

APRIL 11, 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, April 11, 2022, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Staff Follow Up

Policy and Governance

01	Board Policy 3008 - Use of Board Resources During the Election Campaign	Chairperson
05	Board Policy 3003 - Trustee Professional Development	j. chanicka
09	Board Policy 4009 - Student Transportation	M. Gerard

Reports

13	Annual French Immersion Enrolment Status Update	M. Gerard
18	CO2 Sensor Feasibility Study Report	M. Gerard
24	OPSBA Policy Resolutions and Constitutional Amendments	Trustee L. Tremble
27	Motion: Elementary Libraries	Trustee C. Watson
28	Motion: Letter Regarding Suspension / Expulsion Reports	Trustee C. Watson
	Response to Indigenous Education Advisory Circle Recommendations	Chairperson
	Response to Black Parent Council KW	Chairperson

Board Reports

Question Period (*10 minutes*)

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

Adjournment

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



USE OF SCHOOL BOARD RESOURCES DURING THE ELECTION CAMPAIGN

Legal References: [Municipal Elections Act](#)
[Education Act](#)

Related References: [Board Policy G100 – Governance Policy - Foundations](#)
[Board Policy G201 – Trustee Code of Conduct](#)
[Board Policy 2009 – Board Advocacy](#)
[Board Policy 3010 – Political Candidate Visits During Federal Provincial & Municipal Elections](#)

Effective Date: *April 30, 2018*

Revisions: *May 25, 2018, February 8, 2021*

Reviewed: **April 11, 2022**

1. Objective

- 1.1 To establish instructions for the use of school board resources by trustees and candidates during the Municipal and School Board Election campaign period. Nothing in this policy prevents current elected trustees from performing their role and duties during their term of office. It also provides guidelines for activities involving trustees and candidates during the campaign.

2. Background Information

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- 2.1 Trustees play an important role as they are the only publicly elected official with the direct responsibility for the education of our children. The Waterloo Region District School Board (WRDSB) actively promotes and supports the role of the local democratically elected trustee.
- 2.2 Municipal and School Board Elections are held every four years and the Municipal Elections Act is reviewed after every election. Legislative changes following the last review were identified in both Bill 181, Municipal Elections Modernization Act and Bill 68, Modernizing Ontario's Municipal Legislation Act. The Municipal Elections Modernization Act received Royal Assent on June 9, 2016. In accordance with that Act,

“Before May 1 in the year of a regular election, municipalities and local boards shall establish rules and procedures with respect to the use of municipal or board resources, as the case may be, during the election campaign period.”

3. Definition of School Board Resources

- 3.1 School Board resources may include: staff time, computer, fax, telephone, cellphone, laptop, tablet, website, newsletter, email, wireless internet, board or school social media accounts. This list is to include any board-issued resource and any other information technology devices given to a trustee for their work use as a trustee of the board.

4. School Board Resources

- 4.1 Trustees will not use their Board office or school board-issued resources for any campaign-related purposes. This includes displaying election-related materials in Board offices, board meetings, board events or school-related events.

- 4.2 Trustees will not distribute or use the WRDSB logo or WRDSB telephone number or other contact information, including any WRDSB branding in any campaign-related material.
- 4.3 Trustees must ensure that all campaign-related material is funded by the trustee in their capacity as a candidate.
- 4.4 Trustees will not use the WRDSB's email system to distribute election-related electronic messages and will not use the WRDSB's voicemail system to record election-related messages.
- 4.5 Trustee websites and newsletters that are funded by the WRDSB, are not to include campaign-related material.
- 4.6 Trustees will use their personal information technology resources to create and use social media accounts created for campaign purposes. These are to be separate and distinct from any accounts used by the candidate in their position as a trustee.
- 4.7 Trustees will not use school board resources to distribute any election related materials (print, electronic or other method) to students, parents/guardians and/or caregivers.
- 4.8 Trustees will not use the services of WRDSB staff to assist or advise in the preparation, distribution or communication of any election-related material.

5. Other Activities during the Campaign Period

5.1 School Visits – by Trustees

Trustees who are seeking re-election may continue to perform their duties which may include their continued participation in local events held in schools while they serve their term of office. Trustees should not participate in activities at school events that could reasonably be perceived as campaigning.

5.2 School Visits – by Candidates

Requests for visits by candidates, for the purposes of campaigning, are not considered appropriate. All Candidates Meetings are encouraged and may occur on school property. All Candidates Meetings must follow the requirements outlined in Board Policy 3010 - Political Candidate Visits During Federal Provincial & Municipal Elections.

