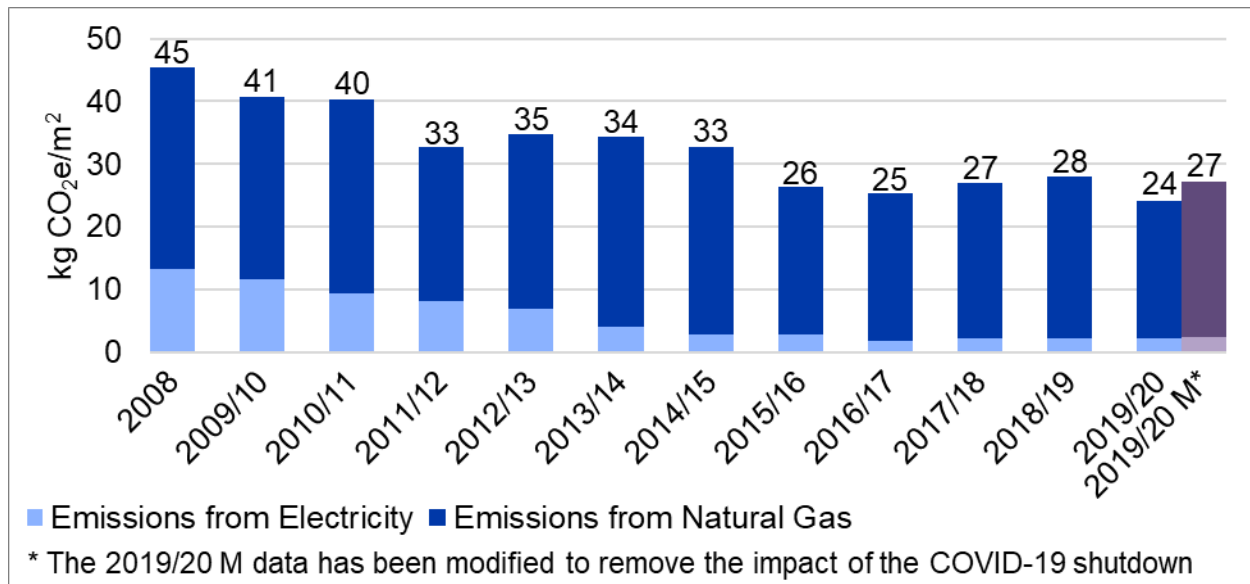
Figure 2: Average Energy Use Intensity by Panel, 2008 to Fiscal Year 2019/2020



2019/20 Greenhouse Gas Emissions

Greenhouse Gas (“GHG”) emissions are calculated using the emission factors reported in Environment Canada’s National Inventory Report to the UN Framework Convention on Climate Change. Emissions are reported in units of kilograms of carbon dioxide equivalent (kg CO₂e). Total GHG emissions per square meter (GHG emission intensity) for all Board-owned sites is shown in Figure 3. Note that this data is not weather normalized.

Figure 3: Total GHG Emission Intensity Combined, 2008 to Fiscal Year 2019/2020

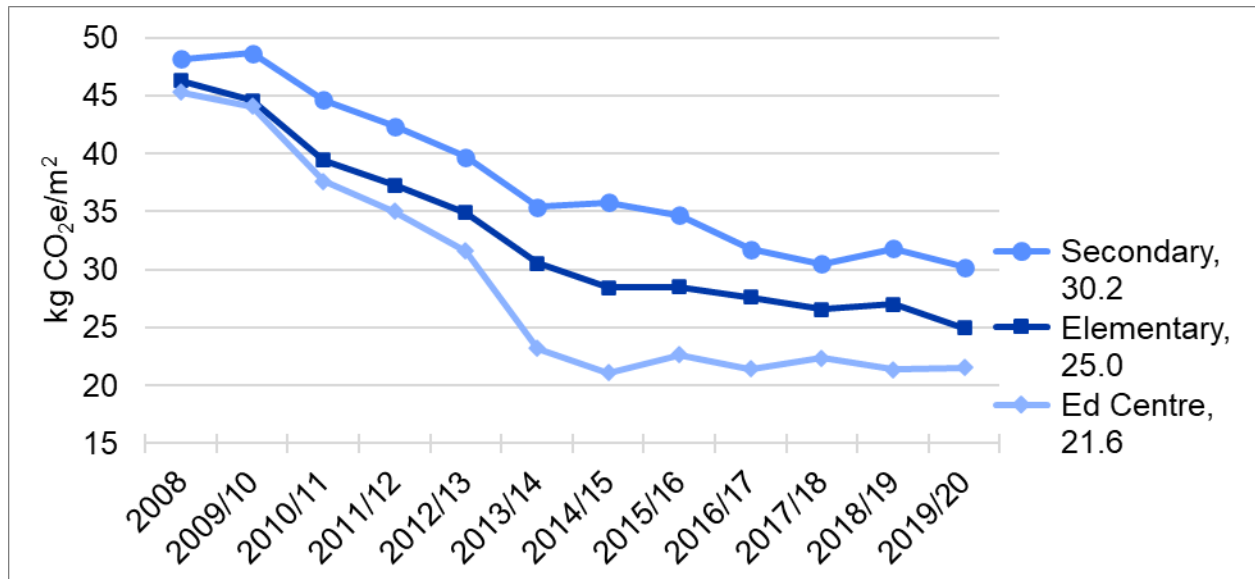


Total GHG Emission Intensity has reduced 40 percent since 2008, after removing the impact of the COVID-19 shutdown.

One significant influence on the Board’s GHG emissions is the emissions that occur during the generation of electricity in Ontario. The emissions required to produce a kWh of electricity have fallen by approximately 80 percent in Ontario in the last decade. Emissions from Ontario’s electricity generation were the lowest in 2017/2018, but they have since begun to increase slightly, which increases the Board’s emissions.

Figure 4 reports the average GHG emission intensity by panel, using the actual consumption for 2019/2020. The energy intensity in all three panels continues to reduce year over year. GHG emissions intensities for each school are presented in Appendix C for elementary and Appendix D for secondary schools and the Education Centre.

Figure 4: Average GHG Emission Intensity by Panel, 2008 to Fiscal Year 2019/2020



Factors Influencing Energy Consumption and GHG Emissions

Energy intensity and resulting GHG emissions are driven by energy consumption. Consumption is an aspect over which the Board and its stakeholders have the ability to influence. Factors may include:

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

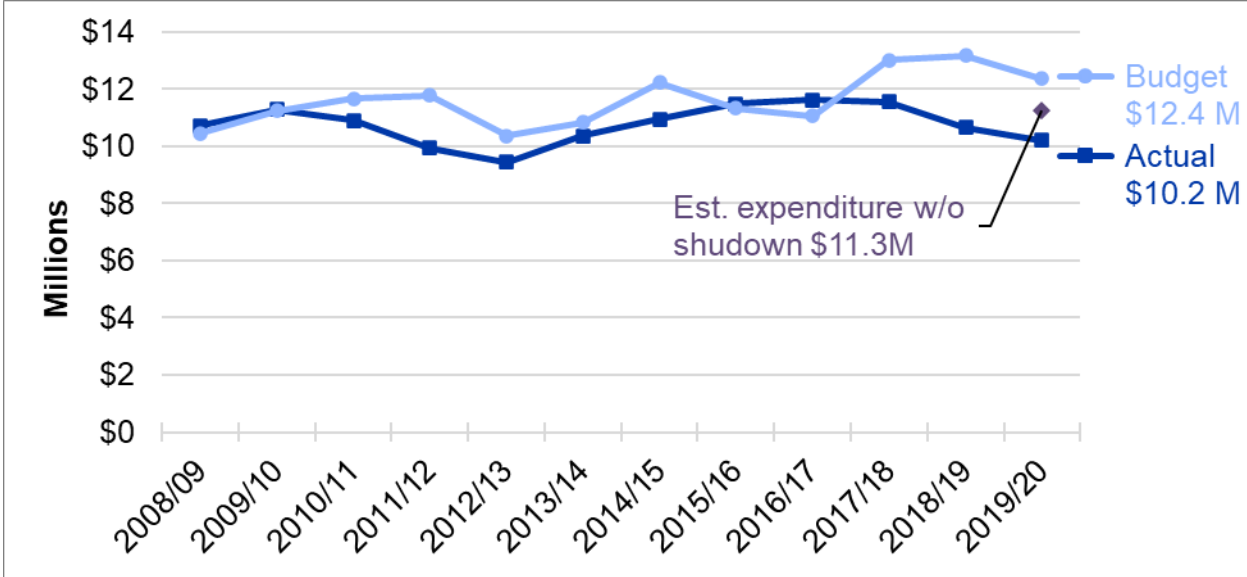
Consumption is also driven by factors beyond stakeholder control such as:

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

Energy Budget and Expenditure

A twelve-year history of the Board budgets and expenditures for electricity and natural gas is presented in Figure 5 and Appendix E. The Board's natural gas and electricity budget for 2019/2020 was \$12.4M and expenditures were \$10.2M. It is estimated that without the COVID-19 shutdown, expenditures would have been \$11.3M.

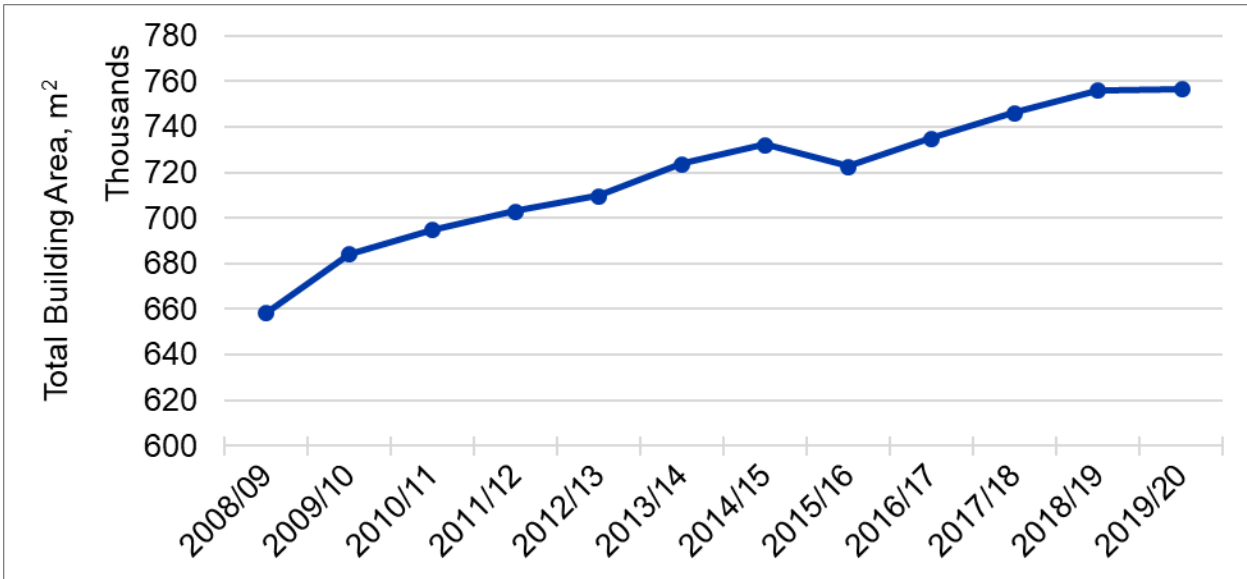
Figure 5: Budget and Actual Expenditures, Fiscal Years 2008/09 to 2019/2020



It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Weather patterns and energy prices fluctuate year to year. The best prediction of all relevant variables is made when the budget is created, but this will not be particularly accurate, especially forecasting weather a year and more away.

Actual expenses are also driven by the size and number of buildings the Board operates. As shown in Figure 6, the total building area operated by the WRDSB has increased 15 percent since 2008/2009 due to new school construction and additions.

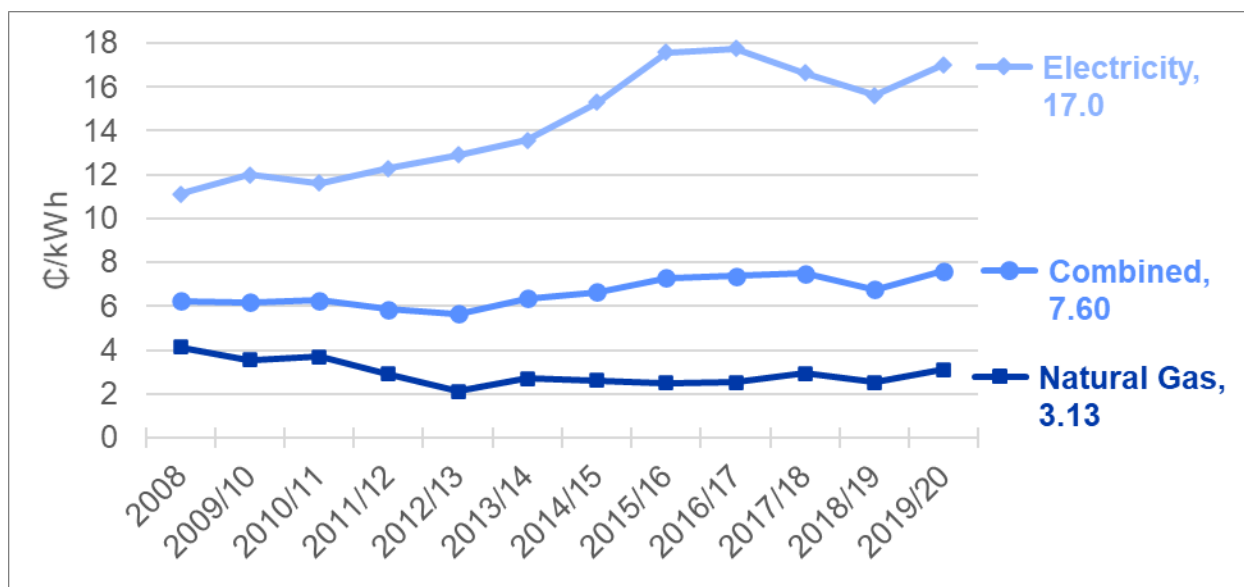
Figure 6: Total Building Area, Fiscal Years 2008/2009 to 2019/2020



As shown in Figure 7, the combined energy price the Board pays has increased 22 percent since 2008/2009. On average for 2019/2020, natural gas cost approximately 3.13 cents per ekWh and electricity cost approximately 17.0 cents per kWh with a

