

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE AND AGENDA**

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1<sup>st</sup> Floor, 51 Ardelet Avenue, Kitchener, Ontario, on **Monday, June 12, 2017, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

Maryanne Paul – Pride Flag Initiative  
Jeanette Hiller – Pride Flag Initiative  
Jacki Yovanoff – Pride Flag Initiative  
Sean Henderson – French Immersion Program Review

**Policy and Governance (30 minutes)**

- 01** Review of Board Policy 4011 – School Parking Lot Safety (MW)
- 03** Review of Board Policy 5002 – Leave of Absence – Federal/Provincial Political Candidates (MW)
- 05** Review of Board Policy 5009 – Travel, Meals and Hospitality – Staff (MG)
- 07** Review of Board Policy 6003 – Scholarship Prizes & Awards (MG)
- 09** Review of Board Policy 6009 – Student Bullying Prevention & Intervention (PR)
- 23** Final Approval of Board Policy G100 – Governance Foundations (NM)

**Reports (Human Resource Services and Student Achievement and Well-Being Services Focus)**

- |           |  |                      |
|-----------|--|----------------------|
|           | Pride Flag Initiative  | J. Bryant/N. Manning |
| <b>30</b> | Interim Financial Report & Forecast at April 30, 2017            | M. Gerard            |
| <b>37</b> | Major Capital Projects Quarterly Update                          | M. Gerard            |
| <b>39</b> | Motion from Trustee C. Watson re French Immersion Program Review |                      |
| <b>40</b> | Approval of Membership in OPSBA (Board Policy 3007)              | Chairperson/Trustees |

**Staff and Board Reports**

Follow-up on items from Question Period Staff

**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  
Jayne Herring, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Jayne.Herring@wrdsb.on.ca](mailto:Jayne.Herring@wrdsb.on.ca)





## SCHOOL PARKING LOT SAFETY

Legal References: *Education Act*

Related References:

Effective Date: *May 2004*

Revisions: *April 14, 2014*

Reviewed: February, 2016

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to ensure that student safety is the priority when schools establish guidelines for the managing of traffic in school driveways and parking lots, recognizing that:
  - 1.1.1 elementary students in Junior Kindergarten through to Grade six (6) must not be used to actively manage or direct traffic;
  - 1.1.2 students in grades seven (7) to twelve (12) may assist only during special events, with training, direct supervision, and the required safety equipment.



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## LEAVE-OF-ABSENCE: EMPLOYEES SEEKING OR HOLDING ELECTED OFFICE

|                     |  |
|---------------------|--|
| Legal References:   | <i>Canada Elections Act</i><br><i>Election Act, R.S.O, 1990</i><br><i>Municipal Elections Act</i>                        |
| Related References: | 2014 Candidates' Guide for Ontario Municipal and School Board Elections<br><i>Request for Leave of Absence HR-01-500</i> |
| Effective Date:     | <i>February 23, 1998</i>   |
| Revisions:          | <i>November 10, 2014</i>   |
| Reviewed:           | March 7, 2016  |

### 1. Preamble

- 1.1 The Waterloo Region District School Board recognizes that it is the right of employees to fulfill their roles as citizens of the community, including running for public office and encourages employees to participate in public service.
- 1.2 It is the policy of the Waterloo Region District School Board, that an employee who is a candidate in a Federal or Provincial Election will take leave-of-absence without pay from the time the candidate's nomination is filed and ending on voting day. If elected to office, they shall be considered as being on leave of absence without pay from the date of their election to the date of the next Federal or Provincial election so long as they remain in office.
- 1.3 A leave of absence will be considered, at the discretion of the Director of Education, for any staff member who seeks election as or is elected to the office of municipal councilor, municipal mayor or school board trustee in compliance with all relevant legislation.



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## TRAVEL, MEALS AND HOSPITALITY EXPENDITURES – STAFF

|                     |   |
|---------------------|---|
| Legal References:   | <i>Education Act: Section 171(1)17. Powers of Boards: Membership Fees and Travelling Expenses</i><br><i>Section 286(1)(i) Duties of Supervisory Officers: Supervise Business</i><br><i>Broader Public Sector Expenses Directive (Effective April 1, 2011)</i><br><i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines</i><br><i>Broader Public Sector Accountability Act, 2010</i> |
| Related References: | <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i><br><i>Form FS-07-AS5 Request for Reimbursement of Expenses</i>  |
| Effective Date:     | <i>March 2007</i>   |
| Revisions:          | <i>June 16, 2014, March 7, 2016</i>   |
| Reviewed:           |   |

### 1. Preamble

- 1.1 The policy that follows outlines the role and responsibilities of staff and their supervisors when travel, meals, hospitality expenditures or other out-of-pocket expenses made by an employee are to be paid or reimbursed.

