

FEBRUARY 14, 2022

**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, February 14, 2022, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Melissa Ireland and Christina Restoule - Letter from the Indigenous Education Advisory Committee
Cait Glasson - Ad Hoc School Naming Committee Research Report
Peter Woolstencroft - Ad Hoc School Naming Committee Research Report

Staff Follow Up

Maple Syrup Education Program

M. Gerard / D. Lataille-Herdsman

Policy and Governance

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05 Board Policy 6003 - Scholarships, Bursaries and Awards

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Trustee L. Tremble

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



SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS

(Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizure Disorder and/or Other)

Responsibility:	Coordinating Superintendent, Human Resources & Equity Services
Legal References:	PPM (Policy / Program Memorandum) 161 <i>Sabrina's Law, 2005</i> <i>Ryan's Law, 2015</i> MFIPPA
Related References:	Board Policy 1008 Equity and Inclusion <i>AP 1460 Administration of Medication</i> <i>AP 1470 Anaphylaxis Management Plan</i> <i>AP 1530 Diabetes Management</i> <i>AP 1467 Asthma Management Plan</i> <i>AP 1463 Epilepsy and Seizure Disorder Management Plan</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 9, 2014</i> , <i>April 8, 2019</i> , <i>February 2022</i>
Reviewed:	<i>October 17, 2016</i> , <i>February 12, 2018</i> , <i>February 14, 2022</i>

1. Preamble

- 1.1 In accordance with PPM 161 and to promote the safety and well-being of students and as required by Sabrina's Law and Ryan's Law, it is the policy of the Waterloo Region District School Board (WRDSB) to establish and maintain Administrative Procedures for students with anaphylactic/severe allergic reactions and for students diagnosed with asthma.
- 1.2 In accordance with PPM 161 and to promote the safety and well-being of students, it is the policy of the WRDSB to establish and maintain Administrative Procedures for students diagnosed with Diabetes, Epilepsy and Seizure Disorder and/or any other Prevalent Medical Conditions.

2. Responsibilities of the Principal

The Principal will:

- 2.1 Implement plans that reduce the risk of exposure to Anaphylactic/Asthmatic Causative agents in classrooms and common school areas that may directly trigger a reaction for the student.
- 2.2 Ensure WRDSB staff are aware of how to respond when dealing with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizure Disorder and/or Other) and provide specific training.
- 2.3 Share a communication plan for the dissemination of information on Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizures Disorder, and/or Other) to parent(s)/legal guardian(s), pupils and employees.

- 2.4 Develop an individual Plan of Care for each pupil who has a Prevalent Medical Condition.
- 2.5 Ensure that, upon registration, parent(s)/guardian(s) and pupils shall be asked to supply information on Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizures Disorder, and/or Other).
- 2.6 Maintain a file for each pupil with a Prevalent Medical Condition of current treatment and other information, including a copy of any prescriptions and instructions from the pupil's physician or nurse and a current emergency contact list.

DRAFT



SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS

(Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizure Disorder and/or Other)

Responsibility:	<i>Superintendent, Human Resource Services</i>
Legal References:	PPM 161 <i>Sabrina's Law, 2005</i> <i>Ryan's Law, 2015</i> <i>MFIPPA</i>
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SCHOLARSHIPS, BURSARIES AND PRIZES

Legal References:	<i>Education Act, Section 173</i>
Related References:	<i>Administrative Procedure 4480 – Scholarships, Bursaries and Prizes Board Policy 1017 Human Rights</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>December 8, 2014, March 21, 2016</i>
Reviewed:	<i>June 19, 2017, January 14, 2019, February 14, 2022</i>

1. It is recognized that individuals and organizations who have an interest in students and their education offer to provide scholarships, bursaries and prizes as an incentive to achievement or reward for accomplishment.

It is the Policy of the Waterloo Region District School Board to accept scholarships, bursaries and prizes to award to students provided they receive approval of the Director of Education or designate either at the school or board level ensuring that:

- 1.1 The terms and conditions of the award are acceptable and reflect the values of public education.
- 1.2 Recipients are selected in a fair and equitable manner.
- 1.3 Efforts are made to strive for a balance in the awarding of prizes to schools and to students.
- 1.4 Every effort should be made to show appreciation to donors at the board, school and student level.
- 1.5 Consideration should be given to establishing criteria other than academic achievement as a basis for awarding a scholarship, bursary, and/or prize.



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Report to Committee of the Whole

February 14, 2022

Subject: Transportation Consortium Update

Recommendation

This report is provided for information of the Board.

Status

The General Manager of STSWR, Inc., Benoit Bourgault, has prepared the 2020-2021 Annual Report to the Board of Trustees (Board) (see Appendix A).

Background

In 2006-2007 the government began implementing reforms for student transportation which included the mandating of consortium delivery of student transportation services. The objectives of the reforms were to build capacity to deliver safe, effective and efficient student transportation services, achieve an equitable approach to funding and reduce the administrative burden of delivering transportation. The overall objective was to allow school boards to focus on their core business of student learning and achievement and not be involved in the day to day operations of transportation.

The Waterloo Catholic District School Board and the Waterloo Region District School Board legally formed a consortium on September 7, 2007. In June of 2008, employees of the former boards were officially transferred to Student Transportation Services of Waterloo Region, Inc. (STSWR), a separate incorporated entity.

According to the Articles of Incorporation, STSWR is governed by a Board of Directors consisting of the Directors of Education and Business Superintendents from the Waterloo Region District School Board and the Waterloo Catholic District School Board. The role of the Board of Directors is to set the strategic directions for STSWR review and approve annual budgets, and deal with other governance topics as they arise. The Board of Directors meets quarterly. A Consortia Management Committee (CMC) consisting of two representatives from each board meet monthly with the General Manager of the consortium. The role of the CMC is to monitor monthly budget variations, review and approve STSWR policies and procedures, monitor STSWR, performance against the strategic directions set by the Board of Directors and deal with other operational issues as they may arise. The fundamental role of STSWR is to apply the policies and procedures of the partner boards; the CMC acts as an independent adjudicator of appeals brought forward through the established process to deal with the interpretation of board policies by STSWR, not exceptions to policy.

Since its inception in 2007, STSWR has evolved into one of the leading consortiums in the province. Its ongoing focus on providing safe and efficient transportation services to Waterloo

Region benefits students, staff and the community. We are pleased to present to the board information related to the 2020-21 school year.

Financial implications

No financial implications.