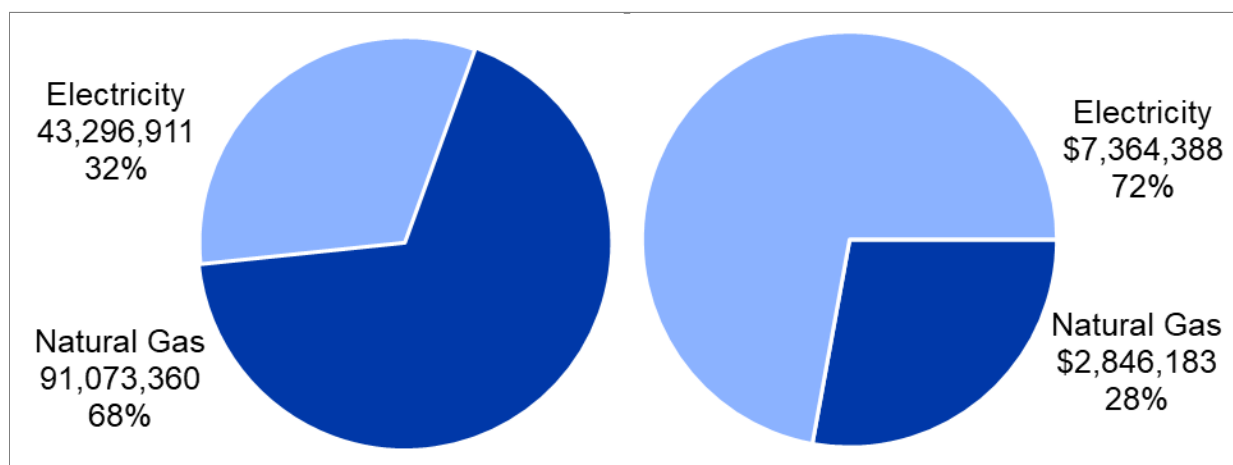
combined cost for both commodities at 7.6 cents per ekWh. The full history of energy costs per kWh is given in Figure 7. Natural gas costs have begun to increase as the commodity costs are no longer falling, and the carbon tax continues to increase each year. Even with government intervention in electricity prices during the COVID-19 shutdown, electricity prices increased in 2019/2020 due to high Global Adjustments earlier in the year. Beginning in January 2021, the Ontario Government has transferred a portion of the costs normally charged through the Global Adjustment to the tax base, which is expected to result in savings for the Board of approximately \$500,000 per year.

Figure 7: Natural Gas, Electricity and Combined costs per kWh, 2008 to 2019/2020



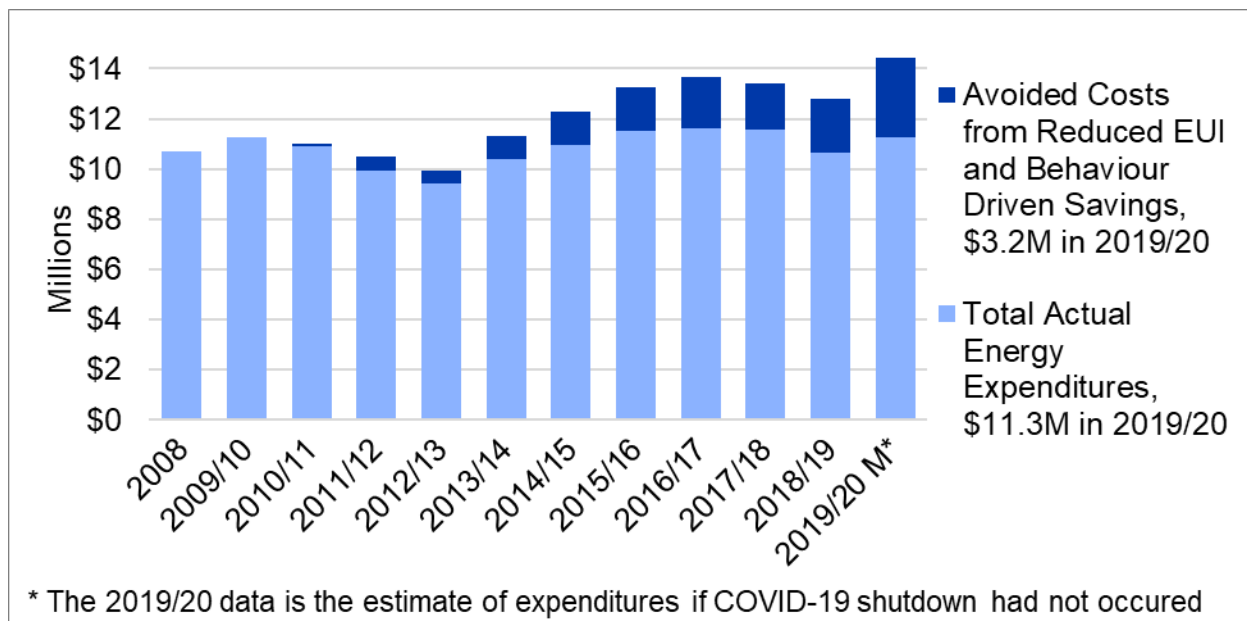
Consumption by commodity is an important factor that drives expenditures. Natural gas continues to be at a comparatively low cost to electricity, although the carbon tax is narrowing this gap. A greater reliance on natural gas as a resource for heating continues to be beneficial for our operational budget but generates greater GHG emissions than utilizing electricity as a source of heat. The composition of energy consumption and expenditures for 2019/2020 is presented in Figure 8.

Figure 8: Energy Consumption (ekWh) and Expenditures by Commodity, 2019/2020



The reduction in EUI since 2008 has resulted in significant financial savings resulting from measures including more energy efficient equipment and building components, HVAC and lighting building controls, and occupant behaviour changes, among others. These measures offset utility costs by \$3.2M in Fiscal Year 2019/2020, compared to the operational conditions in 2008. This estimate is formed by comparing the 2019/2020 expenditures to the scenario where the Board operated the 2019/2020 building portfolio with the EUI the Board operated at in 2008 and have considered the impact of COVID-19 shut down. This is an annual offset in utility costs that fluctuates based on actual consumption and market prices of energy. This value increased significantly in 2019/2020 due to an increase in electricity price. Cumulatively, over the last decade, the reduction in EUI has offset utility costs by \$15.5M.

Figure 9: Actual Energy Costs and Savings Relative to 2008 Baseline, 2008 to 2019/2020



Regardless of our best efforts to reduce consumption by driving down EUI, energy costs are likely to continue to rise in the future. Offsetting these increases in costs by reducing our EUI is critical to minimizing the increases in future budgets and expenditures.

Operations Impact on Energy Conservation

Engaging students and staff in conservation efforts is our most promising, as well as our most challenging area in resource conservation. Presentations by Facility Services staff to students and educators at schools, as well as custodial and maintenance personnel, administrators and others were put on pause during 2019/2020 due to staff transitions and COVID-19 but will resume in Fall 2021.

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

In 2020, one student was hired through the Canada Summer Jobs program to assist with energy efficiency. This summer student helped collect data that informs energy efficiency projects and identifies projects with the largest return on investment. This also permitted the completion of a data analysis that helps target behaviour change efforts to sites with the highest need by studying the nighttime energy consumption.

The Sustainability Working Group has met four times this past year and has gained participation with educators, Learning Services, Facility Services, Planning Department and Financial Services, and will continue to support competency development among central services and schools. The Working Group continues to build knowledge of sustainability issues in Board staff and students and provides a space for collaboration on efforts that reduce the environmental impact of the Board.

The continued implementation of Preventative Maintenance (PM) programs and the reallocation of some staff to further support building maintenance and controls optimization both extend the working life of equipment and its efficient operation. However, this continues to be a challenge as the trade staff complement has remained unchanged since 2008, despite a 15 percent increase in square footage and increasing complexity in HVAC equipment and controls. Attracting highly skilled trades staff is also a challenge due to disparity between Board wages and benefits for skilled trades and those in the broader market. Trades staffing levels and skill sets have a direct impact on energy consumption as efficient equipment operation is dependent on regular inspection, maintenance, and timely detection and repair of issues that can result in increased energy usage.

Capital Projects Impact on Energy Conservation

The ongoing installation of air conditioning in classrooms is one initiative that has a large impact on energy consumption. Air conditioning within schools continues to be endorsed by school administrators, parent councils and student senate, as a necessary improvement to the classroom environment to support student achievement and health. The addition of mechanical cooling increases the energy consumption of a building, making it more difficult to achieve energy conservation targets.

To mitigate these impacts, mechanical cooling is often implemented when other renovations take place, and as part of new schools and additions, as a more energy efficient system can be installed cost effectively when combined with a construction project that includes updated building controls and building envelope. This requires careful planning of the addition of mechanical cooling. These additional measures reduce the overall energy consumption of the building and often offset the increase due to mechanical cooling.

As we maintain and renew older schools, and construct new schools, Facility Services continues to implement suitable energy efficiency technologies. Those of greatest impact include:

- Energy modeling of new schools, requiring architects and engineers to design buildings to be at least 25 percent more energy efficient than required by code;
- Design Briefs for architects and designers to ensure roofs, windows, vestibules and other building envelope components are designed and constructed in an energy efficient manner;

- LED lighting throughout all board facilities to replace fluorescent and high-intensity discharge (HID) lamps, implemented each time renovations occur or when repairs or replacement of lamps or fixtures is required. Occupancy sensors and dimming controls are implemented when possible and where suitable;
- Conversion from pneumatic to Direct Digital Control (DDC) building controls implemented each time renovations occur;
- Retro-commissioning of boiler and HVAC equipment fresh air dampers and pneumatic building controls, in particular for older / poor performing schools;
- Provision of condensing boilers and water heaters whenever possible when replacing older heating plants.

In addition, Facility Services continues to operate several pilot programs designed to improve energy and resource conservation, including:

- Alternative ways of providing cooling in classroom spaces, including portable units and destratification fans;
- Cooling through high efficiency Variable Refrigerant Flow (VRF) electric or Gas Heat Pump (GHP) systems;
- Load shedding cooling controls for secondary schools with a summer program;
- Eyedro, AlertLabs and PowerTakeOff point of use remote power, water or gas monitoring meters;
- Installation of water sub-meters at all cooling towers and play field irrigation systems;
- Deciduous shade trees and glazing / overhang orientation in strategic areas to minimize solar heat gain;
- Envelope thermography to assist in determining breaches in the building;
- Replacement of urinal tanks with low flow flush valves or installation of timers;
- Media Induced Crystallization (MIC) in place of water softeners to reduce salt / water use and maintenance needs;
- Direct replacement LED lamps or light fixtures for non-renovated spaces as part of regular school maintenance.

As implementations of these technologies help reduce consumption, Facility Services staff intend to continue the expansion and use of such technologies in line with available funding, while targeting a reasonable three to seven-and-a-half-year return on investment (ROI). However, while technology is a great resource to reduce consumption, student and staff engagement is critical to change behaviours and reduce waste.

Renewables

The Board received approximately \$1M for five renewable energy projects from the Ministry in 2010/2011. These projects were completed in late 2011 and have generated more than \$410,941 in revenue over 104 months of operation. Appendix F presents a summary of photovoltaic production and revenues.

It is important to recognize that despite generating significant revenue, the payback on the \$1M capital investment under the Micro Feed-In Tariff (MicroFIT) program at 80 cents per kWh provides a 20.8 year payback. This time frame would have been significantly longer if not subsidized at 80 cents per kWh.

Incentives and Reinvestment

In addition to the ongoing projects and reducing costs through reduced consumption, the Board has actively sought out incentive programs that additional fund which can be reinvested into schools and further help with resource conservation board wide.

Since 2009, the Board has received more than \$700k in incentives from partners that include Cambridge and North Dumfries, Kitchener Wilmot Hydro, Waterloo North Hydro, Reliance Commercial Solutions, Region of Waterloo, and Union Gas.

These incentives, although greatly diminished in recent years, continue to be reinvested each year into upgrades directly related to energy conservation. Appendix F presents the recent energy and sustainability enhancements funded from these incentives.

Energy Related Regulations and Compliance

The Green Energy Act (O.Reg. 397/11) came into effect in 2009, repealing the Energy Conservation Leadership Act and the Energy Efficiency Act. This Act included several initiatives that had a large impact on the electricity market in Ontario. These included the Feed-In Tariff (FIT) and MicroFIT programs aimed at stimulating the installation of renewable energy (which the Board has benefited from, see Renewables above), and the phase out of coal-fired electricity generation. This was done to reduce GHG emissions from electricity generation and to realize significant health benefits through improved air quality. Throughout this shift in electricity policy, Ontario has retained a large dependence on nuclear power, despite the significant cost of these projects and the long-term impacts not being fully considered. These factors combined with the shifting regulatory environment have produced turbulent electricity prices.

Required by this Act is the implementation of an Energy Conservation and Demand Management Plan (ECDMP) every five years, most recently in 2019. To support this, the Ministry of Education implemented the Utility Consumption Database (UCD). The UCD reports on annual utility consumption and GHG emissions for more than 5,000 schools and administrative buildings across 72 boards. The Green Energy Act was repealed in 2019, and these requirements were moved into the Electricity Act.

In its 2013/2014 ECDMP, the WRDSB targeted a reduction in energy intensity 23 ekWh per m² between the base year of 2013/2014 and 2017/2018. This target was set by following the Ministry guidelines of reviewing all capital plans that would result in energy savings and estimating the size of these savings, without estimating potential causes of increasing consumption. Between 2013/2014 and 2017/2018, the EUI reduced by 22 ekWh/m², which represents a 6 percent reduction. The Board nearly met its target despite increasing building operating hours and an expansion of air conditioning.

Target Setting

As discussed earlier, the Electricity Act requires the Board to prepare an Energy Conservation and Demand Management Plan every five years. The WRDSB submitted the required ECDMP for the five years following 2017/2018 in 2020. Plans for the use of capital and operational funding that impact energy consumption were assessed, and it was determined that the Board can anticipate and target a further 11.8 percent reduction in energy intensity by 2022/2023. The suite of measures discussed earlier that allowed the Board to achieve the last target will be used to meet this target.

In addition, the Board moved from being an observing member of Sustainable Waterloo Region to a pledging member in 2020 by making a commitment to reduce GHG emissions. The Board set a goal of reducing our total GHG intensity per square meter by 20 percent by 2029. This goal, while on a longer time frame, requires roughly the same reductions in energy consumption as the target set in the ECDMP.