5.3 School-Related Events

Candidates are not permitted to campaign at school-related events intended for the students and parents/guardians of that school. Current trustees may continue to attend and participate in school-related activities but shall not campaign or conduct themselves in any way that may reasonably be perceived as campaigning.

5.4 Campaign Involvement – Student

Students are encouraged to participate in curriculum-based activities (Civics) and democratic awareness programs such as Student Vote. Secondary students may choose to earn their Community Involvement Hours by participating in an election campaign. It is strongly recommended that students not volunteer for a candidate seeking election for their local school board. Any campaign or election activities must be done outside of school hours and not on school property.



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TRUSTEE PROFESSIONAL DEVELOPMENT **EXPENSES**

Legal References:	<i>Education Act, Section 171(1)17: Powers of Boards – Membership Fees and Travelling Expenses</i> <i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines;</i> <i>Ministry Memo 2009:B8 – Trustee Expense Guideline</i>
Related References:	<u>Board Policy 3001 – Travel, Meals and Hospitality Expenditures – Trustees</u> <u>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</u> <i>FS-18-AS5 – Request for Expense Reimbursement</i> <i>Trustee Request For Reimbursement Of Expenses - Professional Development</i> <i>HR-99-300 - Request for Staff Development Funds</i>
Effective Date:	<i>January 25, 2010</i>
Revisions:	<i>June 13, 2016; November 20, 2017, April 11, 2022</i>
Reviewed:	<i>November 12, 2018</i>

1. Trustee Professional Development

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to support and encourage the attendance of trustees at conferences, conventions, seminars and courses of an educational nature, in accordance with the regulations governing this policy, subject to budget limitations established by the WRDSB, in recognition of the benefits of providing opportunities for trustees to gain greater depth of knowledge and experience relative to their responsibilities.

2. Guidelines

- 2.1 A trustee professional development budget shall be established annually by the WRDSB.
- 2.2 Trustees may not **travel to attend** more than one out-of-province professional development activity per year.
- 2.3 No more than three trustees may **travel to attend** the same out-of-province professional development activity.
- 2.4 In the event that more than three trustees apply to **travel to attend** the same out-of-province professional development activity, a special committee consisting of the Chairperson and two trustees to be appointed by the Board of Trustees would make the determination in accordance with the regulations. The Committee will give consideration to Board or Committee members having a special interest in the topic(s) being covered during the professional development activity and to the order in which applications were received.
- 2.5 The WRDSB will pay expenses in connection with the attendance by a trustee at an approved professional development activity in accordance with Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.
- 2.6 A “Request for Staff Development Funds” form (HR-99-300) must be completed and submitted to the Chairperson for approval prior to attending the professional development activity.

- 2.7 Supporting vouchers and receipts for expenses incurred under these regulations must be submitted to the Chairperson's Office on a **Trustee Request For Reimbursement Of Expenses - Professional Development** Request for Reimbursement of Expenses Form (FS-18-AS5).
- 2.8 Trustees whose expenses are being paid by another sponsoring organization will not be reimbursed under the policy and regulations.
- 2.9 Trustees attending a professional development activity under this policy and its regulations must complete a written report attached to the **Trustee Request For Reimbursement Of Expenses - Professional Development** Request for Reimbursement of Expenses Form. The conference report will be posted on the WRDSB website quarterly providing information about the experience and how it contributed to their position as Trustee, as well as to education in the WRDSB while supporting the strategic plan.

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Legal References:	<i>Education Act s. 190 (1)</i>
Related References:	<i>Board Policy 6001 - Code of Conduct</i> <i>Board Policy 6008 – Student Discipline</i> <i>Board Policy 6009 – Student Bullying Prevention and Intervention</i> <i>Administrative Procedure 1260 – Student Discipline Procedures</i> <i>Administration Procedure 1620 – Alternative Suspension Program</i> <i>Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies</i> <i>Administrative Procedure 4260 – Student Transportation</i> <i>Active Transportation Charter (2011)</i>
Effective Date:	<i>February 1998</i>
Revisions:	<i>June 2010, April 11, 2022</i>
Reviewed:	<i>January 16, 2017, March 18, 2019, April 11, 2022</i>