Communications

The information will be posted on the STSWR website.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services &
 Treasurer of the Board
 Nick Landry, Controller of Financial Services
 in consultation with Coordinating Council



Student Transportation Services of Waterloo Region

2020-2021 Annual
Report

February 2022



2020-2021 Annual Report

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2020-2021 Highlights

Safety Initiatives:

STSWR continues to focus on student safety and adapted the training to students and parents due to pandemic:

- Launched the seat belt pilot in 7 buses
- Launched “Drive to 5” safe parking maps with 88 schools
- First Rider program for Kindergarten students (online)
- Bus evacuation simulation for transported students
- Bi-annual bus safety training for elementary students (online)
- Bus and Standing Patrols, Trailblazers adapted with lower participation
- Some programs were canceled due to the pandemic
 - Sidewalk Smarts pedestrian skills training
 - Bus Driver PD day

Contract Compliance and Performance Management:

- All bus operators and taxi operators were audited in the spring to ensure contract compliance.
- A monthly scorecard system helps us regulate operator and driver compliance for:
 - Valid drivers' licenses
 - Valid First Aid training for all drivers
 - Annual EpiPen reviews
 - Vehicle age
 - Vehicle GPS performance
- Bus route audits resumed with the new GPS tracking system



2020-2021 Highlights

Pandemic impact:

- Understanding that class size would be reduced we proactively developed the cohorts for the secondary schools to match the bus reduced capacity to 1 secondary student per seat.
- Changed network to match secondary school catchments split for cohorts.
- Added time to clean between runs.
- Routed for short day at secondary panel.
- Development of tool and coordination of seating plans.

Productivity Initiatives:

- The cohort design allowed for a reduction in kilometers driven by 10%
 - Large vehicles
 - Mileage decreased by 8.3%
 - Special Needs
 - Mileage decreased by 11.5%



Measuring Performance - Key Performance Indicators -

Key Performance Indicators

STSWR has developed several key performance indicators to benchmark performance against industry standards and to track improvements year over year.



STSWR Scorecard 2020-2021

			Goal	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Safety	Student Injuries	Injuries on bus	0	2	0	0	1	0
	Collisions	with students on board	0	24	37	46	58	41
	Collision Frequency	All collision per million km	4.4	5.5	9.7	10.2	11.2	6.6
Quality	Student Ride time	Average ride time one way	14	12	14	14	14	14
Service	Service interruption	route-day	0	3 (am only)	0	0	6	0
	Late bus > 50 minutes	runs	0	12	63	36 (100)	67 (158)	20
Cost	Variance to Plan	Better (Worse)	\$ -	\$ 2,423,200	\$ 1,555,038	\$ 118,528	\$(98,793)	\$(14,800)
	\$/student	Total all in	\$ 783	\$ 992	\$ 711	\$ 748	\$ 722	\$ 670

Injuries:

Broken ankle getting off a bus at school

Collision

Harness injury

significant reduction of collision compared previous year

delays

7 driver issue, 2 mechanical, 2 traffic, 1 collision

Service interruption

3 routes morning only (small buses)

Variance to Plan

\$2.4MM better than revised estimate

\$700K better than original budget



Measuring Performance

- *Improving Safety* -

Seatbelts:

We launched the seatbelt pilot with 7 big school buses fully equipped with seat belts. We invited families to training/practice events. Due to the pandemic, we could not visit schools to observe firsthand, we reached out to school principals for their comments and feedback.

In collaboration with Sudbury Student Transportation Services, we developed a training video to address some deficiencies identified with the bus drivers.

Stop Arm Cameras:

The Province continues to develop the framework to support the stop arm cameras while we continue to work with stakeholders to define roles and responsibilities; in the meantime, we are reviewing the routing process to reduce the number of students crossing the road.



Measuring Performance - Improving the Experience -

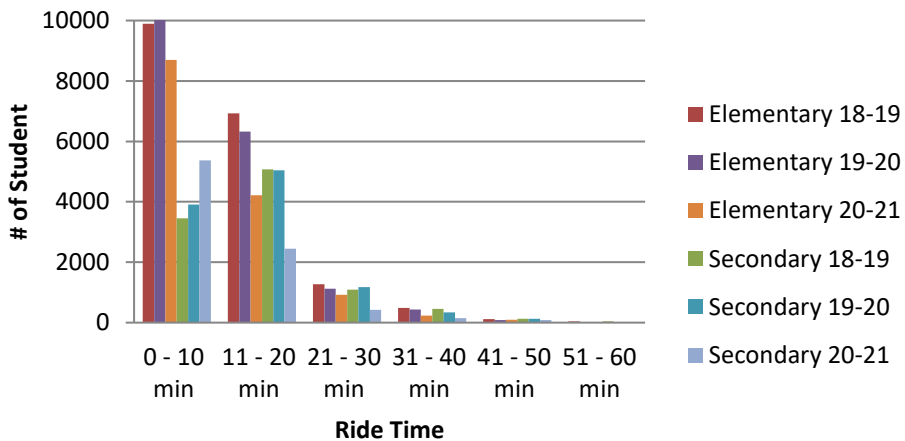
Average Distance to Bus Stop:

Kindergarten	129 m, range from 0 m to 500 m
Elementary	145 m, range from 0 m to 944 m
Secondary	292 m, range from 0 m to 1,540 m

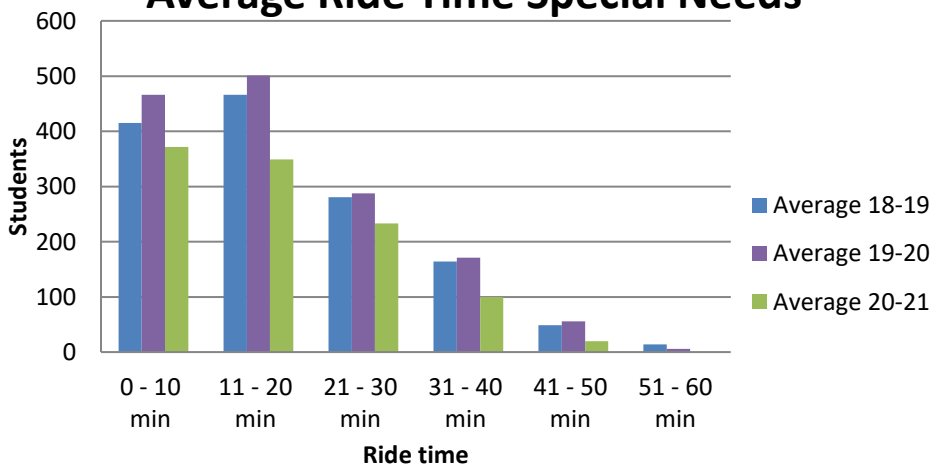
Ride Time Distribution:

- Secondary cohorts reduced ride time considerably
- Reduction in ridership in Spec-Ed eliminated all ride times over 50 minutes

Student Ride Time (minutes)