Achieving these targets would allow the Board to keep operating costs in control in the face of increasing energy costs, and to demonstrate leadership in addressing climate change. The ability of the Board to meet these targets is dependent on funding from the Ontario Government. The large influx of capital funding in response to COVID-19 is helpful, however maintaining this increase with a greater emphasis on energy efficiency projects would increase chances of meeting these targets. Comfortable and safe learning and working environments remain the top priority, and investments in physical infrastructure often improves both comfort and energy efficiency.

Implications of COVID-19 for Fiscal Year 2020/2021

This report is intended as an update on energy consumption in 2019/2020 but given the large impact COVID-19 has had on operations, a preliminary analysis of energy consumption in 2020/2021 was completed. It must be emphasized that the following numbers are estimates only, as a detailed analysis of the completeness and accuracy of utility data cannot be completed until data for the entire year is available.

There are two operational changes that impact Board utility consumption significantly. First, ventilation has been maximized in all buildings as directed by the Province and local Public Health in order to minimize the spread of COVID-19. This increases the energy required to keep buildings warm in the winter, with a larger impact on natural gas consumption. Second, with shorter days and fewer or smaller classes in the high schools, and no community use of schools, operating hours are shortened, which decreases energy use, with a larger impact on electricity consumption. A linear regression against heating degree days for the current year was compared to linear regressions in previous years to assess the impact of these operational changes.

It is projected that weather-normalized natural gas consumption will be up by one million cubic meters in 2020/2021, or an increase of nine and a half percent over previous recent years. It is projected that electricity consumption will be down two and a half million kilowatt-hours in 2020/2021, or a decrease of five percent. This would put the Board's total energy use intensity in line with what it was in both 2017/2018 and 2018/2019. The net impact of these changes is forecasted to be a savings of approximately \$200,000.

Impacts of Summer 2021 Capital Projects

The large number of capital projects planned for summer 2021 will have an impact on energy consumption. These projects include upgrades to lighting, temperature control, and other associated equipment, along with the addition of mechanical ventilation and cooling in approximately 150 classroom spaces. Historically, the savings from these upgrades can offset the increased energy consumption from the addition of ventilation and cooling. The anticipated result for the 2021 capital projects is improved comfort in teaching spaces with minimal net impact on overall energy consumption.

Background

The *Green Energy Act* (O.Reg. 397/11) came into effect in 2009, and repealed the *Energy Conservation Leadership Act* and the *Energy Efficiency Act*. These Acts included several initiatives that had a large impact on the electricity market in Ontario. Included in these initiatives were the Feed-In Tariff (FIT) and MicroFIT programs aimed at stimulating the installation of renewable energy (which the Board has benefited from, see Renewables above), and the phase out of coal-fired electricity generation. This was done to reduce GHG emissions from electricity generation and to realize significant health benefits through improved air quality. Throughout this shift in electricity policy, Ontario has retained a large dependence on nuclear power, despite the significant cost of these projects and the long-term impacts not being fully considered. These factors combined with the ongoing shifts in the regulatory environment have produced turbulent electricity prices. Under the *Green Energy Act*, the Ministry Education implemented the Utility Consumption Database (UCD). The UCD reports on annual utility consumption and GHG emissions for more than 5,000 schools and administrative buildings across 72 boards. The Act also required the implementation of a 5-year Energy Conservation and Demand Management Plan (ECDMP) every five years, beginning in 2013/2014 and due for reporting to the Ministry of Education in June 2019. It should be noted that the *Green Energy Act* was repealed in 2019, however these requirements were moved into the *Electricity Act*, O. Reg. 507/18: Broader Public Sector: Energy Reporting And Conservation And Demand Management Plans.

In its 2013/2014 ECDMP, the WRDSB targeted a reduction in energy intensity of 6.1 percent between the base year of 2013/2014 and 2017/2018. This corresponded to a reduction in energy use intensity of 23 ekWh per m². This reduction was largely achieved, with a 22 ekWh/m² reduction, despite increasing building operating hours and air conditioning. The target was originally set by following the Ministry guidelines of reviewing all capital plans that would result in energy savings and estimating the size of these savings, without estimating potential causes of increasing consumption. The result has been reported to the Ministry through the Board's 2018/2019 ECDMP.

The Energy Conservation and Demand Management Plan for the current 5-year reporting period, FY2018-19 through FY2023-24, has been submitted to fulfill the requirements of O.Reg. 507/18.

Financial Implications

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

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

Communications

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

- [Energy Conservation and Demand Management Plan](#)
- [Energy Conservation at the Waterloo Region District School Board](#)

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

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services
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in consultation with Coordinating Council.

**BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT**

ENERGY UPDATE

ANNUAL ENERGY USE INTENSITY (ekWh/m²) - ELEMENTARY SCHOOLS

School	08	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
A R Kaufman P.S.	212	267	244	234	239	229	186	204	176	185	199	158
Abraham Erb P.S.	189	166	173	167	171	162	157	148	148	146	150	134
Alpine P.S.	287	330	318	334	307	284	285	293	296	286	252	255
Avenue Road P.S.	242	400	331	197	170	180	173	172	180	173	180	173
Ayr P.S.	238	292	277	268	257	246	220	213	209	212	217	202
Baden P.S.	232	176	168	156	161	163	166	153	155	160	160	147
Blair O.E.C.	Un.	297	267	292	271	266	250	280	205	220	229	200
Blair Road P.S.	422	249	224	246	212	214	208	214	191	190	196	182
Breslau P.S.	336	393	268	267	248	330	236	226	231	219	213	178
Bridgeport P.S.	246	241	245	269	262	186	160	161	108	172	176	159
Brigadoon P.S.	199	296	213	181	185	188	162	154	169	168	168	151
Cedar Creek P.S.	211	206	182	174	175	184	168	174	187	185	187	172
Cedarbrae P.S.	289	245	308	264	255	245	250	241	238	225	258	228
Centennial (Camb) P.S.	269	286	254	251	266	244	224	228	237	226	230	215
Centennial (Wloo) P.S.	389	264	244	246	247	253	233	226	232	238	232	235
Central P.S.	269	294	268	284	277	272	261	274	265	214	223	207
Chalmers Street P.S.	265	274	288	316	267	253	232	229	204	206	211	191
Chicopee Hills P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	151	125	115
Clemens Mill P.S.	223	219	206	209	213	203	221	248	225	219	212	174
Conestogo P.S.	261	271	252	273	244	235	221	249	236	212	220	189
Coronation P.S.	440	378	364	326	329	318	327	342	354	343	349	336
Country Hills P.S.	190	224	229	301	268	226	215	179	168	170	175	163
Courtland Senior P.S.	246	254	244	219	223	269	222	194	182	203	210	170
Crestview P.S.	242	322	299	279	311	291	313	288	292	288	266	210
Dickson P.S.	184	183	185	161	171	169	96	Dis.	Dis.	Dis.	Dis.	Dis.
Doon P.S.	279	304	281	219	211	200	164	151	167	196	189	165
Driftwood Park P.S.	232	199	183	185	180	179	190	151	121	159	163	127
Edna Staebler P.S.	N.O.	171	159	149	158	155	155	140	143	142	145	131
Elgin Street P.S.	196	226	204	187	196	187	179	194	202	220	225	204
Elizabeth Ziegler P.S.	272	278	268	251	226	234	236	234	215	180	187	171
Empire P.S.	238	246	239	227	239	158	203	209	208	207	210	198
Floradale P.S.	209	191	218	233	232	202	176	217	200	177	189	174
Forest Glen P.S.	281	260	240	221	202	228	210	195	201	205	210	197
Forest Hill P.S.	316	269	246	248	208	196	192	224	213	227	217	219
Franklin P.S.	236	258	233	234	227	215	206	215	260	241	216	200
Glencairn P.S.	156	177	182	173	187	210	181	168	181	185	162	176
GrandView (Camb) P.S.	230	251	239	143	168	171	159	150	169	156	163	137
Grandview (NH) P.S.	197	326	228	233	217	215	187	199	187	189	204	192
Groh P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	125	136	109
Hespeler P.S.	206	205	184	166	168	177	173	158	163	165	166	156
Highland P.S.	326	281	275	204	189	202	201	211	213	203	210	189
Hillcrest P.S.	232	221	209	191	205	181	179	157	152	158	169	161
Howard Robertson P.S.	407	343	335	280	287	257	264	281	185	285	282	267
J F Carmichael P.S.	217	198	192	183	161	169	164	174	169	163	176	168
J.W. Gerth P.S.	N.O.	125	137	120	141	146	147	133	159	144	139	118
Janet Metcalf P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	151	115
Jean Steckle P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	146	119	122	121	127	125	102
John Darling P.S.	179	215	170	171	177	180	192	181	180	178	180	156
John Mahood P.S.	323	258	228	221	213	189	181	178	173	178	192	164
Keatsway P.S.	250	197	172	154	132	149	144	143	147	147	147	130
King Edward P.S.	594	268	261	252	256	243	272	332	266	236	211	203
Lackner Woods P.S.	192	213	203	210	209	215	214	199	196	223	212	179
Laurelwood P.S.	223	235	216	220	205	204	199	186	178	177	181	169
Laurentian P.S.	293	321	303	264	258	299	356	255	285	242	224	192
Lester B. Pearson P.S.	217	173	171	173	175	161	163	150	155	142	146	129
Lexington P.S.	307	287	291	261	256	289	223	237	236	230	231	217
Lincoln Avenue P.S.	289	358	332	330	313	149	143	Dis.	Dis.	Dis.	Dis.	Dis.
Lincoln Heights P.S.	298	258	232	233	234	209	197	286	289	213	211	206
Linwood P.S.	356	268	252	273	247	248	234	244	229	210	206	193
MacGregor Sr P.S.	201	212	204	201	202	194	188	202	198	204	222	225
MacKenzie King P.S.	294	319	299	313	281	295	211	214	220	214	208	198
Manchester P.S.	281	316	304	286	258	246	189	176	157	138	163	151
Margaret Avenue P.S.	229	285	198	236	237	191	243	259	369	238	235	232
Mary Johnston P.S.	174	176	176	175	165	180	166	163	160	155	158	145

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

**ENERGY UPDATE
ANNUAL ENERGY USE INTENSITY (ekWh/m²) - ELEMENTARY SCHOOLS**

School	08	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
McQuarrie Centre	539	531	561	411	522	421	294	262	272	261	250	278
Meadowlane P.S.	225	271	270	255	247	246	228	211	257	251	226	196
Millen Woods P.S.	N.O.	N.O.	196	153	162	165	149	152	155	156	156	139
Moffat Creek P.S.	N.O.	N.O.	N.O.	N.O.	138	123	114	134	132	128	99	105
N A MacEachern P.S.	326	338	317	250	256	248	276	214	203	197	151	212
New Dawn	412	424	403	430	368	260	204	166	170	146	347	348
New Dundee P.S.	188	215	205	209	208	189	192	193	195	198	195	184
Northlake Woods P.S.	311	234	241	234	217	195	189	201	211	194	209	180
Park Manor P.S.	341	313	284	272	276	273	271	206	335	353	355	234
Parkway P.S.	289	260	256	280	337	260	234	224	215	233	223	217
Pioneer Park P.S.	236	274	248	255	260	219	215	208	235	225	198	194
Preston P.S.	180	188	194	191	191	175	157	158	166	168	168	155
Prueter P.S.	169	286	277	219	259	239	190	201	212	212	204	217
Queen Elizabeth P.S.	220	252	251	277	268	232	200	229	271	241	232	221
Queensmount Sr P.S.	400	309	342	324	258	282	321	252	257	304	255	150
Riverside P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	141	136	136	116
Riverside (old location)	171	217	175	175	186	151	128	126	87	91	94	91
Rockway P.S.	265	311	281	311	257	311	265	311	299	285	299	217
Rosemount P.S.	245	299	287	269	271	267	294	303	306	292	Dis.	Dis.
Ryerson P.S.	260	264	246	199	207	200	192	176	189	200	173	140
Saginaw P.S.	250	281	248	232	251	237	229	232	223	218	207	185
Sandhills P.S.	238	251	226	224	246	231	202	193	205	194	189	172
Sandowne P.S.	285	206	221	293	274	246	255	238	226	181	175	170
Sheppard P.S.	224	277	268	249	241	245	237	217	212	252	230	200
Silverheights P.S.	229	209	203	186	183	157	143	143	155	143	148	132
Sir Adam Beck P.S.	N.O.	N.O.	124	164	130	132	130	131	131	132	132	121
Smithson P.S.	216	259	249	255	250	191	235	228	222	234	222	221
Southridge P.S.	284	318	294	183	287	269	300	255	290	292	288	242
St Andrew's P.S.	247	191	196	173	174	169	170	175	156	164	158	154
St Jacobs P.S.	236	253	250	235	239	233	218	220	223	223	223	239
Stanley Park P.S.	299	331	314	299	280	309	256	246	270	251	282	243
Stewart Avenue P.S.	270	306	191	170	179	163	166	171	190	169	170	152
Suddaby P.S.	149	197	192	192	146	154	153	151	148	150	151	135
Sunnyside P.S.	226	243	218	198	205	204	204	188	185	186	202	174
Tait Street P.S.	227	243	241	229	230	236	173	173	180	177	180	169
Three Bridges P.S.	193	200	187	193	169	175	92	Dis.	Dis.	Dis.	Dis.	Dis.
Trillium P.S.	262	342	255	251	253	245	221	239	243	227	250	231
Vista Hills P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	144	131	129	128
W.T. Townshend P.S.	158	161	156	139	147	151	141	138	129	133	134	119
Wellesley P.S.	243	261	252	242	243	235	219	202	215	205	196	177
Westheights P.S.	309	339	255	232	235	228	232	229	210	233	210	181
Westmount P.S.	244	256	248	223	241	235	371	166	133	137	128	99
Westvale P.S.	151	145	141	128	140	132	131	125	129	132	151	127
William G. Davis P.S.	308	410	331	328	303	288	270	277	282	261	217	237
Williamsburg P.S.	159	149	145	149	150	154	153	139	157	145	149	133
Wilson Avenue P.S.	225	185	234	223	226	226	214	181	192	181	195	183
Winston Churchill P.S.	217	234	216	163	179	178	194	201	207	194	196	177
Woodland Park P.S.	177	191	179	167	162	152	152	142	139	127	139	130
Wrigley's Corners O.E.C.	Un.	251	225	282	236	230	244	249	223	228	255	201
Average Energy Use Intensity (ekWh/m²)	258	260	242	231	227	216	206	203	205	198	197	179