1. Preamble

- 1.1. The *Education Act*, Section 190 (1) states that a school board may provide transportation to and from the school that the pupil attends for:
 - 1.1.1. a resident pupil of the board who is enrolled in a school that the board operates; or a resident pupil of the board who is enrolled in a school operated by another board under an agreement between the boards;
 - 1.1.2. a pupil in respect of whom the Minister pays the cost of education under the regulations; and
 - 1.1.3. a child over two years of age who may, under the regulations, be admitted to a program for children who are deaf or hard of hearing, ~~transportation to and from the school that the pupil attends.~~
- 1.1 The Waterloo Region District School Board (WRDSB) recognizes that although the *Education Act* places no mandatory responsibility on a school board to provide transportation for pupils students, there may be existing conditions which warrant transportation for certain pupils.
- 1.2 The WRDSB believes it has a responsibility to provide active and sustainable school travel options to all pupils of the board.
 - 1.2.3.1 The WRDSB-adopted Active Transportation Charter outlines the principles of safe, comfortable and convenient active modes of transportation.
- 1.3 Student transportation for the WRDSB is planned for and overseen by Student Transportation Services of Waterloo Region (STSWR).

2. Student Transportation ~~General Transportation Policy~~

2.1 The following distance guidelines shall be used to determine eligibility:

2.1.1 For students living in urban municipalities and townships within Waterloo Region ~~established settlement areas~~, transportation may be provided to students living beyond the following distance to their assigned school:

<i>Grade</i>	<i>Distance</i>
Junior and Senior Kindergarten	0.8 km
1- 8	1.6 km
9- 12	3.2 km

2.1.2 For students living in rural areas outside urban municipalities and established settlement areas, transportation will be provided to all students in a manner deemed safe and appropriate by ~~Student Transportation Services of Waterloo Region-STSWR~~.

2.1.3 In some cases, transportation outside the guidelines may be granted for exceptional circumstances (e.g., medical needs, safety hazards). The process to request transportation under these circumstances is outlined in *Administrative Procedure 4260 - Student Transportation*.

2.2 Transportation may be withdrawn for violations of the student code of conduct (refer to *Board Policy 6001 - Code of Conduct*).

2.3 ~~Student transportation for WRDSB is planned and overseen by STSWR.~~ All transportation measurements will be determined by STSWR and be based on the shortest distance by road, path or walkway from home to school or bus stop, and are subject to ~~a~~ reasonable flexibility beyond the guidelines.

2.4 ~~Students ineligible for transportation services may be supported through School Travel Planning.~~

2.5 This policy will be implemented in accordance with *Administrative Procedure 4260 - Student Transportation*.



STUDENT TRANSPORTATION

Legal References:	<i>Education Act: Section 190 (1)</i>
Related References:	<i>Board Policy 6008 – Student Discipline Board Policy 6009 – Student Bullying Prevention and Intervention Administrative Procedure 1260 – Student Discipline Procedures Administration Procedure 1620 – Alternative Suspension Program Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies Administrative Procedure 4260 – Student Transportation</i>
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 - 1.1.1 a resident pupil of the Board who is enrolled in a school that the Board operates, or in a school operated by another Board to which the Board pays fees in respect of such pupil;
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- 1.2 The Waterloo Region District School Board (WRDSB) recognizes that although the Education Act places no mandatory responsibility on a Board to provide transportation for students, there may be existing conditions which warrant transportation for certain pupils.

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- 2.1.2 For students living in rural areas outside urban municipalities and established settlement areas, transportation will be provided to all students in a manner deemed safe and appropriate by Student Transportation Services of Waterloo Region (STSWR).

- 2.1.3 In some cases, transportation outside the guidelines may be granted for exceptional circumstances (medical needs, safety hazards). The process to request transportation under these circumstances is outlined in AP4260 Student Transportation.
- 2.2 Transportation may be withdrawn for violations of the student code of conduct.
- 2.3 Student transportation for WRDSB is planned and overseen by STSWR. All transportation measurements will be determined by STSWR and be based on the shortest distance by road, path or walkway from home to school or bus stop, and are subject to a reasonable flexibility beyond the guidelines.
- 2.4 This policy will be implemented in accordance with Administrative Procedure 4260-Student Transportation.



Report to Committee of the Whole

April 11, 2022

Subject: Annual French Immersion Enrolment Status Update

Recommendation

This report is for the information of the Board.

Status

For the 2021-2022 school year, 42 elementary schools are offering a French Immersion program. All schools currently offering French Immersion will continue in 2022-2023, and no other schools will add French Immersion programs.