### 2. Travel, Meals and Hospitality Expenditures

- 2.1 It is the policy of the Board to pay or reimburse employees for out-of-pocket expenses incurred while on board business as outlined in the Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 2.2 The Board will reimburse employees for travel, meals, accommodation expenses, other business expenses and hospitality expenditures incurred in carrying out their responsibilities while representing the interest of students, the community or the Board.
- 2.3 All expenses to be reimbursed must be reasonable and relevant to the business activity of the Board. The expenditures must be reasonable and transparent, with appropriate accountability and relate to the goals and objectives of the Board Strategic Plan and Board Improvement Plan for Student Achievement & Well-Being (BIPSAWB).
- 2.4 For an expense to be paid or reimbursed it must have the appropriate authorizations and approvals as set out in Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 2.5 The Board assumes no obligation to reimburse expenses that do not comply with this policy.



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## SCHOLARSHIPS, BURSARIES AND PRIZES

Legal References: *Education Act, Section 173*

Related References: *Administrative Procedure 4480 – Scholarships, Bursaries and Prizes*

Effective Date: *February 23, 1998*

Revisions: *December 8, 2014, March 21, 2016*

Reviewed:

### 1. Preamble

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:

- 1.1.1 The terms and conditions of the award are acceptable and reflect the values of public education.
- 1.1.2 Recipients are selected in a fair and equitable manner.
- 1.1.3 Efforts are made to strive for a balance in the awarding of prizes to schools and to students.
- 1.1.4 Every effort should be made to show appreciation to donors at the board, school and student level.



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Waterloo Region  
District School Board

## Board Policy 6009

# STUDENT BULLYING PREVENTION AND INTERVENTION

|                     |   |
|---------------------|---|
| Legal References:   | <i>Education Act, as amended;</i><br><i>Ontario Human Rights Code;</i><br><i>Canadian Charter of Rights and Freedoms;</i><br><i>Provincial Code of Conduct;</i><br><i>Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i><br><i>Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i><br><i>Safe Schools: Creating a Positive School Climate;</i><br><i>Ontario Regulation 474/00 – Access to School Premises;</i><br><i>Ontario Regulation 472/07 – Suspension and Expulsion of Pupils;</i><br><i>Trespass to Property Act;</i> |
| Related References: | <i>Caring and Safe Schools in Ontario;</i><br><i>Realizing the Promise of Diversity, Ontario's Equity and Inclusive Education Strategy;</i><br><i>Board Policy 6000 – Safe Schools;</i><br><i>Board Policy 6008 – Student Discipline;</i><br><i>Board Policy 6001 – Code of Conduct;</i><br><i>Board Policy 1008 – Equity and Inclusion;</i><br><i>AP1200 Student Bullying Prevention and Intervention;</i><br><i>AP1260 Student Discipline;</i><br><i>School Board Police Protocol; and</i><br><i>Threat Risk Assessment Protocol</i><br><i>Traumatic Response Protocol</i>                          |
| Effective Date:     | February 1, 2008  |
| Revisions:          | February 2014, April 20 2015  |
| Reviewed:           | February 22, 2016   |

## 1.0 Preamble

- 1.1 The Waterloo Region District School Board believes that every student has the right to be treated with respect, dignity and to feel safe at school. Research tells us students who feel safe and respected at school are able to reach their full potential.
- 1.2 The Board recognizes that bullying:
  - 1.2.1 Adversely affects a school's ability to educate its students ;
  - 1.2.2 Adversely impacts a student's ability to learn;
  - 1.2.3 Affects the dignity and self-esteem of students who are bullied;
  - 1.2.4 Damages healthy relationships;
  - 1.2.5 Adversely impacts school climate, including healthy relationships;
  - 1.2.6 Will not be tolerated on school property, at school-related activities, on school buses or in any other circumstances (e.g. electronically or cyber) where bullying will have a negative impact on the school climate.

- 1.3 The impact of bullying can lead to long-term social and emotional problems not only for the victims of bullying, but for the bully and those who watch or are aware it is happening. Bullies have an increased risk of becoming adults who engage in illegal activities, substance abuse, dating/relationship violence, child abuse and elder abuse. As a society, for many decades bullying was either viewed as a relatively harmless “rite of passage” or ignored altogether. It has taken high-profile acts of school violence and youth suicide to change the public perception of bullying behaviour, and to reach an understanding of what it actually is: a form of physical, emotional and/or psychological abuse.
- 1.4 At the Waterloo Region District School Board we believe it is everyone’s responsibility to stop bullying behaviour which is why we partner with parents, community organizations and agencies to put a stop to bullying. Principals are required by legislation to review annually with all staff the duty to respond to all incidents of bullying, the duty to report serious incidents of bullying, bullying definitions, means and forms, as well as education around the difference between rough play, conflict and bullying. Serious incidents of bullying are defined as, but not limited to, racist, homophobic, sexual and sexist remarks, body image, disability, slurs, jokes or graffiti that could lead to suspension and/or expulsion.