N.O. - Not Open

Un. - Unavailable

Dis. - Disposed

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

**ENERGY UPDATE
ANNUAL ENERGY USE INTENSITY (ekWh/m²) - SECONDARY SCHOOLS**

School	08	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Bluevale C.I.	274	291	237	249	255	241	240	231	214	230	228	242
Cameron Heights C.I.	385	379	368	357	337	338	597	398	358	313	305	259
Eastwood C.I.	211	237	221	213	224	249	228	229	198	205	239	191
Elmira District S.S.	278	303	277	258	238	227	238	237	247	220	239	219
Forest Heights C.I.	325	328	321	341	287	273	263	247	257	296	295	239
Galt C.I.	254	248	258	296	287	273	262	265	262	241	254	241
Glenview Park S.S.	275	298	313	284	275	242	218	218	201	201	202	190
Grand River C.I.	244	283	264	246	260	250	254	260	228	220	227	225
Huron Heights S.S.	252	280	282	264	272	238	224	247	236	226	222	210
Jacob Hespeler S.S.	219	281	290	250	265	249	211	249	209	184	196	184
Kitchener-Waterloo C. & V.S.	291	269	266	251	253	261	232	229	226	223	229	196
Preston H.S.	260	306	267	259	257	260	245	259	257	254	239	235
Sir John A. Macdonald S.S.	246	257	242	240	218	205	199	210	210	206	192	182
Southwood S.S.	275	225	193	177	164	162	156	158	161	157	160	156
Waterloo C.I.	265	278	272	249	256	246	233	240	242	240	239	194
Waterloo-Oxford District S.S.	243	322	321	307	281	271	274	283	265	248	260	255
Average Energy Use Intensity (ekWh/m²)	269	287	275	265	258	249	255	251	237	229	233	214
Education Centre (ekWh/m²)	258	280	260	252	246	233	223	242	245	242	224	210

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

ENERGY UPDATE

ANNUAL GREENHOUSE GAS EMISSION INTENSITY (kg CO₂e/m²) - ELEMENTARY SCHOOLS

School	08	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
A R Kaufman P.S.	38	45	39	36	35	30	22	27	21	22	24	20
Abraham Erb P.S.	34	28	27	25	25	21	20	19	19	18	18	18
Alpine P.S.	51	56	52	54	47	41	41	43	43	40	34	38
Avenue Road P.S.	44	70	57	33	26	25	24	24	25	23	24	25
Ayr P.S.	43	52	48	46	42	39	32	31	30	29	29	29
Baden P.S.	41	28	25	23	22	19	19	17	17	17	18	19
Blair O.E.C.	Un.	53	47	50	45	42	39	45	30	31	33	30
Blair Road P.S.	75	41	35	38	30	28	26	26	22	20	20	20
Breslau P.S.	61	69	44	44	38	47	33	32	32	29	28	25
Bridgeport P.S.	44	42	41	45	42	26	21	22	11	22	23	22
Brigadoon P.S.	35	49	32	25	24	19	17	15	16	15	15	15
Cedar Creek P.S.	38	34	28	26	25	22	20	19	22	19	24	23
Cedarbrae P.S.	52	42	52	43	41	37	37	36	34	32	38	34
Centennial (Camb) P.S.	48	49	41	40	42	35	31	33	34	32	32	32
Centennial (Wloo) P.S.	70	46	41	41	40	39	36	35	35	31	31	34
Central P.S.	49	51	45	47	46	42	40	43	42	32	33	32
Chalmers Street P.S.	48	47	46	49	41	36	31	31	26	25	25	25
Chicopee Hills P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	20	15	14
Clemens Mill P.S.	40	36	31	30	30	26	26	31	26	24	23	20
Conestogo P.S.	47	46	42	45	38	33	31	36	33	28	31	27
Coronation P.S.	80	66	61	54	53	48	50	53	56	53	53	54
Country Hills P.S.	33	35	32	47	38	30	28	23	20	18	20	21
Courtland Senior P.S.	44	44	42	37	36	43	34	29	27	30	32	26
Crestview P.S.	44	57	51	47	52	46	49	45	45	45	41	33
Dickson P.S.	33	32	31	27	28	27	16	Dis.	Dis.	Dis.	Dis.	Dis.
Doon P.S.	50	53	47	35	33	28	24	22	24	27	26	23
Driftwood Park P.S.	41	32	27	27	24	19	21	15	9	15	16	13
Edna Staebler P.S.	N.O.	28	24	22	22	18	18	17	17	16	18	18
Elgin Street P.S.	35	37	31	28	28	23	22	23	23	28	28	27
Elizabeth Ziegler P.S.	49	49	47	43	37	36	36	36	31	26	27	26
Empire P.S.	43	42	39	36	37	21	28	29	28	26	27	27
Floradale P.S.	37	32	35	36	35	26	22	29	24	20	22	22
Forest Glen P.S.	50	45	40	36	32	33	30	28	26	25	26	27
Forest Hill P.S.	57	47	41	42	34	29	27	33	31	33	32	34
Franklin P.S.	42	44	38	38	36	31	29	31	38	34	29	30
Glencairn P.S.	28	29	28	26	28	30	25	23	24	25	21	25
GrandView (Camb) P.S.	41	44	41	24	23	19	18	17	20	16	18	16
Grandview (NH) P.S.	36	57	38	38	34	29	26	29	26	26	28	28
Groh P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	16	16	13
Hespeler P.S.	36	34	28	25	23	22	21	18	18	17	17	18
Highland P.S.	59	49	46	33	28	29	29	31	32	29	29	26
Hillcrest P.S.	41	37	33	29	30	25	25	22	21	21	23	23
Howard Robertson P.S.	74	60	58	47	47	40	40	44	43	43	42	41
J F Carmichael P.S.	39	34	32	30	25	25	24	25	24	22	25	25
J.W. Gerth P.S.	N.O.	20	21	18	19	16	18	16	19	17	16	15
Janet Metcalf P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	19	15
Jean Steckle P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	18	11	12	10	10	11	11
John Darling P.S.	32	37	27	27	27	25	27	26	25	25	25	22
John Mahood P.S.	58	43	35	34	31	24	23	23	21	20	22	21
Keatsway P.S.	45	33	26	23	17	16	17	17	16	16	16	16
King Edward P.S.	108	47	45	43	43	39	44	55	43	37	32	32
Lackner Woods P.S.	34	34	30	31	29	25	24	23	21	26	23	21
Laurelwood P.S.	39	38	32	31	27	23	21	20	19	19	20	21
Laurentian P.S.	53	56	51	44	42	47	56	39	44	37	34	30
Lester B. Pearson P.S.	38	27	25	25	24	19	19	17	16	15	16	16
Lexington P.S.	55	49	48	43	42	46	34	37	35	33	33	33
Lincoln Avenue P.S.	52	62	55	54	50	23	21	Dis.	Dis.	Dis.	Dis.	Dis.
Lincoln Heights P.S.	54	45	39	38	38	32	29	44	44	31	30	32
Linwood P.S.	64	46	42	45	39	37	33	36	32	29	29	29
MacGregor Sr P.S.	36	36	34	32	31	28	27	29	28	28	31	33

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

**ENERGY UPDATE
ANNUAL GREENHOUSE GAS EMISSION INTENSITY (kg CO₂e/m²) - ELEMENTARY SCHOOLS**

School	08	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
MacKenzie King P.S.	53	55	50	52	45	44	30	31	31	30	29	30
Manchester P.S.	51	56	52	49	43	38	25	25	21	17	21	21
Margaret Avenue P.S.	41	50	32	39	39	28	36	39	57	35	34	35
Mary Johnston P.S.	31	29	28	28	25	25	21	21	22	20	20	21
McQuarrie Centre	98	95	99	73	92	73	50	45	46	44	42	47
Meadowlane P.S.	40	45	43	40	37	32	27	25	32	28	24	20
Millen Woods P.S.	N.O.	N.O.	31	22	23	20	17	18	17	17	17	17
Moffat Creek P.S.	N.O.	N.O.	N.O.	N.O.	20	17	13	16	15	14	9	12
N A MacEachern P.S.	58	56	49	38	37	30	35	27	25	23	9	25
New Dawn	75	76	69	73	61	43	32	29	30	22	57	56
New Dundee P.S.	34	37	34	34	33	29	29	30	29	29	30	29
Northlake Woods P.S.	56	40	39	37	34	27	25	26	24	23	27	24
Park Manor P.S.	61	54	47	44	43	38	37	27	51	53	53	34
Parkway P.S.	52	44	41	45	50	35	30	30	27	29	25	28
Pioneer Park P.S.	42	47	41	41	40	31	30	29	33	30	26	27
Preston P.S.	32	31	30	29	28	24	21	21	21	21	21	21
Prueter P.S.	30	49	45	37	44	39	30	31	32	31	30	34
Queen Elizabeth P.S.	40	44	42	47	44	35	30	36	42	37	36	34
Queensmount Sr P.S.	72	54	58	55	42	43	50	38	39	44	37	21
Riverside P.S.	30	35	27	26	27	20	17	17	19	17	14	15
Riverside (old location)	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	12	14	17	13
Rockway P.S.	48	55	48	53	43	51	42	51	49	45	48	35
Rosemount P.S.	44	53	50	47	46	44	49	51	51	48	Dis.	Dis.
Ryerson P.S.	47	44	39	30	29	24	22	20	21	22	21	19
Saginaw P.S.	44	47	38	35	36	31	28	29	28	26	25	24
Sandhills P.S.	42	41	34	33	35	30	26	25	27	24	22	22
Sandowne P.S.	51	34	35	47	43	34	34	32	30	22	21	23
Sheppard P.S.	40	48	45	41	39	38	37	32	31	37	34	30
Silverheights P.S.	41	34	32	28	26	20	17	17	18	14	14	15
Sir Adam Beck P.S.	N.O.	N.O.	20	26	18	17	16	15	15	14	15	15
Smithson P.S.	39	46	43	44	42	30	38	37	34	37	34	35
Southridge P.S.	51	56	50	48	48	42	47	39	45	43	45	39
St Andrew's P.S.	44	33	32	28	26	24	24	25	21	22	22	23
St Jacobs P.S.	43	44	42	39	39	34	30	32	31	32	32	36
Stanley Park P.S.	54	58	53	50	45	48	38	37	41	37	42	37
Stewart Avenue P.S.	48	52	30	26	25	20	20	22	25	21	21	21
Suddaby P.S.	27	35	33	33	24	25	25	24	23	23	23	22
Sunnyside P.S.	41	42	37	33	33	31	31	28	27	27	30	27
Tait Street P.S.	41	42	41	38	37	35	25	25	24	23	23	24
Three Bridges P.S.	35	34	29	30	23	21	15	Dis.	Dis.	Dis.	Dis.	Dis.
Trillium P.S.	47	57	41	40	37	33	29	31	31	26	30	30
Vista Hills P.S.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	N.O.	18	16	14	15
W.T. Townshend P.S.	28	25	22	19	19	18	17	15	14	15	16	16
Wellesley P.S.	44	45	42	40	39	35	32	30	31	29	28	27
Westheights P.S.	55	57	40	35	33	27	26	27	22	25	20	19
Westmount P.S.	43	42	38	34	34	28	49	22	16	15	14	11
Westvale P.S.	27	23	20	17	17	14	12	11	11	11	13	13
William G. Davis P.S.	56	72	57	56	50	46	42	44	45	40	33	38
Williamsburg P.S.	28	24	22	22	20	18	18	17	20	17	17	16
Wilson Avenue P.S.	40	31	38	35	34	30	28	23	23	22	25	25
Winston Churchill P.S.	39	40	36	25	26	24	26	28	28	23	24	23
Woodland Park P.S.	31	31	27	25	22	17	17	16	15	13	16	16
Wrigley's Corners O.E.C.	Un.	52	45	55	42	36	40	45	39	40	48	36
Average GHG Emission Intensity (kg CO₂e/m²)	46	45	39	37	35	31	28	28	28	26	26	25

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

**ENERGY UPDATE
ANNUAL GREENHOUSE GAS EMISSION INTENSITY (kg CO₂e/m²) - SECONDARY SCHOOLS**

School	08	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Bluevale C.I.	49	49	38	39	38	34	33	31	27	30	30	34
Cameron Heights C.I.	69	64	59	56	51	45	92	57	49	39	38	35
Eastwood C.I.	38	40	35	33	33	34	30	31	24	24	30	26
Elmira District S.S.	50	52	45	42	37	33	34	34	35	30	33	32
Forest Heights C.I.	59	56	53	56	46	40	38	36	37	44	43	35
Galt C.I.	46	42	42	48	46	40	37	38	37	32	35	36
Glenview Park S.S.	50	52	52	47	45	37	32	32	28	28	28	28
Grand River C.I.	44	48	43	39	40	36	35	37	30	29	30	33
Huron Heights S.S.	45	46	44	40	39	30	27	31	28	24	24	26
Jacob Hespeler S.S.	39	47	46	39	40	35	27	34	26	21	22	23
Kitchener-Waterloo C. & V.S.	52	47	44	41	40	40	34	33	32	31	32	28
Preston H.S.	47	53	45	43	41	39	37	39	38	37	35	36
Sir John A. Macdonald S.S.	44	42	37	36	30	25	23	25	24	21	20	22
Southwood S.S.	49	38	30	27	24	21	19	20	20	20	21	22
Waterloo C.I.	48	48	45	40	40	36	34	35	35	34	33	28
Waterloo-Oxford District S.S.	44	56	54	51	45	41	41	42	39	36	37	38
Average GHG Emission Intensity (kg CO₂e/m²)	48	49	45	42	40	35	36	35	32	30	31	30
Education Centre (kg CO₂e/m²)	45	44	38	35	32	23	21	23	21	21	20	22

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

**ENERGY UPDATE
ENERGY BUDGET AND EXPENDITURES**

Commodity	2008/09		2009/10	
	Budget	Actual	Budget	Actual
Electricity	\$ 4,616,900	\$ 5,755,988	\$ 5,733,000	\$ 6,797,223
Natural Gas	\$ 5,832,400	\$ 4,966,345	\$ 5,505,900	\$ 4,480,301
Total	\$ 10,449,300	\$ 10,722,333	\$ 11,238,900	\$ 11,277,524

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

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

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

Commodity	2016/17		2017/18	
	Budget	Actual	Budget	Actual
Electricity	\$ 8,164,700	\$ 8,892,776	\$ 10,303,000	\$ 8,510,009
Natural Gas	\$ 2,891,800	\$ 2,726,342	\$ 2,714,000	\$ 3,044,841
Total	\$ 11,056,500	\$ 11,619,118	\$ 13,017,000	\$ 11,554,850

Commodity	2018/19		2019/20	
	Budget	Actual	Budget	Actual
Electricity	\$ 10,182,000	\$ 7,956,894	\$ 9,380,000	\$ 7,364,388
Natural Gas	\$ 2,997,500	\$ 2,698,385	\$ 2,971,500	\$ 2,846,183
Total	\$ 13,179,500	\$ 10,655,278	\$ 12,351,500	\$ 10,210,571

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

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

	kWh Production	Revenue
Blair Road P.S.	95,921	\$ 76,928
Forest Glen P.S.	108,542	\$ 87,051
Forest Heights C.I.	92,187	\$ 73,934
Lincoln Heights P.S.	99,513	\$ 79,810
Waterloo C.I.	116,231	\$ 93,218
Total	512,395	\$ 410,941

* Reports energy produced between November 2011 and August 2020.