Projected Grade 1 Enrolment

There were 1358 students who applied to the Grade 1 French Immersion program for the 2022-2023 school year in Phase 1 (applications received between January 5, 2022, and January 31, 2022). This is an increase of 14 percent (162 students) over last year. Approximately 56 students have applied so far during Phase 2 (applications received between February 1, 2022, and September 30, 2022). Students may continue to apply for the program until the 20th instructional day in September 2022. As of April 3, 2022:

- 1217 students have been placed in Grade 1 French Immersion classes;
- 83 remain on waiting lists;
- 21 selected only their Home School and could not be placed there as those sites do not offer French Immersion; and
- 93 have moved out of the district or decided not to pursue French Immersion.

Further details on how classes were formed are included in Appendix A.

Background

Appendix B details the sites selected to offer Grade 1 of the French Immersion program in September 2022. For 2022-2023, there will be 15 elementary French Immersion sites with limitations on Grade 1 out of area registrations (Limited Enrolment schools). Families were allowed to choose these sites as their first or second alternative choices; however, in the preparation of the class lists, most spaces at these schools have been held to accommodate Phase 2 students who live within the boundary. The remaining spaces may be filled by out-of-boundary students at a later date. This approach provides greater flexibility in filling classes, restricting out-of-boundary enrollment when necessary, creating more choices for families, and providing better data points to determine which schools are generating a large volume of demand from out-of-boundary.

The French Immersion program began in the Waterloo Region District School Board (WRDSB) in 1977, and since then, the program has continued to expand. In 2021-2022, 5 schools added additional grades to their program. These same 5 schools will also add additional grades to their program in 2022-2023.

It is the practice of the WRDSB to consider implementing the French Immersion program in school communities when sufficient demand exists, as defined in Administrative Procedure 1000 – French Immersion - Elementary. Based on applications received during Phase 1 of the 2022-2023 registration process, there was not enough demand demonstrated at any non-French Immersion schools to justify the formation of new classes.

In December 2021, Administrative Procedure 1000 – French Immersion - Elementary was revised to provide additional process clarity, including defining the terms used in the procedure.

The Grade 1 component of the French Immersion program typically represents approximately 28 percent of the total Grade 1 enrolment. French Immersion Grade 1 classes are organized to accommodate the greatest number of students in the program.

Financial implications

No financial implications.

Communications

On January 5, 2022, a message about French Language programs was sent out using School-Day to all current WRDSB students attending elementary schools offering Senior Kindergarten (SK) providing information on how to apply for French Immersion. This message was translated into 15 different languages. Schools were asked to share this information using other mediums with families not signed up for School-Day. Information about applying for French Immersion was also posted through the WRDSB's social media channels and websites.

Instead of the French program information sessions typically held in person during December, a pre-recorded presentation was posted on the WRDSB's website. Families could access this presentation at any time and connect with staff to address their questions and concerns.

Before March Break (by March 11, 2022), Phase 1 families were notified of their placements through the online French Immersion application system. Phase 2 students were processed the week of March 28, 2022, and as needed until October. Business Services staff facilitate communication between applicants and the approved schools.

Prepared by: Matthew Gerard, Coordinating Superintendent Business Services and Treasurer of the Board
Lauren Agar, Manager of Planning
in consultation with Coordinating Council

Grade 1 French Immersion Classes

When generating Grade 1 French Immersion class lists and program locations, the following procedural guidelines are followed:

- Due to the enrollment cap of 23 on Grade 1 French Immersion classes, the minimum number of students required to open a class in any site with an existing French Immersion program (contingent on the availability of physical space at the school site) is:
 - 18 students for one class (Please note that exceptions are made for geographically isolated sites where 18 students are not achieved before staffing allocations. Combined grade classes will be used to keep the program at the site)
 - 36 students for two classes
 - 54 students for three classes
- A minimum of 36 students is required to open a class at a school site that does not have an existing French Immersion program, contingent on the availability of physical space and several other factors.
- Based on registrations received during Phase 1 (between January 5 and 31, 2022), all Grade 1 French Immersion classes are created through a lottery system in this order:
 - Home School and Assigned School students with a sibling in French Immersion at the school. This only applies if the sibling attends French Immersion at the Home School/Assigned School when the applicant enters Grade 1.
 - Home School students without siblings in a French Immersion program.
 - Out-of-Boundary students, including Assigned School students who do not meet the criteria laid out in #1, except at Limited Enrolment schools
- After January 31, 2022, all registrants are added to the class list on a first-come, first-served basis (Phase 2) until the 20th instructional day of the school year.
- Every effort is made to accommodate students with their first choice site selection. If the first choice site has already been filled to a maximum of 23 students, students are placed in the lottery at their second and/or third choice site (space permitting). Should no space be available in the applicant's selected sites, the applicant is placed on a waiting list at one of their chosen sites.
- Some sites are considered Limited Enrolment sites and may not be able to accommodate out-of-area students. An assessment of a schools' ability to handle out-of-area enrolment is done at the school and board levels. These sites are marked with an asterisk