Average Ride Time Special Needs



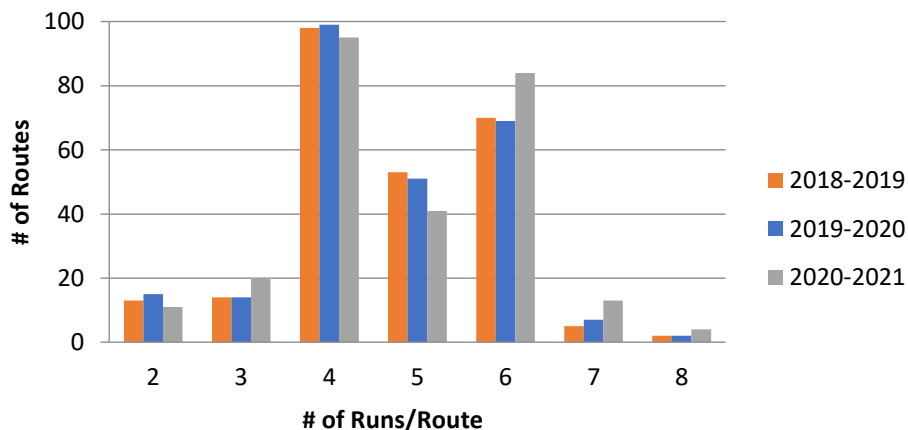


Measuring Performance - Vehicle Capacity -

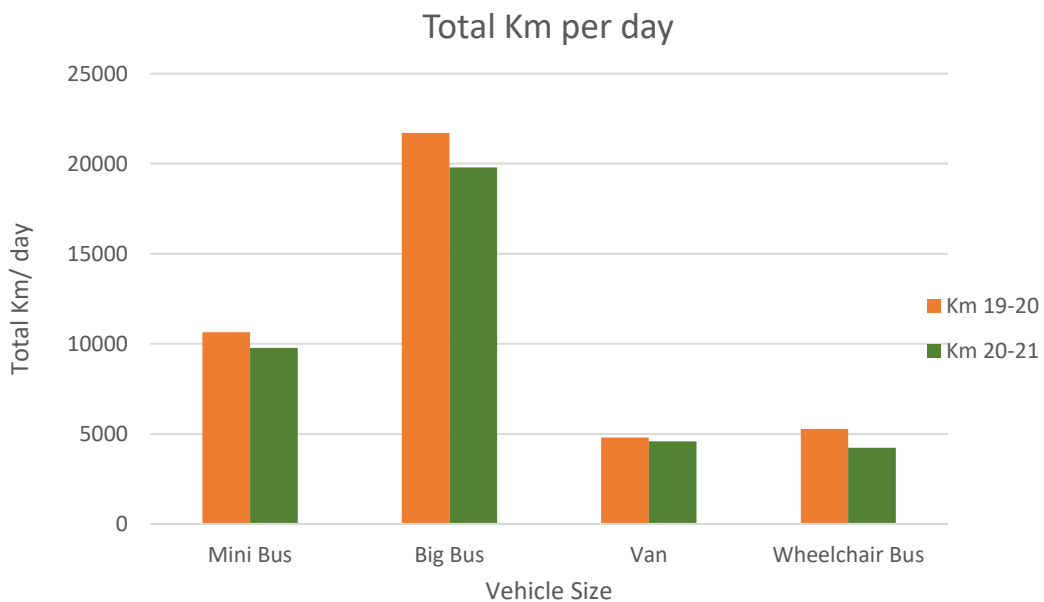
Vehicle Capacity Utilization:

- Additional runs were needed due to capacity restriction with secondary students

Number of Runs/Route



- The cohort design allowed for a significant reduction in total distance traveled with the large buses while small vehicles were affected by the remote learning





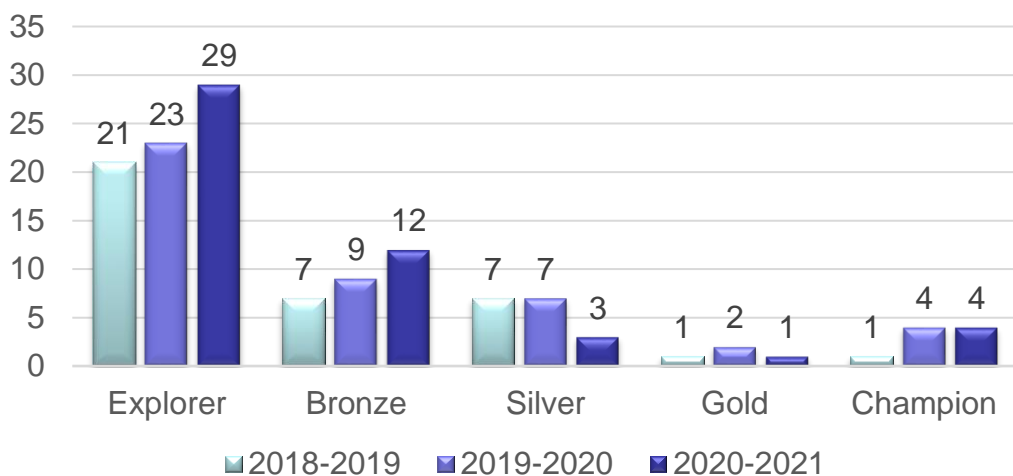
Measuring Performance - School Travel Planning -

School Travel Planning Numbers

School Travel Planning offers services and programs to support active school transportation and to address traffic and parking issues.

- **49 schools** engaged in different levels of school travel planning
- **43 students trained** in Trailblazers*
- **68 parents** engaged in STP committees*, events, and programs
- **39 schools** participated in Winter Walk Day
- **15 students in 2 Walking School Buses** by *Canadian Cancer Society*