Links to websites are as follows:

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

2019/2020 Utility Rebates Reinvestments (\$124,000)

Westheights P.S., Forest Glen P.S., 9 others	LED upgrade to exterior lights on portables
Highland P.S.	Energy Efficient Destratification Fans in lieu of mechanical cooling - 3 rooms
Trillium P.S., WT Townshend P.S., 8 others	Water conservation inspection and repairs for high water intensity schools
Brigadoon P.S., Stanley Park P.S., 4 others	LED corridor or gym lighting upgrades
Southwood SS, Highland P.S.	Upgrade to exterior lighting control
Margaret Ave P.S., Westheights P.S., 2 others	Upgrade HVAC controls to improve energy efficiency and comfort

2019/2020 Capital Funded Energy Efficiency Upgrades (\$80,000)

Southridge P.S., Laurentian P.S., 2 others	LED lighting upgrades to corridors and washrooms
Courtland P.S.	Energy Efficient Destratification Fans in lieu of mechanical cooling - 3 rooms
Vista Hills P.S., Breslau P.S., 6 others	LED lighting upgrades to portables, interior and exterior - 33 portables
Laurelwood P.S., Galt C.I.	LED Upgrade to Gym Lighting
Cedarbrae P.S., Conestogo P.S., 7 others	Upgrade to exterior lighting control
Lackner Woods P.S., Cameron Heights C.I.	Install energy monitoring equipment in portables



Report to Committee of the Whole

May 17, 2021

Subject: Fischer-Hallman/Huron Elementary Schools Boundary Study (Part II)

Recommendation

That the Waterloo Region District School Board approve the initiation of a boundary study process involving Southridge Public School, Laurentian Public School, Janet Metcalfe Public School, and Jean Steckle Public School to establish a school attendance area for the new JK-8 elementary school to be constructed on Tartan Avenue in Kitchener.

Status

Construction of a new 591 pupil place Waterloo Region District School Board (WRDSB) JK-8 elementary school has begun in southwest Kitchener. The project also includes a child care centre, EarlyON Child and Family Centre, and a community centre in partnership with the City of Kitchener. It is anticipated that the school will open September 2022.

Prior to opening, the WRDSB will need to establish an attendance area boundary for the new school. Staff are seeking approval to commence a boundary study process per [Administrative Procedure 4991 – Boundary Studies](#). Staff recommend that the boundary study involve the school communities of Southridge Public School, Laurentian Public School, Janet Metcalfe Public School, and Jean Steckle Public School.

To facilitate community consultation, staff are presenting an initial boundary scenario (Appendix A) to seek feedback on from the community. During the community consultation, Planning staff will work with the Boundary Study Working Group, school communities, and other stakeholders to evaluate the initial scenario, explore alternatives, and craft a report to the Board recommending a new boundary, modifications to existing boundaries, student transition plans, and estimated costs.

Once approved, staff will begin the public consultation process by reaching out to schools and school councils, to provide a brief introduction to the process and initial scenario (May/June 2021). The Boundary Study Working Group will be convened and broader public consultation will occur in Fall 2021, with a goal to provide the Board with a recommendation for December 2021/January 2022.

Background

Southwest Kitchener is an area of significant ongoing and future residential development within the Region of Waterloo. As such, many of the WRDSB's newest and proposed future schools are located in this area. In response to proposed residential developments the WRDSB may temporarily assign these areas or portions of them to 'holding schools' if the expected new students generated would exceed local school capacity (refer to [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#))

On May 15, 2017, the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I) was approved for initiation. This boundary study process established the school attendance area for the new Janet Metcalfe Public School that opened in September 2018. The report also informed the Board of the temporary Development Area assignment of portions of an approved residential subdivision containing the future Tartan Avenue school site (see Figure 1 on Appendix A) to Southridge Public School and Laurentian Public School.

The Fischer-Hallman Huron Elementary Schools Boundary Study (Part I) resulted in the dissolution of the temporary Development Area around the residential development containing the new Janet Metcalfe Public School. Students were transitioned from their temporary holding assignments at Queen Elizabeth Public School, Southridge Public School and Laurentian Public School to the new facility in their local neighbourhood. As well, to address capacity concerns at Jean Steckle Public School some portions of its existing boundary were moved to Janet Metcalfe Public School. Namely, the area south of Huron Road known as Huron Woods (See Figure 1 on Appendix A), and all of Grades 7 and 8.

The Fischer-Hallman Huron Elementary Schools Boundary Study (Part II) is proposed to include Southridge Public School and Laurentian Public School as the dissolution of the 'Development Area' around the subdivision containing the Tartan Avenue school site will impact student enrolment at those facilities. Janet Metcalfe Public School, and Jean Steckle Public School are proposed to be included to allow for the evaluation of potential opportunities to address enrolment/capacity concerns at those facilities.

Financial implications

No financial implications.

Communications

Upon approval of the Fischer-Hallman Huron Elementary Schools Boundary Study (Part II), schools and school councils will be notified, and a web page will be set up as a link

on the study area schools' websites. The web page will provide up-to-date information about the study. Public meetings will be advertised through social media, and flyers or electronic communications to the school communities.

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

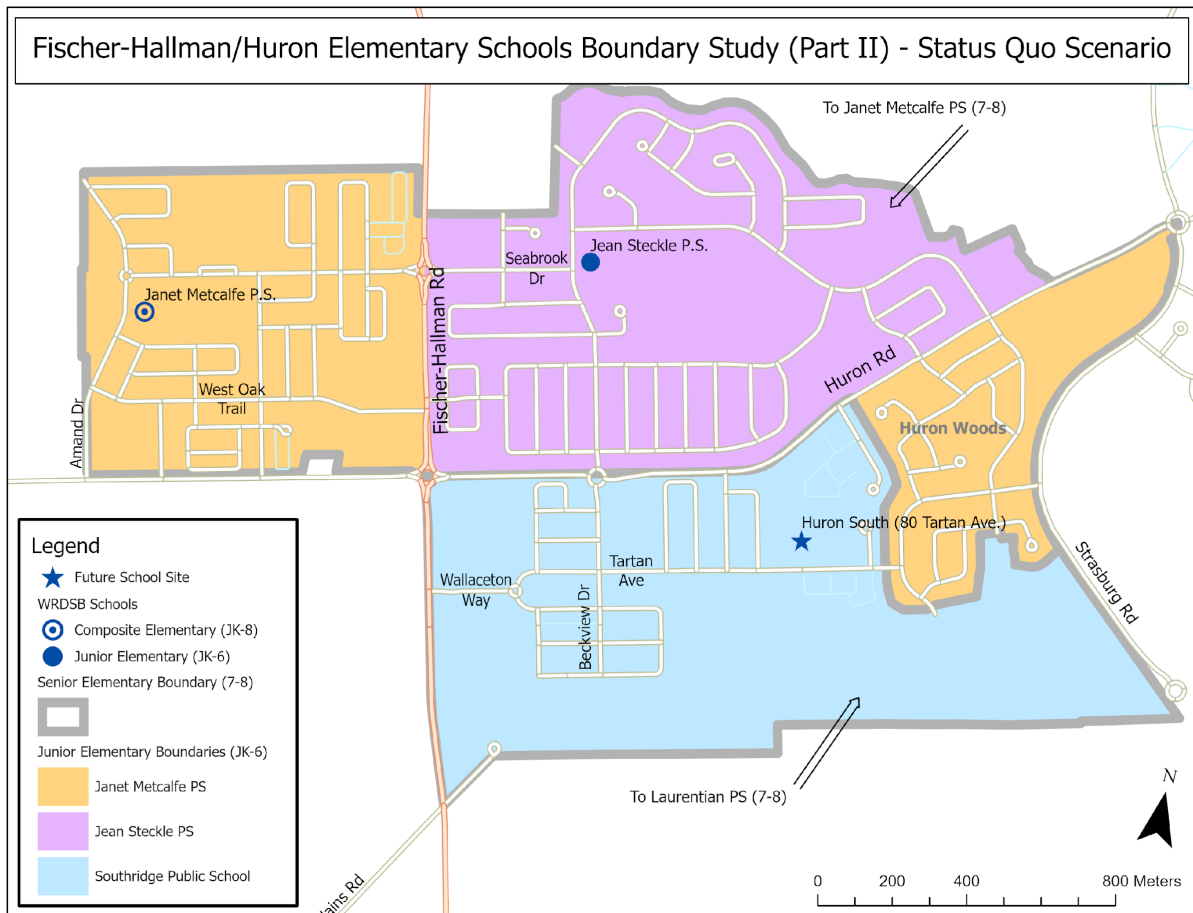
Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Nathan Hercanuck, Senior Planner
in consultation with Coordinating Council

Fischer-Hallman Huron Elementary Schools Boundary Study (Part II)

Current Situation

Description

The new Tartan Avenue school site is located within a developing residential plan of subdivision (30T-07205) in southwest Kitchener. The plan, also known as ‘Wallaceton’, is located at the southeast corner of Fischer-Hallman Road and Huron Road (see Figure 1). In addition to the future Waterloo Region District School Board (WRDSB) Tartan Avenue elementary school, the plan will eventually contain 380-480 single detached, 250 townhouse, 140-340 apartment residential units, and a new 650 pupil place Waterloo Catholic District School Board (WCDSB) elementary school.



Appendix A

Figure 1 – Map Fischer-Hallman Huron Elementary Schools Boundary Study (Part II) – Status Quo Map

Currently the ‘Wallaceton’ plan is designated as ‘Development Area’ per [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#). WRDSB students residing in this area are being temporarily accommodated at Southridge Public School (JK-6), and Laurentian Public School (7-8). A plan of subdivision immediately to the east (30T-98201), known as ‘Huron Woods’ was moved to Janet Metcalfe Public School, from Jean Steckle Public School as part of the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I).

Projections

In the absence of the new elementary school, projections show an increasing enrolment trend at Laurentian Public School and Southridge Public School as the ‘Wallaceton’ development progresses (see Table 1). As well, enrolment is expected to continue to increase at Janet Metcalfe Public School, owing to the neighbourhood’s relatively young age. Enrolment at Jean Steckle Public School is expected to remain stable as a result of the boundary modifications approved during the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I).

School	Capacity	Year												
		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Janet Metcalfe PS	657	811	874	947	974	1009	1030	1029	1054	1075	1096	1086	1079	1080
Jean Steckle PS	715	750	767	770	790	789	796	806	811	811	806	807	806	808
Laurentian PS	421	404	399	397	438	438	430	434	457	452	438	451	462	470
Southridge PS	518	417	453	526	607	657	715	792	885	955	1000	1031	1061	1093
New School (Tartan)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	2311	2382	2494	2639	2810	2893	2972	3060	3207	3293	3341	3375	3407	3452

Table 1: Current Situation Enrolment Projections

Scenario 1

Description

As an initial scenario to begin the public consultation process (Scenario 1), staff are proposing that the entirety of the ‘Wallaceton’ subdivision be accommodated at the new elementary school on Tartan Avenue. Additionally, it is proposed that the ‘Huron Woods’ community that was reassigned to Janet Metcalfe Public School as part of the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I) now also be accommodated at the new school (see Figure 2).

Projections

Scenario 1 enrolment projections show that the proposed boundary changes would address the increasing enrolment trends Southridge Public School, Laurentian Public

Appendix A

School, and Janet Metcalfe Public School, while also ensuring the new elementary school becomes fully utilized as the 'Wallaceton' subdivision proceeds (see Table 2).

Transitions and other considerations

The new school is expected to open in September 2022. Consistent with past practice it is proposed that the facility open as JK-7 so that the Grade 8 students who would otherwise be impacted by the boundary change be allowed to finish out elementary school at their current facilities. These accommodations have been included in the enrolment projections shown in Table 2.

During the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I), the 'Huron Woods' community expressed concern with the number of boundary changes the area would experience if they were moved from Jean Steckle Public School to Janet Metcalfe Public School, then the new elementary school on Tartan Avenue. To address these concerns the Board approved the following motion;

Providing the option for students in Huron Woods attending Jean Steckle Public School as of June 28, 2018, to remain at Janet Metcalfe Public School until completing Grade 8 with transportation (based on the students' address as of June 28, 2018).

At this, this time the impact of this motion is not reflected in the Scenario 1 enrolment projections (Table 2). All of 'Huron Woods' is assumed to attend the new school in September 2022 (JK-7). During the public consultation process staff will try to determine the number of eligible students who may exercise this option and update the enrolment projections accordingly.