Projected 2022-2023 Grade 1 French Immersion Enrolment

School Name	# classes 2022/23	Total Class List	Home/ Assigned School Placed	Out of Area Placed	Waiting List**
Abraham Erb PS	1	23	23	0	2
Baden PS	1	23	18	5	7
Breslau PS*	1	19	15	4	1
Brigadoon PS*	1	23	23	0	8
Cedar Creek PS	1	15	13	2	0
Chicopee Hills PS*	1	23	23	0	3
Clemens Mill PS	1	22	20	2	0
Crestview PS	1	23	17	6	0
Driftwood Park PS	1	23	19	4	1
Edna Staebler PS	1	22	22	0	0
Elgin Street PS	1	23	14	9	0
Elizabeth Ziegler PS	2	46	35	11	3
Empire PS*	2	46	46	0	0
Franklin PS	2	42	28	14	0
Groh PS*	2	42	38	4	0
Hespeler PS*	1.5	31	31	0	12
Highland PS	2	46	36	10	1
J F Carmichael PS	2	36	31	5	0
J W Gerth PS	1	23	23	0	6
Janet Metcalfe PS*	1	23	23	0	6
Jean Steckle PS*	2	37	37	0	2
John Mahood PS	1	23	19	4	1
Keatsway PS*	1	23	23	0	1
Laurelwood PS*	1.5	28	28	0	1
Lester B Pearson PS	2	41	34	7	0
Mary Johnston PS	2	46	36	10	1
Millen Woods PS	1	23	23	0	4
Moffat Creek PS*	1	22	22	0	7

School Name	# classes 2022/23	Total Class List	Home/ Assigned School Placed	Out of Area Placed	Waiting List**
N A MacEachern PS	1	23	22	1	1
Ryerson PS	1	23	15	8	0
Saginaw PS	1.5	29	29	0	1
Sandhills PS	2	43	33	10	0
Sandowne PS	1	19	12	7	0
Sheppard PS	2	42	33	9	0
Southridge PS	1	23	17	6	3
Suddaby PS	1	23	23	0	1
Tait Street PS*	1	22	22	0	0
Vista Hills PS*	2	43	43	0	1
W T Townshend PS*	1	23	23	0	2
Westmount PS	1	23	23	0	3
Westvale PS	2	42	39	3	0
Williamsburg PS*	1	22	22	0	4
TOTAL	56.5	1217	1076	141	83

*Limited Enrolment school

**Students may be on waiting lists for multiple schools. This total shows students at their top choice.



Report to Committee of the Whole

April 11, 2022

Subject: CO₂ Sensor Feasibility Study Report

Recommendation

This report is provided for information of the Board.

Status

At the WRDSB, approximately 90% of our teaching spaces have been outfitted with mechanical ventilation. Of these spaces, approximately 60% are utilizing CO₂ sensors to control ventilation. COVID-19 Resilience Infrastructure System (CVRIS) and School Condition Improvement funding will allow Facility Services to mechanically ventilate an additional 76 classrooms increasing our percentage of teaching spaces with mechanical ventilation to 92%. Additionally, WRDSB schools have approximately 479 CO₂ sensors integrated within return ductwork and another 282 within dedicated units servicing single rooms.

The motion indicated the pilot should “determine their usefulness at measuring and logging air quality, including CO₂, and clean air delivery rate (CADR) in occupied rooms”. Clean air delivery rate (CADR) is a metric that was developed as a way of measuring the performance of air purifiers. The CADR rating reflects the volume of air in CFM (cubic feet per minute) that is cleaned of particles of certain sizes. In terms of ventilation, the common metric is Air Changes per Hour (ACH) which reflects the number of times the air in the room is changed out in a 60-minute period.

In response to the motion, staff considered the following methodology for collecting CO₂ data from classrooms:

- Placing a single measuring device (sensor) for each classroom selected;
- Sensors will be located where they cannot be reached to prevent tampering;
- Sensors will not provide a real time visual readout display; and
- data points are to be collected at one minute intervals.