## 2.0 Definitions of Bullying

- 2.1 **Bullying** means aggressive and typically repeated behaviour by a pupil where,
- 2.1.1 The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
- 2.1.2 causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
- 2.1.3 Creating a negative environment at a school for another individual, and
- 2.1.4 the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”)
- 2.1.5 For the purposes of the definition, “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.
- 2.2 **Cyber-bullying**  
For the purposes of the definition, “bullying” includes bullying by electronic means (commonly known as cyber-bullying), including,
- 2.2.1 Creating a web page or a blog in which the creator assumes the identity of another person;
- 2.2.2 Impersonating another person as the author of content or messages posted on the internet; and
- 2.2.3 Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- 2.3 **Positive School Climate**
- 2.3.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.
- 2.3.2 The following are some characteristics of a positive school climate:
- Students, staff members, and parents feel safe, and are safe, included, and accepted.

- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

## 2.4 Means and Forms of Bullying

Bullying is a dynamic of unhealthy interaction that can take the following means and forms<sup>1</sup>:

- 2.4.1 *Physical bullying* includes behaviors such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.
- 2.4.2 *Verbal bullying* includes behaviors such as: name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments, or sexual harassment.
- 2.4.3 *Social bullying* includes behaviors such as: rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships.
- 2.4.4 *Electronic or Cyber-bullying* includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.
- 2.4.5 *Racial bullying* includes behaviors such as: treating people disrespectfully because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names, or telling racist jokes.
- 2.4.6 *Religious bullying* comprises treating people disrespectfully because of their religious background or beliefs, saying bad things about a religious background or belief, name calling or telling jokes based on others' religious beliefs and practices.
- 2.4.7 *Sexual bullying* includes behaviors such as leaving someone out or treating him/her disrespectfully because of their gender, making sexist comments or jokes, unwanted touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behavior, spreading a sexual rumor about someone, calling someone gay, a fag, a dyke, or making inferences about their sexual orientation.
- 2.4.8 *Disability bullying* includes behaviors such as: leaving someone out or treating them disrespectfully because of a disability, making someone feel uncomfortable because of a disability, or making comments or jokes to hurt someone with a disability.

## 2.5 Rough Play vs. Conflict vs. Bullying

- 2.5.1 Interactions between students are often difficult to classify. The following provides an assessment tool to help with the situation at hand. Even where conduct is not necessarily labeled as bullying, staff should consider what appropriate responses may be used to support students and to encourage positive student behaviour.
- 2.5.2 Staff are reminded that, in resolving issues in a healthy manner, students often need adult assistance to resolve rough play or conflict, and that rough play or conflict resolved in a healthy manner is much less likely to result in bullying.

<sup>1</sup> Definitions of Means and Forms of Bullying from *PREVnet.ca*

| Rough Play   | Conflict   | Bullying  |
|--|--|---|
| Usually friends or friendly.<br>Often repeated.<br>Same players. | Acquaintances or friends.<br>Occasional.<br>Usually issue-centred, until resolved;<br>could centre around misunderstanding,<br>misinformation or no common ground. | Typically not friends; however<br>may have had a relationship<br>previously.<br>Intentional target.<br>Repeated and persistent.   |
| Balance of power   | Power relatively equal   | Unequal power   |
| Equal, consensual<br>reaction.                                   | Equal or near equal emotional reaction.  | Bully's reaction meets own<br>intrinsic need for power and<br>control (consciously or<br>unconsciously).<br>Strong emotional, mental and<br>physical reaction for target. |
| Not seeking power or<br>attention                                | Not seeking power or attention   | Attempt to gain power and<br>control, possessions or popularity   |
| No intent to harm.   | Intentionally to sort out who is right.  | Intentionally harm-doing  |
| Intention is fun. If goes<br>wrong, then remorseful.             | Remorse – takes responsibility   | Bully may or may not show<br>remorse. May or may not know<br>what they are doing is wrong. May<br>blame target or believe the target<br>deserves it.                      |
| Not regarded as a<br>problem.                                    | Effort to solve problem.   | Bully may deny there is a<br>problem.<br>Target may not be able to<br>articulate.   |
| Not serious, unless<br>something goes wrong.                     | Usually not serious and can be resolved<br>on their own or with aid of third party.  | Threats of physical or emotional<br>harm; intent to humiliate, exclude<br>or victimize.   |

### 3.0 Reporting of Bullying Incidents by Students

- 3.1 Bullying is a covert activity that we all have a responsibility to stop. Reporting instances of bullying to an adult in the school is the socially responsible thing to do. Students are encouraged to report instances of bullying not only for themselves, but on behalf of bullies, victims or bystanders in a timely manner, to a teacher, Child Youth Worker, Principal, Vice-Principal, Guidance Counselor, bus or taxi driver, social worker either by phone, email or in person. The Board will take steps to ensure that bullying incidents can be reported safely and in a way that will minimize the possibility of reprisal.