STP School Certifications



* Program delivered online to reduced numbers



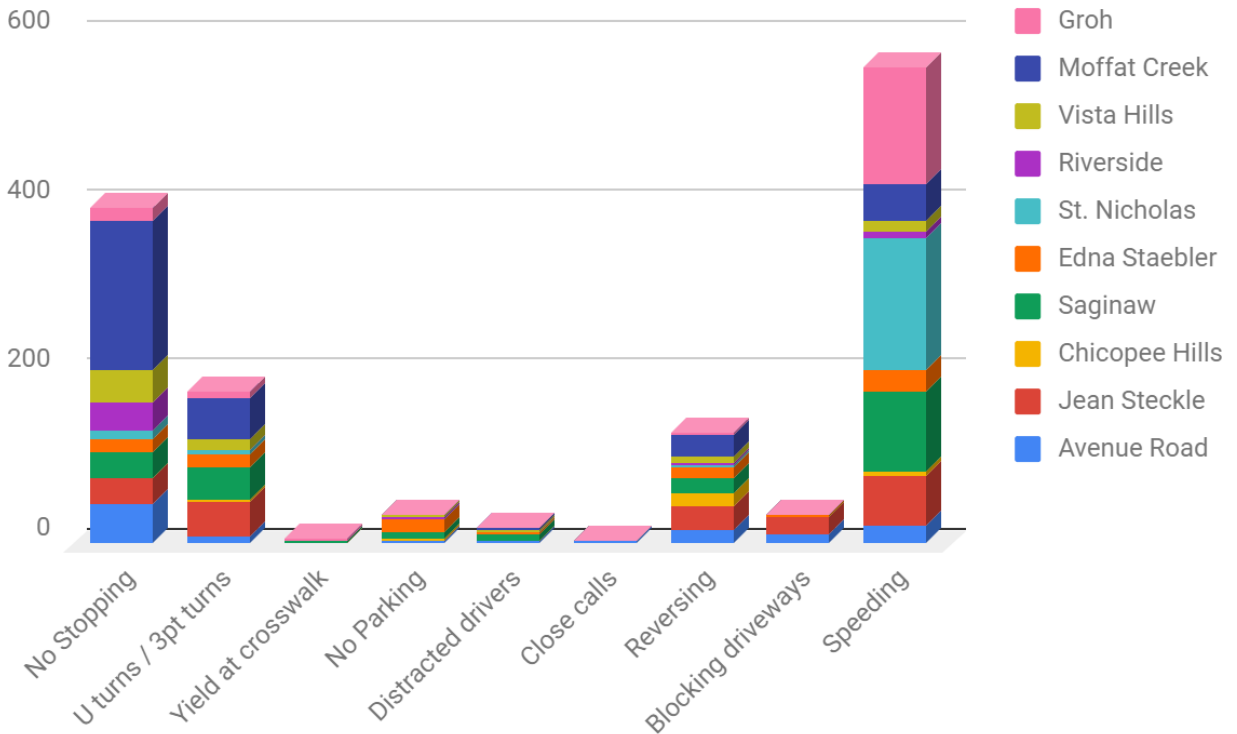
Measuring Performance - Traffic -

Traffic issues

- More parents driving so traffic volumes were similar to previous years despite reduced students on site
- Helped schools develop new drop off procedures
- Communications through construction projects onsite and on road

We support safe approaches

- Review plans and work with school on communications to parents
- Tactical urbanism approach to test interventions



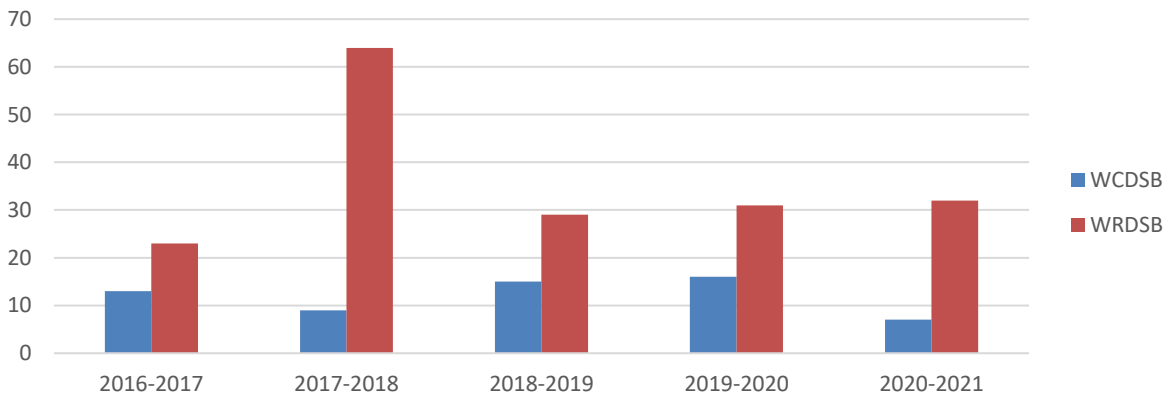


Summary of Appeals

Appeals:

- The appeals continued to be minimal
- At both school boards, walking distance and loss of transportation continue to be the main point of contention.
- The table below lists the appeals at the WRDSB, the reason for the appeals, and the outcome.

Appeals over the years



WRDSB	2020-2021 School Year					
	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
Loss of transportation	13		13	1		
Distance	3	5	8		2	
Safety	3	2	5	1	1	
French Immersion	1		1		1	
Out of Bound/District		4	4		1	
Personal Issue	1		1			
Total	21	11	32	2	5	0



2020-2021 Overview

2020-21 Summary:

Transportation continues to be very safe for students. Overall, STSWR had a very successful year. The pandemic caused significant challenges and required changes to our programs and processes

Safety

- ✓ Sustainable process to ensure safe kindergarten drop off.
- ✓ Public awareness messaging continued with two radio campaigns.
- ✓ Bi-annual school bus safety training to elementary schools was modified to be online.
- ✓ Successfully launched the seat belt pilot.
- ✓ Updated Wheelchair securement training.

Customer Service

- ✓ Continued development of a tool to track and improve interaction with customers.
- ✓ Maintain high participation in delay and cancellation notifications with over 31000 registered users.
- ✓ 6600 Twitter followers (@STSWR).

Active Transportation

- ✓ Worked with 53 schools.
- ✓ Massive launch of Drive to 5 maps.
- ✓ Great participation in Winter Walk Day on first week back to class.
- ✓ Programs matured through pandemic with more tools.

Driver Shortage

- ✓ Continued collaboration with bus operators has prevented a shortage in this region while significantly changing the drivers work.

Covid Plan

- ✓ Proactively built cohorts to support the needs for secondary panel.
- ✓ Seating plans for all runs



2021-2022 Outlook

2021-2022 Objectives:

Building upon our successes and challenges from 2020-2021, there are a number of key areas that STSWR will focus on during the 2021-2022 school year. These include:

Safety

- Continue with simple message to slow down.
- Participate in School Bus Safety week.
- Continue discussion with the Region to pursue the stop arm camera.
- Expand the seatbelt pilot project to 27 big buses

Driver recruitment and retention

- Support the bus operators in recruitment and retention of bus drivers in an ever changing environment.

Customer Service

- Improved tool for seating plans
- Continuously working with all stakeholders to ensure every interaction is a positive one.
- Launching Customer Service support software.

School Travel Planning

- Support more schools to move forward in the certification process
- Reinstate Sidewalk Smart training
- Long term funding

Technology

- Expand functionality of the new GPS software to support better and safer service.