Although CO₂ levels can be measured several different ways, the following three approaches best align with the WRDSB’s existing resources and infrastructure:

1. **Utilize existing CO₂ sensors to collect data** - Data can be readily accessed from our existing CO₂ sensors integrated within the demand control ventilation systems, which are connected to the building automation system (BAS);
2. **Augment existing CO₂ sensors with additional sensors** - Install additional wall/ceiling mounted sensors into selected classrooms. The sensors will be integrated into the BAS.

3. **Battery operated stand alone sensors** - Sensors would be located in each classroom and log data individually or connect to a base station wirelessly to log and store data. Data could be manually retrieved from these devices.

School boards have been directed to maximize the amount of fresh air provided to classroom spaces. As such, demand control ventilation systems are disabled to provide the maximum amount of fresh air into mechanically ventilated classrooms. If the pilot is intended to capture CO₂ levels during normal operations, BAS will need to be set to pre-COVID-19 operations which is contrary to the direction provided to school boards.

Data on classroom CO₂ levels can be most effectively collected by using a combination of existing classroom sensors and installing new ceiling and/or wall mounted sensors in classrooms. Where feasible, those sensors can be integrated into existing building automation systems where data can be logged and basic graphical analysis can be performed.

Background

A Notice of Motion was served at the January 17, 2022, Committee of the Whole meeting by Trustee J. Weston with support from Trustee J. Herring. At the March 21, 2022 Committee of the Whole, the motion was moved by J. Weston, seconded by J. Herring as follows:

That Trustees direct staff to investigate the feasibility and effectiveness of placing CO₂ monitors in a minimum of three schools, as a pilot project, to determine their usefulness at measuring and logging air quality, including CO₂, and clean air delivery rate (CADR) in occupied rooms; and That the report includes a full costing of implementing this pilot; and That staff report back to Trustees in April 2022.

Financial Implications

Estimated cost for purchase and installation of wall or ceiling mounted CO₂ sensors in classrooms at three schools is approximately \$90,000. This would include programming costs to integrate with the BAS.

A consultant would be engaged to assist with developing a methodology for data collection and analysis, analyze the data with respect to air quality and CADR, and generate a report of findings. This work is estimated to cost approximately \$20,000.

This can be funded from existing facility services budgets but will displace other planned work.

Communications

Facility Services staff have consulted with the existing building controls contractors and internal subject matter experts to prepare 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.

Appendix A - Carbon Dioxide

Carbon Dioxide (CO₂) is present in the ambient air at approximately 400 ppm. As humans breathe, they absorb oxygen and expel CO₂. CO₂ itself is not harmful but higher levels of CO₂ would indicate lower levels of oxygen. Low levels of oxygen are known to affect cognitive abilities and alertness. CO₂ levels are commonly used as an indicator of when an occupied space requires fresh air (ventilation).

CO₂ cannot be filtered out of the air using MERV 13 or HEPA filtration. CO₂ particles are too small to be trapped. Therefore, the only way to reduce CO₂ is to dilute it with fresh air with lower CO₂ levels through ventilation. Ventilation is achieved either by natural ventilations (i.e. where air leaks into spaces through cracks, openings, windows, and doors) or mechanical ventilation (i.e. where fans pull air from outside into the building).

Natural ventilation is how most residential homes are ventilated. This is further improved by bathroom or stove exhaust fans discharging air and creating a small draw of air into the building. This works well for large spaces with relatively few people. Also, the more airtight the home is, the more energy efficient it is as well. Heating or cooling of the home using a forced air furnace is simply recirculating air within the house, filtering it to remove particles like dust or pet fur, and heating or cooling the air to a desired temperature.

Schools without mechanical ventilation will depend on natural ventilation and exhaust fans drawing in air to provide fresh air into the building. However, schools can have more people occupying spaces like classrooms for longer periods of time. This can result in higher levels of CO₂ building up. Ideally, the classroom would have operable windows that could be opened, and students would move to different spaces throughout the day including time outside. This would allow CO₂ levels to fluctuate up and down.

Schools with mechanical ventilation systems will draw in fresh air, filter that air, heat or cool it, and supply it to the classroom. At the same time, it is pulling air from the classroom through a return duct or plenum cavity and exhausting it outside. This can be based on theoretical calculations of room size and air flow rates. These systems can also measure CO₂ and adjust the amount of fresh air based on those readings. This is called Demand Controlled Ventilation.