#### **4.0 Reporting of Bullying Incidents by Parents/Guardians/Caregivers**

- 4.1 When parents/guardians/caregivers notice a change in their child's behaviour, desire to attend school or loss of interest in hobbies and interests or if their child discloses a bullying situation, it is advised to contact the school immediately. Initial reporting can be made to an adult with whom the parent has a relationship, the classroom teacher, Child Youth Worker, Vice-Principal or Principal. The Principal or Vice-Principal will work with the student, the family, other students and staff to investigate the report and work to resolve it. It is important to stay connected with the school following the report to ensure the child's safety and well-being.

#### **5.0 Responding to Bullying by Board Staff**

- 5.1 All Waterloo Region District School Board staff, who work directly with students MUST respond to all student bullying behaviours. This includes administrators, teachers, non-teaching staff, as well as board resource staff visiting schools. When bullying is observed, the response may include a request to stop the behaviour because it is disrespectful or inappropriate. Board employees are not required to respond to incidents of bullying when, in their opinion, responding would cause immediate physical harm to a student or themselves or another person. This behaviour and the response (or lack of response) must be reported to an administrator.

#### **6.0 Reporting of Bullying Incidents by Board Staff**

- 6.1 All staff have a duty to report all incidents of bullying to an administrator. This includes all teaching, non-teaching staff in the school. Third parties service providers such as transportation providers and childcare providers also have this duty to report. Reporting can be either written or verbal (where immediate action is required) and must be done as soon as possible after the incident. Bullying incidents must be reported by the end of the school day at the very least verbally with the written report submitted the following day.

#### **7.0 Principals Response to Reports of Bullying**

- 7.1 After a report is submitted, the Principals will investigate any reports of bullying and communicate the results of the investigation to the employee. Principal must acknowledge the receipt of the report to the employee who reported. The receipt will identify if further action is being taken or if no action is required.
- 7.2 If no action is taken, it is not necessary to retain the report.
- 7.3 If action is taken, the report will be kept for a period of one year in the student's OSR; however the names of all other students on the form (co-aggressors and victims) must be removed. No record of the incident shall be placed in the victim's or victims' OSRs.
- 7.4 Principals are required to inform parent/guardians/caregivers of victims, as a result of any incident for which suspension/expulsion is being considered, in respect of all bullying conduct and all other incidents referenced in section 306(1) and 310(1) of the *Education Act*.
- 7.5 Principals must not inform the parents/guardians/caregivers of a victim when, in the Principal's discretion, doing so would put the victim at risk of harm from the parent/guardian/caregiver. If the Principal decides not to notify the parent/guardian/caregiver for this reason, the Principal must document the rationale for the decision and advise the Supervisory Officer. The Principal is required to inform the teacher or, if appropriate, the other staff member who reported the harm of this decision.
- 7.6 When notifying the parent/guardian/caregiver of the victim, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to their child and the steps being taken to keep their child safe, including the nature of the discipline in response to the incident. Principals must not share the name of perpetrator or any identifying information with the parent/guardian/caregiver of the victim, except to the extent that it is necessary to comply with the requirements of subsection 300.3(4) of the *Education Act*.

- 7.7 The Board shall provide programs, interventions or other supports to persons who have engaged in bullying. Intervention for students who demonstrate bullying behaviour will be consistent with a progressive discipline approach that utilizes a continuum of supports and consequences to address inappropriate behaviour. Interventions will build upon strategies that promote positive behaviour, ranging from early interventions to more intensive interventions which could include possible referral to community or social agencies. For students with special needs, interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the IEP. Mitigating and other factors must also be taken into consideration.
- 7.8 Bullying is an activity for which suspension and possible expulsion must be considered pursuant to sections 306(1) and 310(1) of the Education Act.

## 8.0 Supports for Victims

- 8.1 All WRDSB staff must take allegations of homophobia, sexual harassment, gender-based violence, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously. Incidents of this nature must be dealt with in a sensitive, supportive and timely manner.
- 8.2 All staff must support students who disclose they are being bullied by providing programs, interventions or other supports and by making available information on community agencies that can provide professional support.
- 8.3 Schools will develop specific plans to protect students who have been bullied and must outline a process for parents/guardians/caregivers to follow if they are not satisfied with the supports their children receive.
- 8.4 If it is deemed necessary that students need to be separated to protect a student or to preserve school safety, it is preferable if the victim remains in the home school, unless parents make a specific request for a move.

## 9.0 Supports for Bystanders

- 9.1 When bullying does happen, it is imperative to debrief the incident with bystanders. This is a teachable moment and the best tool for building empathy. See *AP1200 - Student Bullying Prevention and Intervention* for debriefing suggestions.  
The Board shall provide programs, interventions or other supports to these individuals who witness bullying.
- 9.2 Students are more likely to challenge bullying situations if active intervention by all members of the school community in bullying situations is valued and encouraged.