Financial Overview

- 2020-2021 Expenditure -

STSWR 2020-2021	Total
Overhead	\$ 1,685,954
WCDSB Transportation Cost	\$ 5,961,103
WRDSB Transportation Cost	\$ 17,116,058
School Travel Planning	\$ 167,380
Total	\$ 24,930,495
WCDSB Details	Total
Regular School Bus	\$ 4,438,738
Spec-Ed Bus	\$ 1,126,383
Taxi	\$ 245,764
GRT	\$ 9,300
Other	\$ 140,918
Total	\$ 5,961,103
WRDSB Details	Total
Regular School Bus	\$ 8,587,043
Spec-Ed Bus	\$ 7,275,128
Taxi	\$ 716,128
GRT	\$ 82,500
Other	\$ 455,259
Total	\$ 17,116,058



Report to Committee of the Whole

February 14, 2022

Subject: Portable High Efficiency Particulate Air (HEPA) Filters

Recommendation

This report is for the information of the Board.

Status

Facility Services, in collaboration with Health and Safety, has developed a process for the deployment of additional HEPA units. School principals working with Facility Services can submit a request and accompanying rationale through the WRDSB's work order system. Facility Services is currently working through all requests and resulting reviews.

Feasibility

The supply chain remains volatile and continues to negatively impact the WRDSB's ability to procure goods and services of all kinds. Volatile market conditions will potentially increase the per unit cost of the HEPA units.

In addition to the upfront cost of procuring the HEPA units, the WRDSB will increase its energy consumption and waste generated when filters are replaced. Further consideration should be given to the labour costs associated with replacing filters and repairing these units. These incremental costs will create budget pressures in future school years for which Ministry funding will not be available to support their operation.

Overall, staff are not confident that deploying a HEPA unit to each classroom is feasible from a cost or procurement perspective.

Effectiveness

The effectiveness of HEPA filtration units can only be evaluated if all factors, such as mechanical ventilation, are considered.

Currently, mechanically ventilated spaces are adjusted to bypass existing CO₂ sensors and deliver maximum ventilation rates as directed by the Government of Ontario and Public Health. Maximum rates of ventilation will vary based on the systems' ability to condition outside air. Moderate weather allows systems to use 100% fresh air; extreme temperatures reduce the fresh air intake.

Mechanical ventilation systems are designed to heat enough air to provide the designed ventilation either to maintain CO₂ levels below the set point or to achieve the percentage of fresh air in the recirculated air. When mechanical ventilation is running, fresh air is being introduced to the classroom and simultaneously exhausted out from the classroom to achieve pressure balance

When mechanical ventilation is operating, air exchanges occur in the range of four to seven times per hour. Essentially, air in classrooms is exhausted at a rate of approximately once every ten (10) minutes.

As an example, a HEPA unit designed to filter the air within a 1,400 square foot room will typically filter the air once every every fifteen (15) minutes. In a classroom that has mechanical ventilation, the air is essentially exhausted the minute it is filtered which in turn provides limited overall benefit.

HEPA units produce a considerable amount of noise, which can affect the learning environment. Students may not be able to hear and teachers may overcompensate and strain their voices to compensate for the additional noise. Facility Services has installed speed controllers to many of the existing HEPA units to reduce the noise while maintaining a reasonable performance level.

The placement of the units also limits their effectiveness. Typically the HEPA units are placed in the corner of classrooms versus the centre of the room where they are the most effective at delivering the filtered air to more students. Transmission case studies provide evidence that persons sitting in the airflow downstream of an infected person are more likely to become infected. Physical distancing students and facing them in the same direction helps to mitigate this transmission risk. Further, Facility Services has selected units that exhaust upwards, along the floor, or use deflector shields to limit downstream infection risk. Regardless of the efforts to mitigate the risk of airflow transmission, the risk can never be fully mitigated.

Finally, neither the Ministry of Education nor Public Health has provided advice or direction to school boards that would compel them to place HEPA filtration units in every classroom.

Cost

The WRDSB has approximately 3,075 classrooms across a combination of 105 elementary schools, 16 secondary schools, and 2 alternative education sites. The table below summarizes the allocation of our current Portable High Efficiency Particulate Air Filters.

Classrooms in the system		3,075
LESS: HEPA Unit allocations		
Full Day Kindergarten Classrooms	303	
Alternative Continuum of Education Classrooms	93	
Occupied classrooms with no mechanical ventilation*	214	
Allocated for local classroom needs**	<u>64</u>	674
LESS: HEPA Units to be allocated		
Additional delivered by MGCS	70	
Additional units through WEFI fundraising	<u>17</u>	<u>87</u>
Classrooms without HEPA units		2,314
Average Unit Cost		\$725
Approximate Total Cost of adding HEPA units to the remainder of the classrooms in the system		<u>\$1,677,650</u>
*Occupied non-classroom spaces with no mechanical ventilation	<u>188</u>	
**Allocated for local non-classroom needs	<u>200</u>	
+Safety Stock	<u>17</u>	

Potential Funding Sources

Through the *Standalone High Efficiency Particulate Air (HEPA) unit Funding* provided by the Ministry of Education through a Priorities and Partnerships Fund, the WRDSB has approximately \$156,000 available for the acquisition of additional HEPA units. At an average unit cost of \$725, this funding will allow the WRDSB to acquire no more than 215 units.

Absent additional funding from the Ministry of Education, the cost of the remaining units could only come from the WRDSB's inappropriate accumulated surplus (reserves). The cost of the remaining 2,314 units is approximately \$1,677,650. Additional Ministry of Education approvals would be required prior to acquiring these units as there is a reasonable probability that this spending would cause the WRDSB to spend beyond its annual reserve spending cap.

The cost of maintaining and powering the additional units have not been contemplated in the costing above. WRDSB estimates that the annual operating cost of each unit is approximately \$262 which includes filters and energy costs. The additional 2,314 units will cost approximately \$606,268 annually.

Background

The Board of Trustees approved the following motion at the January 17, 2022 Committee of the Whole Meeting.

That the WRDSB investigate the feasibility, effectiveness and cost of placing HEPA filters in every classrooms; and

That the WRDSB investigate if funding for these filters is available through the Ministry or, if this is not possible, then by using unallocated surplus funds; and

That staff report back to Trustees no later than Feb 14, 2022.

Financial implications

There are no financial implications as a result of this report.

Communications

No further communication is required as a result of this report.

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



Report to Committee of the Whole

February 14, 2022

Subject: Long Term Fiscal Sustainability and Stability Task Force Quarterly Update

Recommendation

That the Long Term Fiscal Sustainability and Stability Task Force be disbanded as the work of the committee per the terms of reference has been completed.