Since we live in Canada, outside air temperatures rarely align with the desired 21 degrees Celsius. As such, we need to heat or cool the air we bring in. Demand controlled ventilation systems adjust air flow to actual needs and therefore optimize money invested to heat or cool the air. During the COVID-19 pandemic, these controls have been overridden and the amount of fresh air is maximized. Only limited by the capability of the equipment to heat the air to a reasonable comfortable temperature before introducing it into the classroom.

CO₂ and COVID-19

Air quality is a broad term that can include many different potential contaminants affecting the air we breathe. CO₂ is naturally occurring, very small particle size and otherwise harmless. Ambient air CO₂ levels are approximately 400 parts per million (PPM). The target for CO₂ levels in classrooms varies but the generally accepted target range would be 700 ppm above ambient so 1100 PPM. Levels higher than 1100 PPM are not dangerous for short periods of time with levels needing to reach 30,000 PPM to be considered immediately dangerous to life and health.

The COVID-19 virus is known to become airborne attached to an aerosolized droplet emitted by people when they breathe, cough or sneeze. The presence of CO₂ does not indicate whether covid 19 is present or not. Thus using CO₂ as a proxy to measure air quality in terms of COVID-19 risk is not always reliable. CO₂ will vary depending on a variety of factors including but not limited to the number of people, amount of ventilation, length of time with the space.

High-efficiency particulate absorbing (HEPA) filtration has been added to non-mechanically ventilated spaces to improve air quality as they are very effective in these spaces at removing aerosolized droplets containing COVID-19 virus. HEPA units however cannot remove CO₂ and do nothing to address high CO₂ levels.

CO₂ readings can provide valuable information to adjust ventilation rates and schedules to optimize the delivery of fresh air when it is most needed based on the occupancy of the space. This is a significant driver for the use of CO₂ sensors in demand control ventilation systems.

Similar to measuring temperature, a single point of measurement is most reliable when the air is homogeneous throughout the space. However, we know that is not the case. For example, your home thermostat may read 72 in the hallway where it's located but it may be 65 in the basement and 75 upstairs and 60 close to the window. You hope the reading gives an average temperature and your furnace heats accordingly. This is why a well placed thermostat works well and a poorly placed thermostat results in spaces that are too hot and cold. A single point CO₂ sensor in an 800 sq ft classroom will have a similar issue and readings will depend on the location, proximity to students, direction of airflow, proximity to fresh air diffusers, etc.

Although systems may vary in design and application, CO₂ sensors are typically installed in return airstream and measure a combined air flow from multiple classroom spaces. In some cases, the CO₂ is integrated into a single unit that serves one classroom, such as a portable. For typical air handling units serving a group of classrooms, as the CO₂ levels reach 1000 ppm, the system adjusts fresh air intake, starting at 0% then reaching 40% at 1200 ppm. CO₂ can fluctuate higher than 1200 for short periods of time before the introduction of fresh air brings levels down to a desired level. If CO₂ levels reach 1750 ppm, the system triggers a priority 1 alarm that is registered on the BAS dashboard and the BAS technician is alerted and can investigate. Systems can vary based on age, technology, design but this is typical for the logistics of how these systems are controlled using CO₂ levels.

During the COVID-19 pandemic, controls using CO₂ sensors have been overridden and ventilation rates maximized as per direction from the Ministry of Education. Filters have been upgraded to MERV 13 wherever possible. Classrooms without mechanical ventilation or without MERV 13 filters have been equipped with HEPA filtration units to target removal of covid 19 viruses that would not otherwise be reduced by the HVAC system.

There are many misunderstandings and confusion regarding CO₂. Those include:

- If CO₂ levels are low, covid risk is also low;
- CO₂ is dangerous;
- CO₂ can be filtered by HEPA and MERV 13 filters; and
- Perceived high CO₂ levels can cause adverse health effects.

What we do know:

- CO₂ levels are not a good proxy for COVID-19 risk due to the multiple other factors that affect transmission;
- The time weighted average exposure of CO₂ as per *Occupational Health and Safety Act, Regulation 833: Control of Exposure to Biological or Chemical Agents* is 5000 ppm for a period of 8 hrs, and short term exposure limit of 30,000 ppm;
- The particle size of CO₂ is very small, it is present in ambient air and cannot be filtered out by HEPA or MERV 13 filters; and
- There are many studies and varied findings about CO₂ impact on cognitive brain function.

Without context, CO₂ levels taken at a moment in time from a specific location, can be easily misinterpreted and incorrect conclusions may be drawn as a result.