## 10.0 Prevention Strategies

- 10.1 **Code of Conduct** – All WRDSB staff will familiarize themselves with both the Board Code of Conduct and the School's Code of Conduct which set out standards for behaviour. Schools will incorporate into their Code of Conduct the stipulations of this policy, associated procedures and the responsibilities for staff, students and parents/guardians/caregivers as outlined in this policy.
- 10.2 **Safe, Caring & Inclusive Schools Team** – Every school will have a SCIS Team consisting of an administrator, teacher, paraprofessional, parent/guardian/caregiver and a student. The team will meet a minimum of 3 times per year for the purpose of monitoring the school climate. Members will review the data from biennial surveys of students, staff, and parents, and recommend appropriate measures to address areas of concern. The Chair of this team must be a staff member.
- 10.3 **Positive School Climate** – A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included.
- 10.4 **Collaborations with Community Agencies** - The Waterloo Region District School Board pursues collaborations with community organizations and agencies to work towards the elimination of bullying.



- 10.5 **Training** – Bullying Awareness and Prevention Training will be provided to staff and students on an on-going basis, and, at a minimum, annually.
- 10.6 **Leadership Activities** – All students should participate in bullying prevention and leadership initiatives within their own school, such as daily classroom teaching with curriculum links, character education initiatives, mentorship programs, citizenship development, student leadership, student success strategies, healthy lifestyles initiatives and social skills development.
- 10.7 **Teaching Strategies** – Teaching strategies will support the school-wide Ministry of Education bullying prevention strategies by integrating prevention and intervention strategies into curriculum. Teaching strategies will focus on developing healthy relationships by promoting inclusion, respect and empathy. Prevention messaging will be reinforced through programs addressing discrimination based on age, race, sexual orientation, gender identity, gender expression, faith, special needs, ethnicity, social status and family circumstances.

## **11.0 Bullying Prevention and Intervention Plan**

- 11.1 The Board will support schools in the development and implementation of site-specific Bullying Prevention and Intervention Plans that will provide consultation opportunities with all stakeholders, including students, principals, teachers and all other staff, parents/guardians/caregivers, volunteers, school councils and community members. Such plans will be based on the Ministry of Education's most recent Model Bullying Prevention and Intervention Plan and will comply with the Board's policies and procedures regarding Bullying Prevention and Intervention.
- 11.2 When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.

## **12.0 Bullying Awareness and Prevention Week**

- 12.1 The week beginning on the third Sunday of November in each year is provincially proclaimed as Bullying Awareness and Prevention Week. Schools are encouraged to support this and participate in any other bullying prevention awareness activities throughout the year.

## **13.0 Communication of the Policy**

- 13.1 Administrators will inform all staff, students, Safe, Caring and Inclusive School Team members, Parent Council and other members of the school community of this policy. Student/school handbooks and planners should include a statement regarding the unacceptability of bullying, the procedures for reporting bullying and the consequences for bullying.

## **14.0 Access to Information**

- 14.1 The Board is committed to making reasonable and targeted efforts to providing access to appropriate board resources/publications for parents and in doing so, taking into account linguistic and accessibility considerations.



## STUDENT BULLYING PREVENTION AND INTERVENTION

|                     |   |
|---------------------|---|
| Legal References:   | <i>Education Act, as amended;</i><br><i>Ontario Human Rights Code;</i><br><i>Canadian Charter of Rights and Freedoms;</i><br><i>Provincial Code of Conduct;</i><br><i>Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i><br><i>Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i><br><i>Safe Schools: Creating a Positive School Climate;</i><br><i>Ontario Regulation 474/00 – Access to School Premises;</i><br><i>Ontario Regulation 472/07 – Suspension and Expulsion of Pupils;</i><br><i>Trespass to Property Act;</i> |
| Related References: | <i>Caring and Safe Schools in Ontario;</i><br><i>Realizing the Promise of Diversity, Ontario's Equity and Inclusive Education Strategy;</i><br><i>Board Policy 6000 – Safe Schools;</i><br><i>Board Policy 6008 – Student Discipline;</i><br><i>Board Policy 6001 – Code of Conduct;</i><br><i>Board Policy 1008 – Equity and Inclusion;</i><br><i>AP1200 Student Bullying Prevention and Intervention;</i><br><i>AP1260 Student Discipline;</i><br><i>School Board Police Protocol; and</i><br><i>Threat Risk Assessment Protocol</i><br><i>Traumatic Response Protocol</i>                          |
| Effective Date:     | February 1, 2008  |
| Reviewed:           | February 22, 2016   |
| Revised:            | <b>June 12, 2017</b>  |

### 1.0 Preamble

- 1.1 The Waterloo Region District School Board believes that every student has the right to be treated with respect, dignity and to feel safe at school. Research tells us students who feel safe and respected at school are able to reach their full potential.
- 1.2 The Board recognizes that bullying:
  - 1.2.1 Adversely affects a school's ability to educate its students ;
  - 1.2.2 Adversely impacts a student's ability to learn;
  - 1.2.3 Affects the dignity and self-esteem of students who are bullied;
  - 1.2.4 Damages healthy relationships;
  - 1.2.5 Adversely impacts school climate, including healthy relationships;
  - 1.2.6 Will not be tolerated on school property, at school-related activities, on school buses or in any other circumstances (e.g. electronically or cyber) where bullying will have a negative impact on the school climate.