Status

The Long Term Fiscal Sustainability and Stability Task Force (known as Fiscal Task Force) consists of the following members:

- Laurie Tremble, Trustee
- Kathleen Woodcock, Trustee
- Sean Finn, WREA Representative
- Sharlene McHolm, WREA Representative
- Krista Tucker Petrick, SSVPA Representative
- Siobhan Watters, SSPA Representative
- Lila Read, Associate Director
- Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board (Chair)

January 2022 Update

The Fiscal Task Force has worked over the past several years to meet the mandate articulated in the terms of reference approved by the Board of Trustees. Prior to the pandemic, the Fiscal Task Force worked diligently to find solutions to several financial challenges facing the WRDSB and solicit feedback from key stakeholders on the development of the WRDSB's annual budget. During the pandemic, school boards were focused on operating in accordance with the direction provided by the Ministry of Education and Public Health which left little discretion over the use of the additional funds provided to the WRDSB. As a result, the Fiscal Task Force did not solicit feedback from stakeholders as it had in the past through the budget survey.

The structural deficit which served as the genesis for the Fiscal Task Force has long since been addressed. Further the WRDSB is able to obtain a significant amount of feedback from stakeholders through other mechanisms (e.g., surveys, focus groups) associated with WRDSB's multi-year strategic plan. These mechanisms provided Trustees and Staff with understanding of the value of the WRDSB's programs and services and formed the basis for prioritizing the

WRDSB's funding allocation. These mechanisms will continue to be the primary means of obtaining stakeholder feedback.

Going forward, the Fiscal Task Force recommends leveraging existing structures, such as the Audit Committee, to assist in the development of the WRDSB's annual budget survey. As the 2022/2023 budget will once again be heavily weighted to address the impact of COVID-19, staff are planning to seek input from stakeholders through a budget survey in 2023.

Background

By way of a Board motion passed on June 23, 2014, the Fiscal Task Force was established. The mandate of the Fiscal Task Force is to undertake discussions, consider options and solutions to ensure the long term sustainability and stability of the Board. The Fiscal Task Force's Terms of Reference require quarterly updates to the Board of Trustees.

A copy of the original Terms of Reference can be found in Appendix A of this report.

Financial implications

No financial implications.

Communications

Prepared by: Matthew Gerard, Coordinating Superintendent,
Business Services & Treasurer of the Board
in consultation with Coordinating Council

APPENDIX A - Terms of Reference

Long Term Fiscal Sustainability and Stability Task Force Known as Fiscal Task Force

WRDSB Mandate June 23, 2014

That the Waterloo Region District School Board establish a task force to undertake discussions and consider options and solutions to ensure the long term fiscal sustainability and stability of the board.

That the task force will consist of designated staff and two trustees and will engage staff, the community and other partners as appropriate.

Terms of Reference

The task force will meet to discuss topics submitted through invitation or suggestion. The discussion will focus on their merit as it relates to the fiscal mandate of the board primarily but considered in the context of the board's mission. The discussion may subsequently result in further study, analysis, research or consultation and will be referred to the work group for follow-up. The work group assigned will be populated by staff specific to the topic under discussion. The work group will report back to the task force with full consideration of the topic/initiative. Further discussion will consider the options and solutions proposed.

Items of an operational nature may be referred to the Executive Committee for follow-up. Items requiring board action will be directed to a Committee of the Whole meeting for consideration of the full board through the Executive Committee.

The Task Force will undertake an engagement process whereby invitations will be made to staff and the public to submit suggestions that meet the criteria of long term sustainability and stability of the board's fiscal situation.

Members of the Task Force

2 Trustees
 1 Representative from WREA
 1 Representative from SSPA
 1 Executive Superintendent of Learning Services
 1 Executive Superintendent of Human Resources Services
 1 Executive Superintendent of Business Services (Chair)
 Total: 7

Meetings

1. All meetings will be held monthly on (options??):
 - The last Tuesday of the month at 5:00 pm; or
 - The first Tuesday of the month at 5:00 pm.

2. All meetings will be open to other trustees.
3. The meetings will be chaired by the Executive Superintendent of Business Services.
4. The committee will operate by consensus.
5. A quorum will be 4 members, one of which must be a trustee and one of which must be the Executive Superintendent of Business (or designate).
6. Agendas will be sent to all trustees. Meeting materials will be sent to Task Force Members and on request to other trustees.
7. Minutes of the meetings will be taken.
8. Progress updates (either orally or in writing will be provided to the board on a quarterly basis (suggested September, December, March and June).
9. The committee will undertake discussions and refer matters to an appropriately constituted work group for analysis and cost considerations.
10. Recommendations as determined by consensus of the task force members may be presented to the board as appropriate or referred to staff depending on the nature of the recommendation (governance or operational).

WATERLOO REGION DISTRICT SCHOOL BOARD

1. Fiscal activities of the Waterloo Region District School Board should align with the Board's mission which is to prepare, challenge and inspire learners to be engaged, connected and contributing global citizens.
2. Fiscal activities should reflect and be consistent with the values of the Waterloo Region District School Board.
3. Financial decisions should be guided by the Strategic Directions of the Waterloo Region District School Board which are:
 - Engaging students, families, staff and communities
 - Fostering wellness and well being
 - Pursuing student achievement and success for all
 - Embracing diversity and inclusion
 - Championing quality public education
 - Promoting forward thinking
4. All financial decisions and undertakings should be made in order to ensure the long term fiscal sustainability and stability of the Waterloo Region District School Board.
5. Expenditures of the Waterloo Region District School board should support optimizing learning for all students.
6. Expenditures of the Waterloo Region District School Board should reflect an efficient and effective operation in the delivery of all programs and services.
7. Expenditures of the Waterloo Region District School Board should reflect the maintenance of an efficient and effective support system.
8. Expenditures of the Waterloo Region District School Board should in total be consistent with the level of funding provided by the Province of Ontario and aligned with spending directives of the Ministry of Education.
9. Expenditures of the Waterloo Region District School Board should be prioritized based on the funding available, the delivery of mandated programs and the impact on programs and services for students.
10. Revenue generating opportunities should be consistent with the board's mission and values and not detract from the core responsibilities of the Waterloo Region District School Board.



Report to Committee of the Whole

February 14, 2022

Subject: School Year Calendars – 2022 - 2023

Recommendation

That the Waterloo Region District School Board approve the 2022-2023 School Year Calendars containing 194 school days, as outlined in Appendices A and B of the Report titled "School Year Calendars – 2022-2023".