Report to Committee of the Whole

April 11, 2022

Subject: Motion: OPSBA AGM Proposed Resolutions

Recommendation

That the Waterloo Region District School Board approve and support the following Policy Resolution submission to OPSBA regarding Indigenous course requirements for graduation:

That OPSBA call on the Government of Ontario to announce an Indigenous course requirement for graduation modelled after the one announced in the Province of British Columbia; and

That OPSBA request that this requirement be implemented so that it is in place for students entering secondary school for the 2024/25 school year.

Status

The full proposed Policy Resolution for the 2022 OPSBA AGM can be found as Appendix A.

Policy resolutions should reflect the corporate position of a member school board and address issues that have provincial implications. Proposals for action by OPSBA should be clearly identified.

In order to have policy resolutions reviewed by Executive Council (Policy Resolution Review Committee), submissions must be received at the OPSBA office by April 13, 2022.

Financial Implications

The financial implications are not known at this time.

Communications

All approved Policy Resolutions and Proposed Amendments to the OPSBA Constitution will be submitted to OPSBA on the April 13, 2022 deadline.

Prepared by: Stephanie Reidel, Manager of Corporate Services
on behalf of Chairperson Scott Paitkowski.



OPSBA POLICY RESOLUTION SUBMISSION FORM

Indigenous course requirements for graduation

Rationale

Whereas, the Province of British Columbia has announced that it will require all secondary school students to complete Indigenous-focused course work (four credits) as a condition of graduation (information on this initiative can be found at <https://engage.gov.bc.ca/app/uploads/sites/736/2022/03/FNESC-EDUC-Grad-Requirement-Two-Page-March-4.pdf>);

Whereas, this change in graduation requirements becomes effective for British Columbia students entering secondary school in the 2023/24 school year; and

Whereas, Ontario students would also benefit greatly from a deeper understanding of Indigenous peoples that can best be gained through Indigenous-themed curriculum; and

Whereas, The Truth and Reconciliation Commission Call to Action 629(i) ask provincial governments to make curriculum on residential schools, Treaties, and Indigenous perspectives and contributions a mandatory education requirement.

Resolution

Be it resolved, that OPSBA call on the Government of Ontario to announce an Indigenous course requirement for graduation modelled after the one announced in the Province of British Columbia.

Be it further resolved, that OPSBA request that this requirement be implemented so that it is in place for students entering secondary school for the 2024/25 school year.

Respectfully submitted,

Date of Submission: April 12, 2022

Name of Member Board Representative: [Click or tap here to enter text.](#)

Title of Member Board Representative: [Click or tap here to enter text.](#)

Name of Member Board: Waterloo Region District School Board



Report to Committee of the Whole

April 11, 2022

Subject: Motion: Elementary Libraries

Recommendation

That the Waterloo Region District School Board direct staff to present a detailed written report to the board of trustees by the end of March 2022, concerning the age discrepancy between the Ministry of Education Curriculum guidelines, Human Development and Sexual Health, and the library resources that would further support K-6 students in WRDSB school libraries and strategies that would ensure that we are in compliance with Ministry curriculum guideline expectations.

Status

This Notice of Motion was served by Trustee C. Watson at the January 31, 2022 Board meeting with support from Trustee M. Ramsay.

Background

The following recitals were included to serve as a Background for this motion:

Whereas trustees have received many concerns from the public about age appropriateness concerning library resources for K-6 children in school libraries.

Whereas there is an appearance of an age discrepancy between the Ministry of Education Curriculum guidelines, Human Development and Sexual Health education, and K-6 guidelines library resources that would further support K-6 students.

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

April 11, 2022

Subject: Motion: Letter Regarding Suspension and Expulsion Reports

Recommendation

That the Waterloo Region District School Board write a letter to the Minister of Education requesting that the Suspension/Expulsion, Annual Reports and monthly Suspension/Expulsion reports, be amended to include an in-depth analysis of students with exceptionalities that have been suspended or expelled; and

That this analysis also includes the different types of exceptionalities and the number of students with exceptionalities that have been suspended or expelled; and

That this letter will be shared with other SEACs in the province of Ontario and OPSOA.

Status

This Notice of Motion was served by Trustee C. Watson at the February 28, 2022 Board meeting with support from Trustee M. Ramsay.

Financial implication

The financial implications are not known at this time.

Communications

If approved, the Chairperson will write the letter requested and distribute as directed.

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