- 1.3 The impact of bullying can lead to long-term social and emotional problems not only for the victims of bullying, but for the bully and those who watch or are aware it is happening. Bullies have an increased risk of becoming adults who engage in illegal activities, substance abuse, dating/relationship violence, child abuse and elder abuse. As a society, for many decades bullying was either viewed as a relatively harmless “rite of passage” or ignored altogether. It has taken high-profile acts of school violence and youth suicide to change the public perception of bullying behaviour, and to reach an understanding of what it actually is: a form of physical, emotional and/or psychological abuse.
- 1.4 At the Waterloo Region District School Board we believe it is everyone’s responsibility to stop bullying behaviour which is why we partner with **parents/guardian/caregiver**, community organizations and agencies to put a stop to bullying. **Principals are required by legislation to review annually with all staff the “duty to respond” to all incidents that can negatively affect school climate, including bullying; the “duty to report” all suspected bullying activities; bullying definitions, means and forms; as well as education around the difference between rough play, conflict and bullying.** Serious incidents of bullying are defined as, but not limited to, racist, homophobic, sexual and sexist remarks, body image, disability, slurs, jokes or graffiti that could lead to suspension and/or expulsion. **All incidents of bullying will result in a consideration of suspension and/or expulsion pursuant to sections 306(1) and 310(1) of the Education Act.**

## 2.0 Definitions of Bullying

- 2.1 **Bullying** means aggressive and typically repeated behaviour by a pupil where,
- 2.1.1 The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - 2.1.2 causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
  - 2.1.3 Creating a negative environment at a school for another individual, and
  - 2.1.4 the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”)
  - 2.1.5 For the purposes of the definition, “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.
- 2.2 **Cyber-bullying**  
For the purposes of the definition, “bullying” includes bullying by electronic means (commonly known as cyber-bullying), including,
- 2.2.1 Creating a **web page, a blog or other social media tools**, in which the creator assumes the identity of another person;
  - 2.2.2 Impersonating another person as the author of content or messages posted on the internet; and
  - 2.2.3 Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- 2.3 **Positive School Climate**
- 2.3.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.
  - 2.3.2 The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, **parents/guardians/caregivers**, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

## 2.4 Means and Forms of Bullying

Bullying is a dynamic of unhealthy interaction that can take the following means and forms<sup>1</sup>:

- 2.4.1 *Physical bullying* includes behaviors such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.
- 2.4.2 *Verbal bullying* includes behaviors such as: name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments, or sexual harassment.
- 2.4.3 *Social bullying* includes behaviors such as: rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships.
- 2.4.4 *Electronic or Cyber-bullying* includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.
- 2.4.5 *Racial bullying* includes behaviors such as: treating people disrespectfully because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names, or telling racist jokes.
- 2.4.6 *Religious bullying* comprises treating people disrespectfully because of their religious background or beliefs, saying bad things about a religious background or belief, name calling or telling jokes based on others' religious beliefs and practices.
- 2.4.7 *Sexual bullying* includes behaviors such as leaving someone out or treating him/her disrespectfully because of their gender, making sexist comments or jokes, unwanted touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behavior, spreading a sexual rumor about someone, calling someone gay, a fag, a dyke, or making inferences about their sexual orientation.
- 2.4.8 *Disability bullying* includes behaviors such as: leaving someone out or treating them disrespectfully because of a disability, making someone feel uncomfortable because of a disability, or making comments or jokes to hurt someone with a disability.

## 2.5 Rough Play vs. Conflict vs. Bullying

- 2.5.1 Interactions between students are often difficult to classify. The following provides an assessment tool to help with the situation at hand. Even where conduct is not necessarily labeled as bullying, staff should consider what appropriate responses may be used to support students and to encourage positive student behaviour.