Appendix A

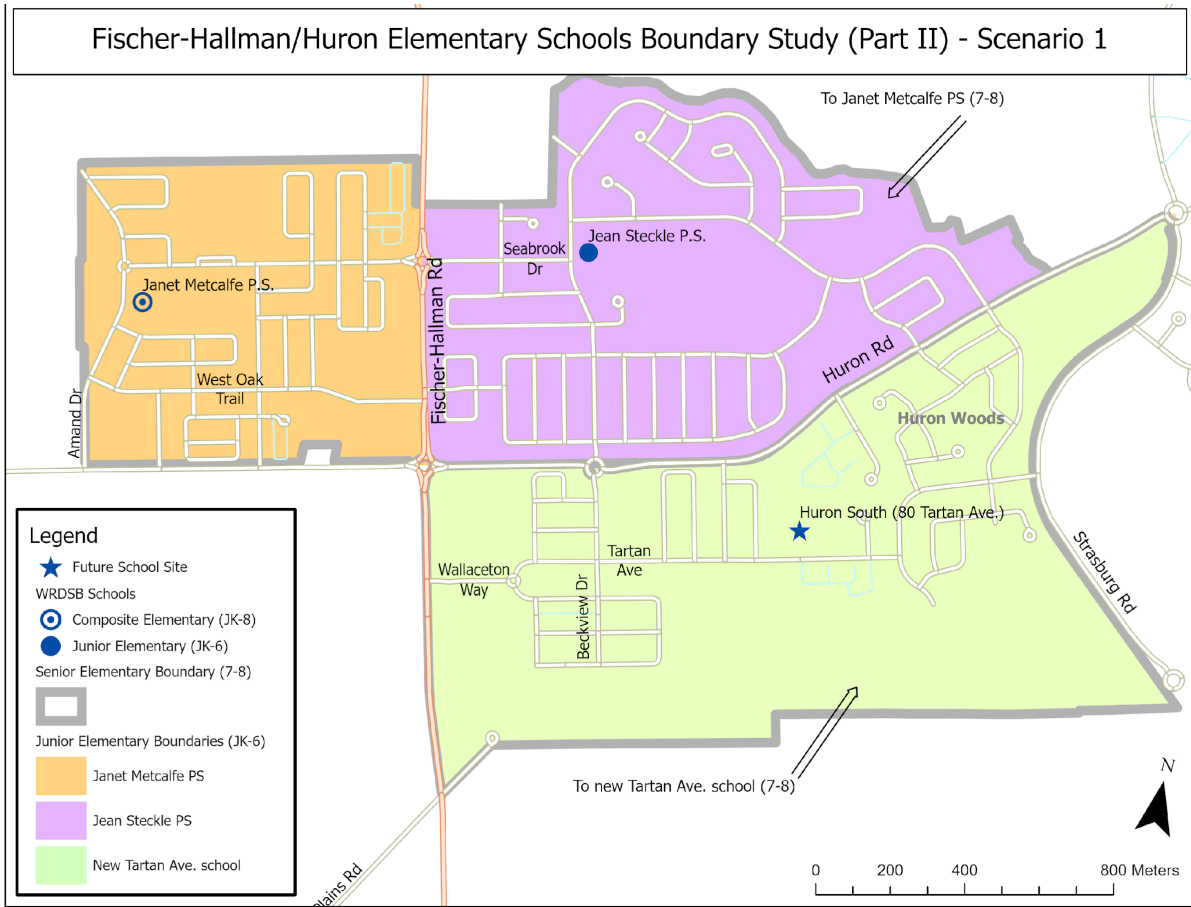


Figure 2 – Map Fischer-Hallman Huron Elementary Schools Boundary Study (Part II) – Scenario 1 Map

School	Capacity	Year													
		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Janet Metcalfe PS	657	811	874	783	791	820	836	841	859	881	911	902	894	895	
Jean Steckle PS	715	750	767	770	790	789	796	806	811	811	806	807	806	808	
Laurentian PS	421	404	399	397	387	386	373	365	374	359	339	349	353	353	
Southridge PS	518	417	453	380	387	393	417	452	489	504	516	534	550	563	
New School (Tartan)	591	0	0	308	455	505	550	596	673	738	769	783	804	832	
Total	2902	2382	2494	2639	2810	2893	2972	3060	3207	3293	3341	3375	3406	3451	

Table 2: Scenario 1 Enrolment Projections



Report to Committee of the Whole

May 17, 2021

Subject: Development Area Boundary Designations

Recommendation

This report is for the information of the Board.

Status

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

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

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

This report provides a status update on two existing DAs. Appendix A provides enrolment projections for the schools where reassignments are identified and Appendix B provides the maps.

Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas is currently under review. Proposed changes to the procedure are currently moving through the internal review process. In the future, the status of Development Areas will be communicated to the board of trustees in an annual report. The standardized reporting is intended to make the communication of DA assignments more consistent and easier for the public to follow.

Background

The following section of this report summarizes the recent assignment of two DAs, Trussler North and Southeast Cambridge (I).

Trussler North DA

The Trussler North DA is an area of new residential development in the City of Kitchener. It is located at the northeast corner of Trussler Road and Ottawa Street in the City's west end.

Residential development within the DA is composed of two development plans 30T-08204 and 30T-07201. Servicing has begun on the southern portion of 30T-08204

and residential units are expected to start construction imminently. The northern portion of 30T-08204 and 30T-07201 are expected to start construction at a later date.

The Waterloo Region District School Board (WRDSB) has designated an elementary school site within the development but it is unclear when the WRDSB would receive approval and capital funding for the new facility.

It was determined that more than one holding school would be required because of the anticipated enrolment from this DA. As such the DA was divided into sections A and B and assigned as follows:

- Trussler North (Part A) – Southern portion holding school assignments
 - JK-6: Southridge Public School
 - Grades 7-8: Queensmount Public School
 - Grades 9-12: Forest Heights Collegiate Institute
- Trussler North (Part B) – Northern portion holding school assignments
 - JK-6: John Darling Public School
 - Grades 7-8: Westheights Public School
 - Grades 9-12: Forest Heights Collegiate Institute

Southeast Cambridge (I) DA

The Southeast Cambridge DA is an area of new residential development in the City of Cambridge. It is located south of Main Street and east of Dundas Street South in Southeast Cambridge. A small block of this DA has been identified as (I) and is being assigned now as the development of approximately 100 townhouse units has begun. An additional 367 apartment units are also planned within this DA block. The remainder of the DA (blue outline in map, Appendix B) continues to have a status 'To-Be-Determined' and development activity continues to be monitored.

The WRDSB is actively working toward the development of the Southeast Cambridge Joint Use School in partnership with the Waterloo Catholic District School Board. While this project has received funding, an opening date has not been determined at this time.

- Southeast Cambridge (I) DA – holding school assignments
 - JK-6: Chalmers Public School
 - Grades 7-8: Moffat Creek Public School
 - Grades 9-12: Glenview Park Secondary School

Financial implications

Students will be transported from the various DAs to their applicable holding schools. Staff project that these students can be accommodated within the existing transportation network at no material increase in cost to the WRDSB.

Communications

Information about DA assignments is available on the Planning Department website.

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

Communication was sent to the local real estate boards (Kitchener-Waterloo Association of REALTORS and the Cambridge Association of REALTORS) and new home sales centres, where possible, to advise them of DA holding school assignments. An interactive map is accessible from the WRDSB’s website for the public to view and search addresses within.

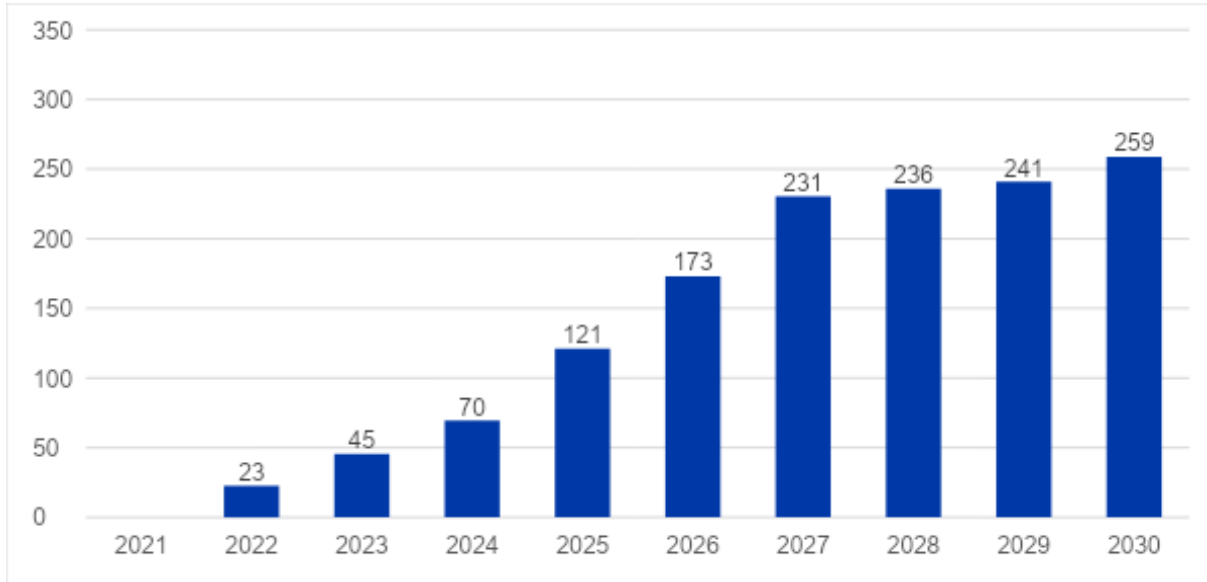
For all new developments, Planning staff requests that the Region of Waterloo or local municipality impose conditions of approval that will require the developer to post signage and include clauses in Agreements of Purchase and Sale indicating that students from the development may need to be accommodated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

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

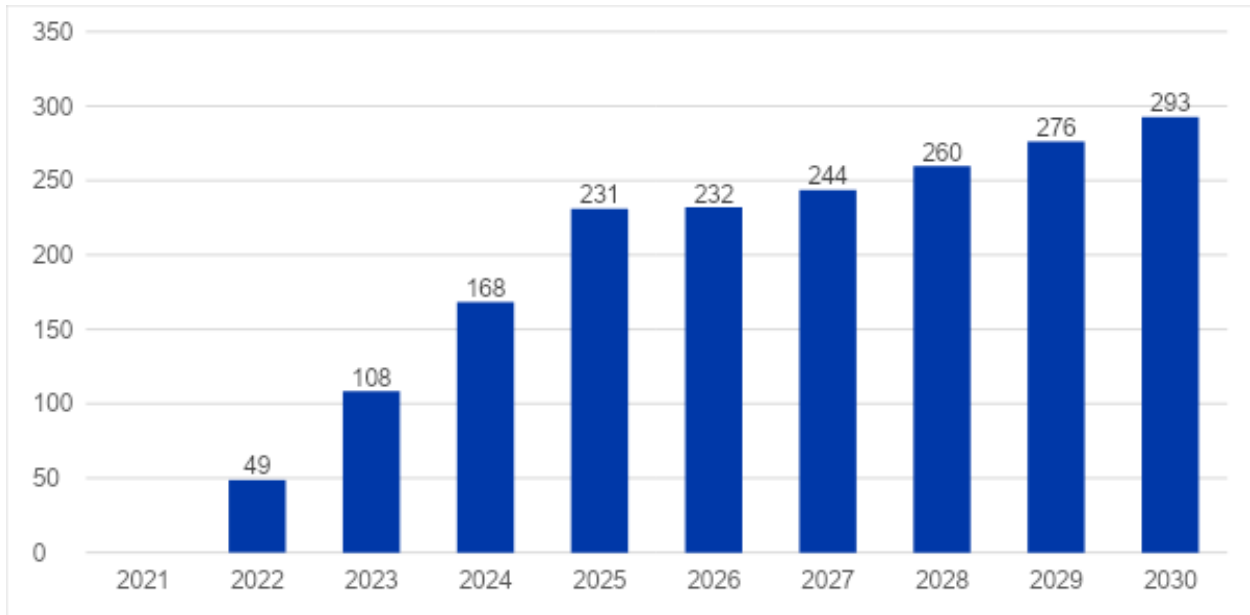
Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Sarah Galliher, Senior Planner
Nathan Hercanuck, Senior Planner
in consultation with Coordinating Council