Status

In preparation of the 2022-2023 School Year Calendars, a consultation process was established with representatives from stakeholder groups within the Waterloo Region District School Board, which included employee federations, associations and administrators. Members of this year's School Year Calendar Committee are:

- Rebecca Bearinger-Fay, Waterloo Region Elementary Administrators (WREA);
- Carol Dey, HR Senior Manager;
- Dan Enns, Waterloo Region Elementary Administrators (WREA);
- Susan Fabers, President, Supervision Monitors and Cafeteria Assistants (SMACA);
- Rob Gascho, President, OSSTF/FEESO, District 24;
- Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board;
- Janet Hale, Past President, Waterloo Region Elementary Administrators, WREA;
- Michelle Schmidt, Incoming President, Waterloo Region Elementary Administrators, WREA;
- Jayne Herring, Trustee;
- Shawn Hibbs, Vice-President, OSSTF/FEESO, ESS;
- Melissa Hilton, Manager Extended Day;
- Pam Kaur, Superintendent, Student Achievement & Well-Being (Committee Chair);
- Nick Landry, Controller, Financial Services;
- Jennifer Lee, HR Manager;

- Sandy Miller, Secondary School Vice-Principal Association;
- Jason Martz, President, CAMA;
- Kathy Mason, Supervisor of Client Support, ITS;
- Josh O'Connor, HR Manager;
- Carrie Osborne, President, Professional Student Services (PSSP);
- Carrie Parking, Paraprofessional Supervisor;
- Kylie Penticost, Communications Officer;
- Michelle Schmid, Waterloo Region Elementary Administrators (WREA);
- Graham Shantz, Coordinating Superintendent, Human Resource and Equity Services;
- Andi Theissen Reghr, Manager, Business Services;
- Shannon Thompson, Manager of Review Services;
- Joanne Threndyle, Waterloo Region Elementary Teachers' Federation of Ontario (ETFO);
- Deborah Tyrrell, President, Secondary School Principals Association(SSPA);
- Jenn Wallage, President, Waterloo Region DECE;
- Lynn Wilson, Educational Assistants Association (EAA);

In addition, discussions related to the alignment of School Year Calendars have occurred with the Waterloo Catholic District School Board (WCDSB) and neighbouring school boards. As in past years, it is our committee's goal to ensure that the calendar is aligned as closely as possible with the calendar proposed by the WCDSB while also observing days of significance as we allocate PA Days and Exam/Assessment Days.

The 2022-23 school year for both elementary and secondary students will begin on Tuesday, September 6, 2022.

September 1, 2022 is a PA day for both panels.

June 28th, 2023 is the last day for elementary students.

June 27th, 2023 is the last day for secondary students.

June 28th, 2023 is a PA Day for secondary schools only.

June 29th, 2023 is a PA Day for both elementary and secondary schools.

Background

This year, and in accordance with Regulation 304, district school boards are required to prepare, adopt, and submit to the Minister of Education, on or before the 1st day of March, 2022 a School Year Calendar. The Regulation also states that the school year calendar shall include a minimum of 194 school days of which 7 days may be designated by the board as professional activity days. Three of these days must be devoted to specific provincial education priorities and this year, 1 PA Day is designated prior to the first day of school for students. Furthermore, a board may designate up to



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

Elementary Draft

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	19	1					1 P	2	5 H	6 FD	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	19	1		3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 P	25	26	27	28	31				
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2022	17					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 H	27 H	28 B	29 B	30 B	
January 2023	16	1		2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30	31			
February 2023	19					1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	17	1		3	4	5	6	7	10 H	11 H	12	13	14	17	18	19	20	21 P	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	19	2					1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28 LD	29 P	30
July 2023				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	7		<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								

Provincial Priorities - 3

Reporting and Assessment - 2

FD - First day for students

Federation Day - 1

Year End Activities - 1

LD - Last day for students



Ministry of Education

School Year Calendar 2022 - 2023

Secondary Draft

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	19	1					1 P	2	5 H	6 FD	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	19	1		3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 P	25	26	27	28	31				
November 2022	21	1	2		1	2	3	4	7	8	9 E	10 E	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2022	17						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 H	27 H	28 B	29 B	30 B
January 2023	17		1	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31 E			
February 2023	18	1	2			1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	17	1	2	3	4	5	6	7	10 H	11 H	12	13	14	17	18	19 E	20 E	21 P	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	19	2	3				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 E	26 E	27 E	28 P	29 P	30
July 2023				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	7	10	<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								

Provincial Priorities - 3

Reporting and Assessment - 2

FD - First day for students

Federation Day - 1

Year End Activities - 1

Last day for students - June 27

E - Exam days

Report to Committee of the Whole

February 14, 2022

Subject: New School Naming - Southwest Kitchener Elementary School

Recommendation

The ad hoc school naming committee recommends that trustees approve the name, Oak Creek Public School, from the following shortlisted names for the new Southwest Kitchener Elementary School:

- *Silver Maple Public School*
- *Oak Creek Public School*
- *Eastern Meadowlark Public School*

Status

The new school name ad hoc committee reviewed suggestions received from public consultation and has shortlisted the following names:

- **Silver Maple Public School**
 - The Silver Maple grows in central and southern Ontario and is a large tree that can grow to be 35 m tall with a trunk that's more than 100 cm in diameter. Its light green leaves are 15 to 20 cm long, with 5 or 7 lobes. The Silver Maple is very similar to the Red Maple — except that its leaves turn pale yellow or brown, not red, in the fall. Its seeds are found in "keys" that fall down from the tree in the late spring. Bark on the silver maple's trunk is smooth and gray when the tree is young, and then becomes dark reddish brown and breaks into strips that peel off at either end and make the trunk look "shaggy". Sometimes, the trunks of silver maples are hollow, creating space for animals and birds to live in.
 - The Silver Maple tree, like many trees, sometimes provides space for animals and birds to live in its trunk. Similar to how an elementary school is a second home for many students and educators. A Silver Maple tree provides a home for animals, shade from the heat of the day and a natural playground and science classroom for the students of the school.
- **Oak Creek Public School**
 - **Oak** - Kitchener has a rich parks and trails system. Huron Natural Area is one of the largest parks and is located near the school site. The park has a well-documented Indigenous history that is being preserved. Oak trees (white, red) are native to this area. They are slow-growing (as a student

grows, their skills and knowledge are layered upon as they move through the grades, much like the rings of a tree). Oaks are strong and resilient, qualities we hope our students will gain as they mature.

- **Creek** - Strasburg Creek is located nearby and is one of the only cold-water streams in the area. As a body of flowing water, a creek symbolizes the connection from past to present, always moving towards a better future.
- **Eastern Meadowlark**
 - The Eastern Meadowlark is a threatened bird species that lives in southern Ontario. Birds have always had meaning to the Indigenous peoples and all other cultures. As the birds return from their migrations, their colour and songs bring joy and spirit back to the land. Just as the spirit of the school comes back to life when staff and students are back from their break.