<sup>1</sup> Definitions of Means and Forms of Bullying from *PREVnet.ca*

- 2.5.2 Staff are reminded that, in resolving issues in a healthy manner, students often need adult assistance to resolve rough play or conflict, and that rough play or conflict resolved in a healthy manner is much less likely to result in bullying.

| Rough Play   | Conflict   | Bullying  |
|--|--|---|
| Usually friends or friendly.<br>Often repeated.<br>Same players. | Acquaintances or friends.<br>Occasional.<br>Usually issue-centred, until resolved; could centre around misunderstanding, misinformation or no common ground. | Typically not friends; however may have had a relationship previously.<br>Intentional target.<br>Repeated and persistent.                                     |
| Balance of power   | Power relatively equal   | Unequal power   |
| Equal, consensual reaction.                                      | Equal or near equal emotional reaction.  | Bully's reaction meets own intrinsic need for power and control (consciously or unconsciously).<br>Strong emotional, mental and physical reaction for target. |
| Not seeking power or attention                                   | Not seeking power or attention   | Attempt to gain power and control, possessions or popularity  |
| No intent to harm.   | Intentionally to sort out who is right.  | Intentionally harm-doing  |
| Intention is fun. If goes wrong, then remorseful.                | Remorse – takes responsibility   | Bully may or may not show remorse. May or may not know what they are doing is wrong. May blame target or believe the target deserves it.                      |
| Not regarded as a problem.                                       | Effort to solve problem.   | Bully may deny there is a problem.<br>Target may not be able to articulate.   |
| Not serious, unless something goes wrong.                        | Usually not serious and can be resolved on their own or with aid of third party.   | Threats of physical or emotional harm; intent to humiliate, exclude or victimize.   |

### 3.0 Reporting of Bullying Incidents by Students

- 3.1 Bullying is a covert activity that we all have a responsibility to stop. Reporting instances of bullying to an adult in the school is the socially responsible thing to do. Students are encouraged to report instances of bullying not only for themselves, but on behalf of bullies, victims or bystanders in a timely manner, to a teacher, Child Youth Worker, Principal, Vice-Principal, Guidance Counselor, bus or taxi driver, social worker either by phone, email or in person. The Board will take steps to ensure that bullying incidents can be reported safely and in a way that will minimize the possibility of reprisal.

#### 4.0 Reporting of Bullying Incidents by Parents/Guardians/Caregivers

- 4.1 When parents/guardians/caregivers notice a change in their child's behaviour, desire to attend school or loss of interest in hobbies and interests or if their child discloses a bullying situation, it is advised to contact the school immediately. Initial reporting can be made to an adult with whom the parent has a relationship, the classroom teacher, Child Youth Worker, Vice-Principal or Principal. The Principal or Vice-Principal will work with the student, the family, other students and staff to investigate the report and work to resolve it. It is important to stay connected with the school following the report to ensure the child's safety and well-being.

#### 5.0 Responding to Bullying by Board Staff

- 5.1 All Waterloo Region District School Board staff who work directly with students **MUST respond to all student bullying behaviours as well as any other behaviours that have a negative impact on school climate**. This includes administrators, teachers, non-teaching staff, as well as board resource staff visiting schools. When bullying is observed, the response may include a request to stop the behaviour because it is disrespectful or inappropriate. Board employees are not required to respond to incidents of bullying when, in their opinion, responding would cause immediate physical harm to a student or themselves or another person. This behaviour and the response (or lack of response) must be reported to an administrator.

#### 6.0 Reporting of Bullying Incidents by Board Staff

- 6.1 All bullying incidents must be reported using the appropriate form (*IS-15-03 Safe Schools Incident Reporting Form*). Bullying incidents must be reported by the end of the school day and as soon as possible after the incident. Where immediate action is required, the report can be made verbally, with submission of the written form by the following day.

#### 7.0 Principals Response to Reports of Bullying

- 7.1 After a report is submitted, the Principals **will investigate any reports of inappropriate behaviour and specifically bullying**, and communicate the results of the investigation to the employee. Principal must acknowledge the receipt of the report to the employee who reported. The receipt will identify if further action is being taken or if no action is required.
- 7.2 If no action is taken, it is not necessary to retain the report.
- 7.3 If action is taken, the report will be kept for a period of one year in the student's OSR; however the names of all other students on the form (co-aggressors and victims) must be removed. No record of the incident shall be placed in the victim's or victims' OSRs.
- 7.4 Principals are required to inform parent/guardians/caregivers of victims, as a result of any incident for which suspension/expulsion is being considered, in respect of all bullying conduct and all other incidents referenced in section 306(1) and 310(1) of the *Education Act*.
- 7.6 When notifying the parent/guardian/caregiver of the victim, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to their child, the steps being taken to keep their child safe, including the nature of the discipline in response to the incident, and the supports that will be provided for the student in response to the harm that resulted from the incident. Principals must not share the name of the perpetrator or any identifying information with the parent/guardian/caregiver of the victim, except to the extent that it is necessary to comply with the requirements of subsection 300.3(4) of the *Education Act*.
- 7.7 Principals must not inform the parents/guardians/caregivers of the student who caused harm when, in the Principal's discretion, doing so would put the student at risk of harm from the parent/guardian/caregiver. If the Principal decides not to notify the parent/guardian/caregiver for this reason, the Principal must document the rationale for



the decision and advise the Supervisory Officer. The Principal is required to inform the teacher or, if appropriate, the other staff member who reported the harm of this decision. In addition, the principal shall not inform the parent of a student who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.