Trussler North Development Areas Enrolment Projections

Trussler North Development Area (Part A) – JK to Grade 12 Projections

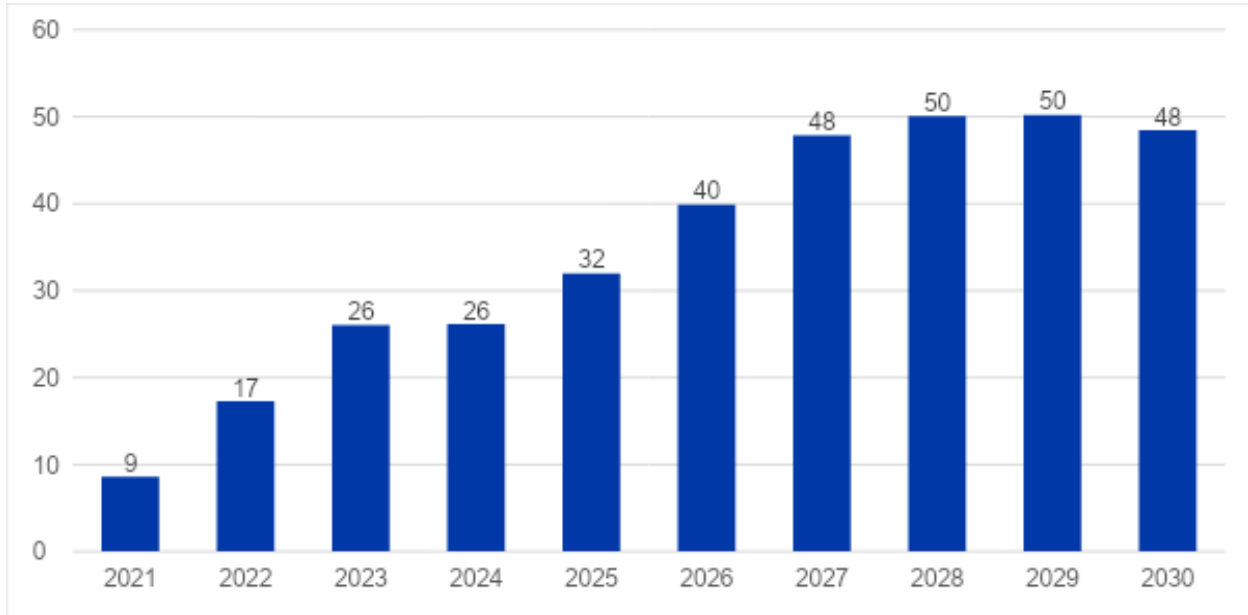


Trussler North Development Area (Part B) – JK to Grade 12 Projections




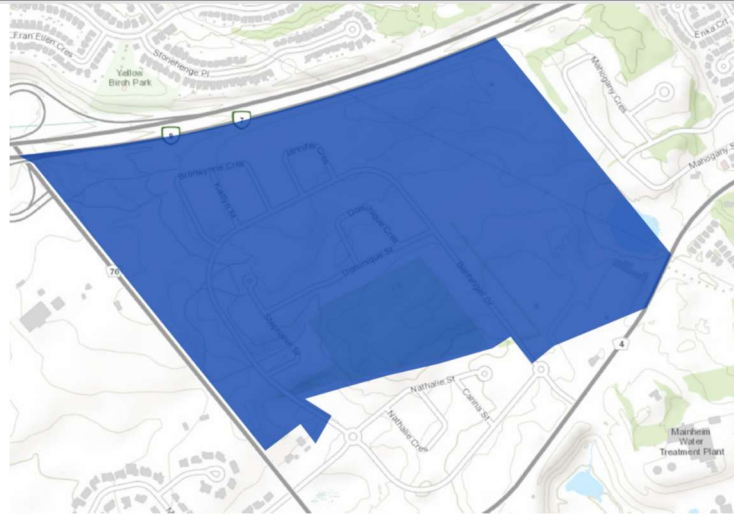


Southeast Cambridge (I) Development Area Enrolment Projections

Southeast Cambridge (I) Development Area – JK to Grade 12 Projections



WRDSB DEVELOPMENT AREA STATUS – MAY 17, 2021

STATUS		TRUSSLER NORTH (PART A) - DA			LTAP REVIEW AREA E12: KITCHENER WEST (FOREST HEIGHTS)
	2021/2022 ASSIGNMENT	Junior Southridge PS	Middle Queensmount PS	Secondary Forest Heights CI	
	DEVELOPMENT PLAN(S)	Portion of 30T-08204, and 30T-07201			
	UNIT COUNT (RANGE)	250 Single detached, up to 400 Multi			
	BOUNDARIES EXCISED FROM	W.T. Townshend PS, Williamsburg PS, Cameron Heights CI			
	PROPOSED NEW SCHOOL	Yes, Elementary Site Designated (Trussler North)			
	PREVIOUS REPORTS/ASSIGNMENTS	January 26, 2015			
	STATUS		TRUSSLER NORTH (PART B) - DA		
	2020/2021 ASSIGNMENT	Junior John Darling PS	Middle Westheights PS	Secondary Forest Heights CI	
	DEVELOPMENT PLAN(S)	Portion of 30T-08204			
	UNIT COUNT (RANGE)	400 Single detached, up to 300 Multi			
	BOUNDARIES EXCISED FROM	W.T. Townshend PS, Williamsburg PS, Cameron Heights CI			
	PROPOSED NEW SCHOOL	Yes, Elementary Site Designated (Trussler North)			
	PREVIOUS REPORTS/ASSIGNMENTS	January 26, 2015			



HOLDING SCHOOL ASSIGNED

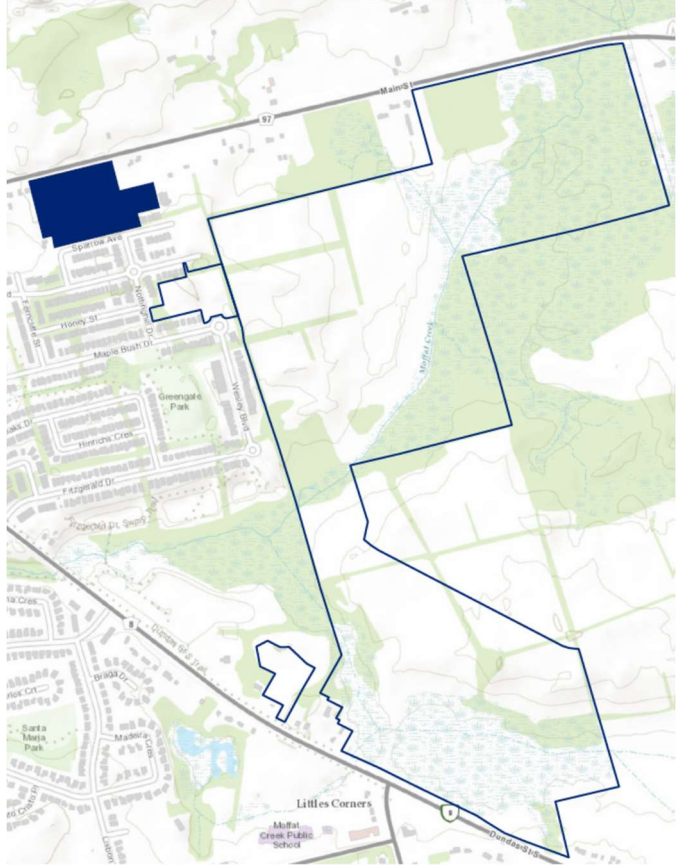


HOLDING SCHOOL TO-BE-DETERMINED



DEVELOPMENT AREA DISSOLVED OR REPLACED

WRDSB DEVELOPMENT AREA STATUS – MAY 17, 2021

STATUS	SOUTHEAST CAMBRIDGE (I) DA			LTAP REVIEW AREA E06: CAMBRIDGE SOUTHEAST (SOUTHEAST GALT)
2020/2021 ASSIGNMENT	Junior	Middle	Secondary	 <p data-bbox="1318 1084 1850 1149">Solid Blue – Assigned SE Cambridge (I) DA Blue Outline – Unassigned SE Cambridge DA</p>
DEVELOPMENT PLAN(S)	30T-19101/30CDM20107,			
UNIT COUNT (RANGE)	100 Townhouses and 367 apartment units			
BOUNDARIES EXCISED FROM	Moffat Creek PS, Chalmers Street PS, Glenview Park SS			
PROPOSED NEW SCHOOL	Not this block, Site is Designated in remaining SE Cambridge DA portion (Southeast Cambridge Joint Use)			
PREVIOUS REPORTS/ASSIGNMENTS	May 9, 2016			



HOLDING SCHOOL ASSIGNED



HOLDING SCHOOL TO-BE-DETERMINED



DEVELOPMENT AREA DISSOLVED OR REPLACED



Report to Board

May 17, 2021

Subject: Ad-Hoc Committee - Trustee Code of Conduct & Use of a Third Party - Final Report

Recommendation

That the Waterloo Region District School Board approve Board Policy G201 - Trustee Code of Conduct as presented at the May 17, 2021, Committee of the Whole meeting; and

That the Waterloo Region District School Board approve the disbandment and discontinuation of the Ad Hoc Trustee Code of Conduct & Use of a Third Party Committee.

Status

On June 8, 2020, The Board of Trustees approved the use of the proposed Integrity Commissioner to conduct formal investigations and directed the committee to provide revisions to Board Policy G201 - Trustee Code of Conduct to reflect the updated process.

The committee met and has revised the policy to reflect the updated process and use of an Integrity Commissioner. The committee has met its mandate and completed the work requested by the Board of Trustees.

Background

At the Committee of the Whole Meeting of November 20, 2017, Trustees approved a motion by the previous Ad Hoc Code of Conduct Policy Review Committee recommending the Waterloo Region District School Board strike an Ad Hoc Committee to investigate the option of moving to a third party in conducting investigations related to the Board Policy G201 – Trustee Code of Conduct.

The Ad-Hoc Committee commenced work in May 2018. The Committee worked to define requirements from a third party consultant and began to make recommended edits to the policy to accommodate the use of a third party consultant for Code of Conduct investigations. The committee has also reached out to Procurement Services to determine possible procedures for obtaining a consultant.

An Ad-Hoc Committee was struck and the current membership includes:

- Trustee K. Woodcock (Co-Chairperson)
- Trustee M. Ramsay (Co-Chairperson)
- Trustee S. Piatkowski
- Michael Weinert, Coordinating Superintendent of Human Resource Services

- Stephanie Reidel, Manager of Corporate Services

Financial implications

There are no known financial implications for updating the policy and disbanding the Ad Hoc Code of Conduct & Use of a Third Party Committee.

Communications

If approved, Board Policy G201- Trustee Code of Conduct will be updated on the website.

Prepared by: Stephanie Reidel, Manager of Corporate Services for Trustee K. Woodcock, Trustee M. Ramsay and the Ad-Hoc Trustee Code of Conduct Review Committee in consultation with Coordinating Council.



Waterloo Region
District School Board

Board Policy G201

TRUSTEE CODE OF CONDUCT

Legal References:	<i>Education Act: 2009, Sections 209(1); 218.1-218.3; Municipal Freedom of Information and Protection of Privacy Act. Municipal Conflict of Interest Act Statutory Powers Procedure Act</i>
Related References:	Bill 177
Effective Date:	October 29, 2012
Revisions:	November 20, 2017, May 17, 2021
Reviewed:	February 12, 2018, May 13, 2019

Purpose

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

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

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

Application

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

The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.

Definitions

In this policy,

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

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

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

Dignity means bearing, conduct or speech that demonstrates respect for self and others as well as

an appreciation of the formality or gravity of an occasion or situation.

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

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

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

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

Integrity Commissioner means a neutral, independent officer who is contracted to conduct formal investigations of allegation of a breach of the Code of Conduct

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

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

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

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

CODE OF CONDUCT

Integrity and Dignity of Office

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

Avoidance of personal advantage and conflict of interest

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

Compliance with Legislation

9. A trustee shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
10. Every trustee shall uphold the letter and spirit of this Code of Conduct.
11. Each trustee shall abide by Section 209(1), Declaration in the *Education Act* made upon the office of a trustee.
 - 11.1 Declaration 209(1)

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

Civil Behaviour

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

Respect for Confidentiality

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

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

Upholding decisions

22. All trustees shall accept that, they have no individual authority as a trustee other than that delegated by the Board.
23. Each trustee shall uphold the implementation of any Board resolution after it is passed by the Board, in accordance with Section 218(1), of the *Education Act*, Duties of Board Members. A proper motion for reconsideration, if permitted by the Board's Operational By-Law, may be requested by a trustee.
24. A trustee must be able to explain the rationale for a resolution passed by the Board. A trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.

25. Each trustee must be familiar with and comply with all Board policies, procedures, Board Bylaws, and *Roberts Rules of Order* (as amended/revised from time to time).
26. The Chairperson of the Board of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee shall speak on behalf of the Board unless expressly authorized by the Chairperson of the Board or Board of Trustees to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

Enforcement of the Code

Identifying a Breach of the Code

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

Chairperson of the Board or Presiding Officer

31. The Code of Conduct applies equally to the Chairperson of the Board ~~of the Board~~. In the case of an allegation of a breach of the Code by the Chairperson of the Board, wherever a process requires action by the Chairperson of the Board, it shall be modified to read the Vice-Chairperson of the Board.**
32. ~~Each year at the December Board Meeting, two alternate trustees shall be elected by the Board in the same manner that committee assignments are chosen to carry out any of the duties required under this code of conduct. In no circumstance shall the trustee who is party to the complaint of a breach of the code of conduct, be involved in the inquiry into the complaint.**~~
33. The Chairperson of the Board or the Presiding Officer must have the ability to control any meeting of the Board or its committees. Any trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code of Conduct. Nothing in this Code of Conduct prevents the Chairperson of the Board or the Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to Section 207(3) of the *Education Act*, Exclusions of Persons, "to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting". For greater

certainly, this may be done at the sole discretion of the Chairperson of the Board or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting.

34. The Chairperson of the Board or the Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every trustee's opinion or views.
35. The Chairperson of the Board or the Presiding Officer shall follow the rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or Bylaw of the Board. A breach of a rule of order should be dealt with at the meeting in question by a trustee rising to a point of order or appealing a ruling of the Chairperson of the Board in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chairperson of the Board or the Presiding Officer.

Informal Complaint Procedure

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

Formal Complaint Procedure

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

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

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

XX The trustee who is alleged to have breached the code of conduct shall provide a written response to the allegations within ten (10) days of receiving the written allegation, or such extended period of the time as the Integrity Commissioner deems appropriate in the circumstance.

Refusal to Conduct Formal Inquiry

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

Steps of Formal Review Inquiry

46. If a formal review inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by the **Integrity Commissioner**. ~~Chairperson of the Board and Vice-Chairperson of the Board, if appropriate, or any two of the Chairperson of the Board, Vice-Chairperson of the Board and the alternate trustees selected by the Board (under Section 32 of this Code) who are not party to the complaint, or an outside consultant recommended by the Code of Conduct committee and approved by resolution of the Board.**~~
47. ~~Regardless of who undertakes the inquiry t~~**The following steps shall be followed.****
48. ~~The Statutory Powers Procedure Act does not apply to anything done regarding the enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.**~~
49. Procedural fairness shall govern the formal review inquiry. The formal inquiry will be conducted in private.**
50. The formal review inquiry may involve both written and oral statements by any witnesses, the trustee bringing the complaint and the trustee who is alleged to have breached the code of conduct. Witnesses will review and verify their statements prior to inclusion in the final report.**

51. The trustee who is alleged to have breached the code of conduct shall have an opportunity to respond to the allegations both in a private meeting with the **Integrity Commissioner** person(s) undertaking the formal review inquiry and in writing.**
52. It is expected that the formal review inquiry will be conducted within a reasonable period of time, which will depend on the circumstances of the case. ~~The trustee who is alleged to have breached the code of conduct shall provide a written response to the allegations within ten (10) days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.**~~
53. If the trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal review inquiry, the process will continue in his or her absence.**
54. Once the formal review inquiry is complete, the **Integrity Commissioner** ~~investigators~~ shall provide a confidential draft copy of their report containing the findings of the facts to the trustee who is alleged to have breached the Code of Conduct and the trustee who brought the complaint for their written comment to the **Integrity Commissioner**.~~investigator.**~~
55. The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two trustees shall have ten (10) days, or such reasonable period of time as deemed appropriate by the **Integrity Commissioner** ~~investigators~~, from the receipt of the draft report to provide a written response.**
56. The final report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.
57. ~~If the Chairperson of the Board and Vice-Chairperson of the Board (or, if required, the alternate trustees appointed by the Board) when conducting the formal review inquiry cannot agree on the final finding of facts, it shall be referred to an outside investigator to complete the informal inquiry.**~~

Suspension of Formal Review Inquiry

58. If the **Integrity Commissioner** ~~investigators~~, when conducting the formal review inquiry, discover that the subject matter of the formal review inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal review inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the ~~rest of the Board of Trustees.~~**
59. If the complainant and respondent wish to further explore the option of resolving the matter through alternative means, the formal review inquiry shall be suspended. The Chairperson of the Board will be advised **of this by the Integrity Commissioner**. Possible resolution methods with the complainant and/or respondent will be explored to determine the course of action. If the parties were not successful in reaching a satisfactory resolution, the formal investigation will resume at the point where the investigation was suspended.**

Decision

60. The final report shall be delivered to the Board of Trustees for a decision as to whether or not the Code of Conduct has been breached. A sanction, if any, for the breach shall be made as

soon as practical after receipt of the final report by the Board.