A full list of name suggestions received is included in Annex A.

The ad-hoc naming committee has identified Oak Creek as the preferred choice. The connections to the natural world, through the symbols of the tree and the water offer students an opportunity to learn about, connect with, and develop deep respect for the natural world. Students will have opportunities to learn about the importance of each one of us as individuals and as communities to work to be good stewards of the environment.

In addition to this learning opportunity, the ad-hoc naming committee expressed an appreciation for the connections to student growth and development as well as the importance of making connections from the past to the present and movement toward a better future.

The committee would like to note that the original first choice was a name that had significance for our Indigenous Community. We were unable to select this name due to our time constraints and our need and desire to honour consultation with our Indigenous Communities. We would like to ask that the next naming committee would consider the name "White Pine".

Background

A new school provides a focal point for a community. School names typically reflect the community they serve or nearby geographical or historical characteristics. As such, seeking input from the public offers the opportunity to engage with the new school community in the process of building a new school.

We asked community members to submit their suggestions for the new school online in January. We received more than 120 suggestions. The naming committee met on Wednesday, February 2, 2022 and Tuesday, February 8, 2022 to review input from the community and to develop the shortlist of names.

The naming committee members were:

- Trustee Weston
- Trustee Smith
- Trustee Tremble
- Nicole Robinson, IEHR
- Luanne Roberts, IEAC
- Christina Restoule, IEAC
- Jeff Johnson, Principal
- Superintendent, Jodi Albrecht (Chair)

Board Policy 4020 Naming and Renaming Board Facilities, states that facilities must be named in accordance with the following:

- WRDSB schools and facilities will not be named for individuals as of June 2021;
- WRDSB facilities shall be given a name which is meaningful and reflects local historic events and/or places and distinguishing characteristics of the area, and that the name is not associated with family names;
- In selecting a place-based name that acknowledges and honours Indigenous history and the diverse cultures found within a community, it is necessary to seek early engagement and involvement from the appropriate Indigenous and school communities;
- In no case will any school or facility be named after a corporation
- The Board may choose to accept or reject any recommendation of the Naming Committee, but shall not choose any name not on the short-list of names recommended by the Naming Committee.
- The Board may choose to determine a request to be malicious or vexatious and may refuse to act on the request.

Financial implications

No financial implications.

Communications

We will inform the WRDSB community of the new school name online through social media, the WRDSB corporate website as well as the websites for the boundary schools.

Prepared by: Jodi Albrecht, Superintendent, Student Achievement and Well-Being
in consultation with Coordinating Council

ANNEX A: List of names submitted/considered (alphabetical)

Adroit Elementary School	Huron Road Public School	Southwest Heritage Public School
Anishinaabeg	Huron Valley Public School	Southwest Sage
Athena Public School	Huron-Wendat	Strasburg Creek Elementary School
Attawondaron Public School	Iroquois Public School	Sunshine Public School
Berlin Public School	Jinx Elementary	SweetTart Elementary
Bethany Elementary School	Josephine Mandamin	Tartan Ave Elementary School
Between the Lakes	Lakes of Haldimand Elementary School	Tartan Ave Public School
Birchbark	Laurel Crown	Tartan Eagles Public School
Bite of 83' Ave	Learn-A-Rama-Ding-Dong School	Tartan Elementary School
Bizhiki Public School	Lois Maxwell	Tartan Hills Public School
Blandings Turtle Public School	Messissague Public School	Tartan Public School
Classy McNap Time School	Michi Saagiig Public School	Tartan Scots Public School
Concord Public School	Migizi Public School	Tartan Sun Shine Public School
Dusty Grassland	Migiziwigwan Public School	Terry Fox Collegiate
E. Meadowlark	Miskwaadesi Public School	The Answer to my Password Hint School
Eagleton Public School	My Dear Watson Elementary	The Part-time Covid Attendance School
Elementary Elementary	Neutral Public School	Three Sisters
Faith Academy	New Elementary School	Time And Relative Dimension In Space School
Game Changers Elementary School	Nikola Tesla	Titan Elementary
George McStewart Public School	No Place Like Home School	Too Cool for School School
Grand River Public School	Not Your Father's School	Toronto's Hockey Academy
Grandma Josephine	Oak Creek	Treaty Elementary Public School
Grave Lakes	Oakdrum Public School	Treaty Public School
Haldiman Woods Public School	Odayin Public School	Turtle Elementary School
Haldimand Elementary School	Old School	Turtle Island Public School
Haldimand Kitchener	Paisley Elementary School	Two Lakes Treaty Elementary School
Haldimand Public School	Phonetic Skool	Ubuntu Public School
Happy Fun Day School	Plains Public School	Unity Public School
Harmony Elementary School	Rainbow Elementary	Wendat Public School
Harmony Public School	Rapid Lake Elementary School	White Pine Public School
Harmony South Public School	Robbie Burns	Willow Wood Public School
Haudenosaunee Public School	Rochefort Ave Public School	Winter Wood Public School
High Hills	Rose Elementary School	
Home School	School #1	
Hope Public School	School of Redundancy School	
Horizon	Schoolerific School	
Huron Hills Public School	Silver Maple Public School	
Huron Park Public School	Six Nations Elementary School	
Huron Provincial Elementary	Snow Day School	
Huron Public School	South Kitchener Public School	



Report to Committee of the Whole

February 14, 2022

**Subject: Motion: Ad Hoc School Naming Review
Committee Research Report**

Recommendation

That the research report that was presented to the Ad Hoc School Naming Committee be released to the Waterloo Region District School Board Trustees and the general public immediately.

Status

This Notice of Motion was served by Trustee C. Watson at the November 29, 2021 Committee of the Whole meeting with support from Trustee M. Ramsay.

Financial implication

The financial implications are not known at this time.

Communications

There are no communications planned at this time.

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



Report to Committee of the Whole

February 14, 2022

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 amendment of section 6.1 to read:

Policy Working Group Meetings will occur monthly from September to June, on a date that is mutually agreeable for the working group members. Meetings will be held virtually while COVID-19 restrictions are still in place.

Status

The Policy Working Group (PWG) has been meeting monthly on the second working Monday since May 2021. Recently, committee members have determined that meeting on Mondays is difficult because of the scheduling of other committees.

Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The policy working group has been meeting monthly since May 2021.

Financial implications

There are no known financial implications to changing the meeting dates.

Communications

If approved, meeting dates will be updated on the Meeting Schedule and shared with trustees.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for 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) 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 occur monthly from September to June, on a date that is mutually agreeable for the working group members. Meetings will be held virtually while COVID-19 restrictions are still in place.

~~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.