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

Sanctions

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

Reconsideration

72. If the Board determines that a trustee has breached the Board's Code of Conduct the Board shall,
- (a) give the trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board; and
 - (b) the notice shall inform the trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice has been received by the trustee; and
 - (c) consider any submissions made by the trustee and shall confirm or revoke the determination or sanction within fourteen (14) days after the submissions are received.
73. If the Board revokes a determination, any sanction imposed by the Board is revoked.
74. If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
75. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
76. The Board's decision to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two-thirds of the trustees present and voting. The resolutions shall be recorded in the minutes of the meeting

together with the reasons for confirming or revoking a determination. The Board shall provide to the trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary, or revoke a sanction. The respondent and complainant shall not vote on those resolutions.**

77. The trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
78. If appropriate, the original sanction may be stayed pending reconsideration by the Board of the determination or sanction.

Administrative Matters

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

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

WATERLOO REGION DISTRICT SCHOOL BOARD**Trustee Code of Conduct****ACKNOWLEDGEMENT AND UNDERTAKING**

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

DATE:

Please Print Name:

SIGNATURE:

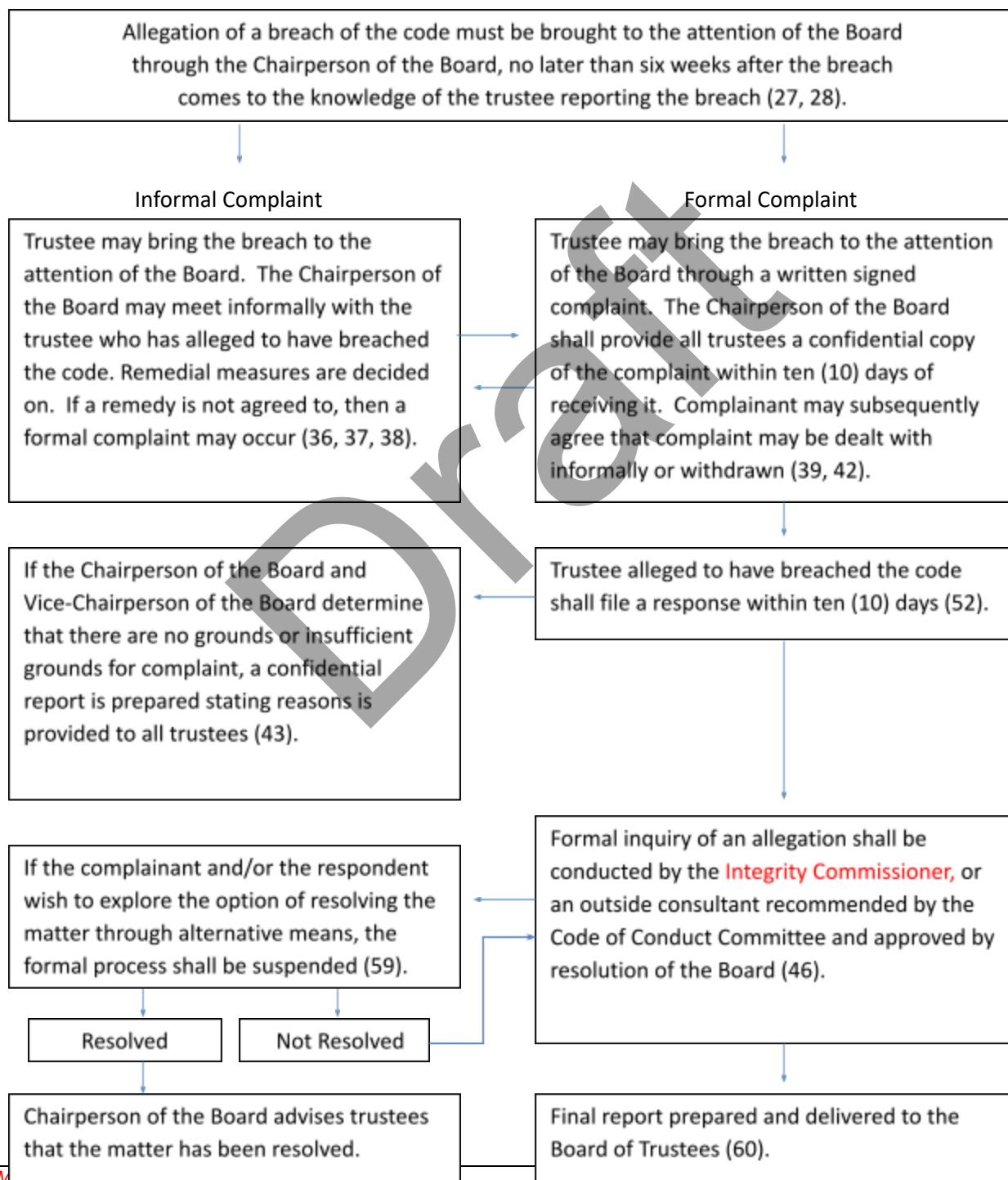
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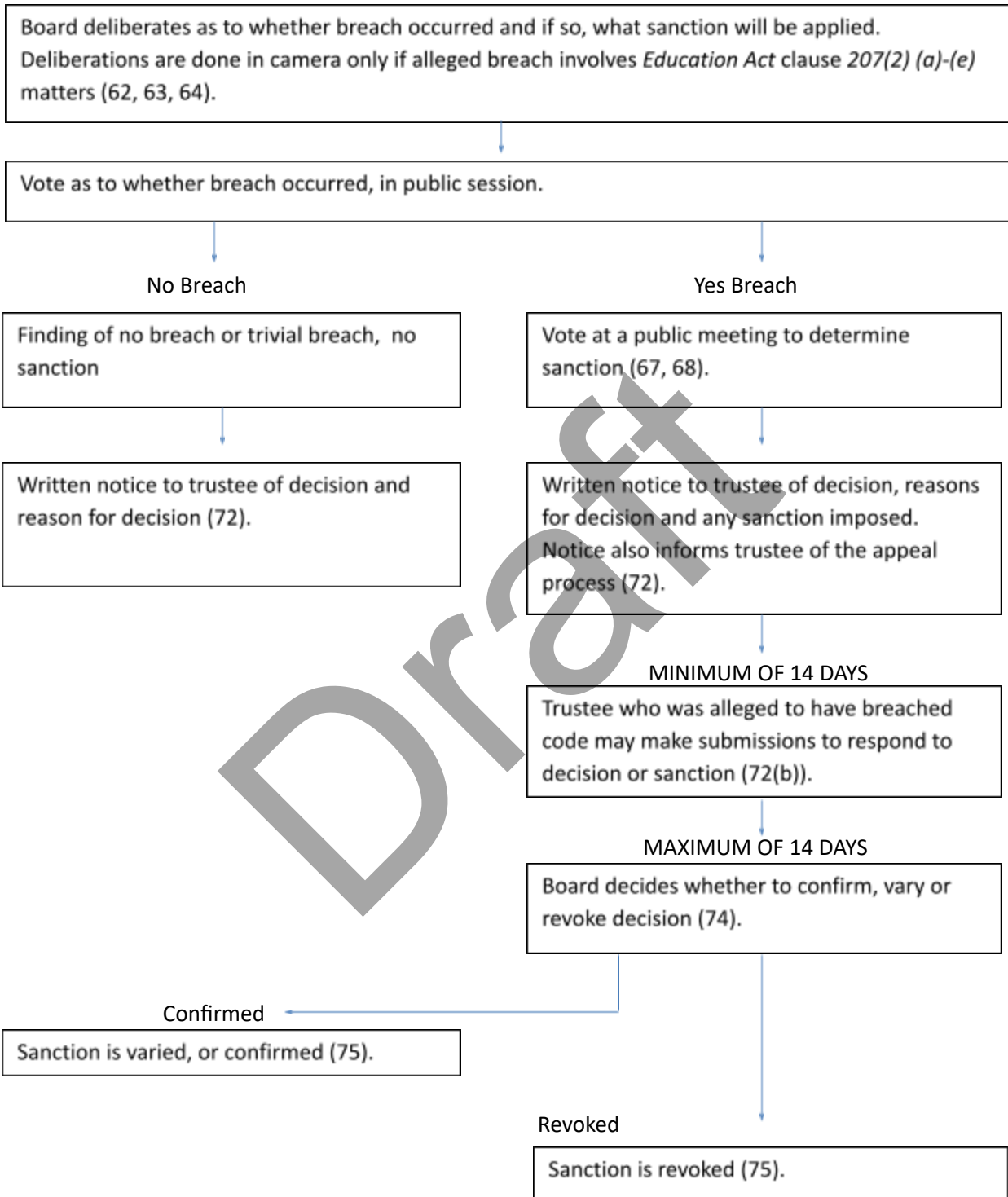
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Appendix A

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

Trustee Code of Conduct Process







Report to Committee of the Whole

May 17, 2021

Subject: Policy Working Group - Terms of Reference

Recommendation

That the Waterloo Region District School Board of Trustees approved the following amendments to the Policy Working Group Terms of Reference:

*The addition of section 2.3 stating ‘The committee will develop and recommend a Policy Review & Development Process to review existing and create new policies’;
and*

The amendment of section 4.1 to replace ‘Two (2) Trustees’ with ‘Three (3) Trustees’.

Status

The Policy Working Group (PWG) had their initial meeting on May 10, 2021. At this meeting the PWG reviewed the Terms of Reference and determined that it would be beneficial to add one additional trustee to the group in order to ensure a variety of voices from the Board of Trustees and allow for the work of the committee to continue during unplanned absences of trustee members.

Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group through the following motion:

That the Waterloo Region District School Board of Trustees strike a Policy Working Group, in order to maintain, revise and create Board Policy; and

That the Policy Working Group review the process currently in place in order to encourage and ensure ongoing input from the Parent Involvement Committee, Special Education Advisory Committee, Student Senate and the Equity and Inclusion Advisory Group and other members of the community prior to final approval by Trustees; and

That the Terms of Reference be amended to update Sections 3.3 and 6.4 to indicate that only Trustees will be voting members of the working group and that Section 6.1 be updated to reflect meetings occurring between September and June.

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 and the Policy Working Group in consultation with
Coordinating Council

Terms of Reference – Policy Working Group

1. Policy Working Group

1.1. Related legislation

Education Act

1.2. Related policies/bylaws

WRDSB Policies

WRDSB Board Bylaws

1.3. Alignment with Board Strategic Plan, 2015 – 2020

The work of this committee aligns with the WRDSB strategic priorities and operational goals.

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

Standing Committee

2. Purpose/Mandate/Goals

2.1 Focus

The role of this committee will be to research and provide information and recommendations to the Board of Trustees on matters related to policy. Committee members will review policies prior to coming to the Board of Trustees.

2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

2.3 The committee will develop and recommend a Policy Review & Development Process to review existing and create new policies.

3. Authority/Jurisdiction/Responsibilities

The committee shall be comprised of Trustees, Student Trustees and Board staff.

3.1 Individual members

This group will initiate or develop draft policies and review existing policies to be provided to the Board of Trustees for approval at the Board table:

- The Policy Working Group will review the process used to solicit and receive feedback on policies and ensure input is received from the community, staff, students and Parents/guardians;
- The Policy Working Group will examine all policies for consistency of language and formatting;

- The Policy Working Group will work with Board staff including, Indigenous, Equity and Human Rights Department staff to ensure that policies are reviewed with an anti-oppressive lens.
- This group will direct the ongoing maintenance of an accurate and updated record of all Board policies
- This group will review and evaluates Board policies to ensure that the policies are aligned with the WRDSB Strategic Plan and Board Policy G300 – Policy Development and Review

3.2 Chair

In order to promote and encourage shared leadership and ideas, the Chair shall be shared on a revolving basis among the Trustees on the committee. Length of term for each Chair can be decided by the committee at their first meeting.

3.3 Board personnel

The Director of Education (or designate) and the Manager of Corporate Services will represent staff on this committee.

4. Membership

4.1 Composition/stakeholders

The committee is comprised of the following members:

- Chairperson of the Board
- **Three (3)** ~~Two (2)~~ Trustees
- One (1) Student Trustee (term can be shared)
- One alphabetical rotating Trustee monthly (will not serve as chair)
- Director of Education (or designate)
- Manager of Corporate Services

4.2 Term

Committee members will remain on this committee until the yearly expression of interest in committees in December.

4.3 Appointment process

For the first term of this committee, expressions of interest will be provided to the Chairperson who will select the committee members along with the Committee Selection Committee (Chair, Vice-Chair and Past Chair).

4.4 Vacancies

Vacancies will be filled in consultation with the Chairperson and committee members.

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

Committee meetings will be open to committee members and all trustees who are able to attend with voice, but no vote. The Director of Education and the committee shall invite other staff to attend to speak to specific policies.

Policy Working Group Meetings will meet monthly from September to June on the second working Monday of the month prior to the In Camera Committee of the Whole Meeting. Meetings will be held virtually while COVID-19 restrictions are still in place.

6.2 Election of chair

The Chair shall rotate between Trustees on the committee (with the exception of the rotating trustee) and the schedule and length of term shall be determined at the first meeting of the committee.

6.3 Quorum

Shall be the majority of members plus one.

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 agendas and meeting notes will be distributed to members of the committee. Trustees will receive regular verbal updates at the Board Table on the work of this committee.

6.6 In camera meetings

In Camera meetings may be held, if required.

7. Reporting

7.1 Committee reports to whom

This committee reports to Board of Trustees and will be providing recommendations for action by the Board of Trustees.

7.2 Format of committee report back

Trustees will receive recommendations during the policy review process. Regular reports by the rotating Chair, will occur on the work of the committee under Board Updates.

7.3 Time frame of committee report back

The work of this committee and the reporting will be ongoing.