7.8 When notifying the parent/guardian/caregiver of the student who caused harm, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to the other child, the nature of any disciplinary measures taken in response to the incident, and the supports that will be provided to the student in response to his or her engagement in the activity. Principals must not share the name of the student who was harmed or any identifying information with the parent/guardian/caregiver of the student who caused the harm, except to the extent that it is necessary to comply with the requirements of subsection 300.3(6) of the Education Act.

7.9 When notifying a parent/caregiver/guardian under these sections, the principal shall invite the parent/caregiver/guardian to have a discussion with the principal about the supports that will be provided for his or her child.

## 8.0 Supports for Victims and for Students who Bully

8.1 All WRDSB staff must take allegations of homophobia, sexual harassment, gender-based violence, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously. Incidents of this nature must be dealt with in a sensitive, supportive and timely manner.

8.2 All staff must support students who disclose they are being bullied by providing programs, interventions or other supports and by making available information on community agencies that can provide professional support.

8.3 Schools will develop specific plans to protect students who have been bullied and must outline a process for parents/guardians/caregivers to follow if they are not satisfied with the supports their children receive.

8.4 If it is deemed necessary that students need to be separated to protect a student or to preserve school safety, it is preferable if the victim remains in the home school, unless parents make a specific request for a move.

## 9.0 Supports for Bystanders

9.1 When bullying does happen, it is imperative to debrief the incident with bystanders. This is a teachable moment and the best tool for building empathy. See *AP1200 - Student Bullying Prevention and Intervention* for debriefing suggestions.

The Board shall provide programs, interventions or other supports to these individuals who witness bullying.

9.2 Students are more likely to challenge bullying situations if active intervention by all members of the school community in bullying situations is valued and encouraged.

## 10.0 Prevention Strategies

10.1 **Code of Conduct** – All WRDSB staff will familiarize themselves with both the Board Code of Conduct and the School's Code of Conduct which set out standards for behaviour. Schools will incorporate into their Code of Conduct the stipulations of this policy, associated procedures and the responsibilities for staff, students and parents/guardians/caregivers as outlined in this policy.

10.2 **Safe, Caring & Inclusive Schools Team** – Every school will have a SCIS Team consisting of an administrator, teacher, paraprofessional, parent/guardian/caregiver and a student. The team will meet a minimum of 3 times per year for the purpose of monitoring the school climate. Members will review the data from biennial surveys of students, staff, and parents, and recommend appropriate measures to address areas of concern. The Chair of this team must be a staff member.

10.3 **Positive School Climate** – A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a

culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included.

- 10.4 **Collaborations with Community Agencies** - The Waterloo Region District School Board pursues collaborations with community organizations and agencies to work towards the elimination of bullying.
- 10.5 **Training** – Bullying Awareness and Prevention Training will be provided to staff and students on an on-going basis, and, at a minimum, annually.
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## Board Policy G100

# GOVERNANCE POLICY – FOUNDATIONS

|                     |   |
|---------------------|---|
| Legal References:   | <i>Education Act</i>  |
| Related References: | <i>Administrative Procedure 4360 - Principles of Business Conduct</i><br><i>Board Strategic Plan</i><br><i>Board Improvement Plan for Student Achievement (BIPSA)</i> |
| Effective Date:     | <i>April 2006</i>   |
| Revisions:          | <i>February 9, 2015</i>   |
| Reviewed:           |   |

### 1. Preamble

- 1.1 The following policy outlines definitions pertaining to governance policies, and the missions, values and principles governing the organization and actions of the Board of Trustees.

### 2. Policy Connections

- 2.1 The Board of Trustees of the Waterloo Region District School Board will govern in conformity with:
- 2.1.1 The Education Act of the Province of Ontario and relevant Ministry Policy Directives;
  - 2.1.2 Relevant statutory and regulatory requirements as they apply to the Board;
  - 2.1.3 The Board's By-laws.

### 3. Definitions

- 3.1 The following definitions are utilized in applying the practice of governance policies:
- 3.1.1 Governance – The primary role and responsibility of a Board of Trustees acting on behalf of the public school communities served. Governance is the act of establishing and assessing the effectiveness of the policies, directions and priorities of the Board.
  - 3.1.2 Governance Policy – Represents the collective processes, procedures and practices that the Board of Trustees utilizes to govern the Board, in conformity with the Education Act, Ministry directives and relevant regulatory requirements.
  - 3.1.3 Board Policy - A statement by the Board of Trustees, that directs the Director of Education as to the Board of Trustees' intents; and the outcomes and monitoring that the Board of Trustees wishes implemented and achieved on a specific topic, theme, issue or opportunity. Policies provide the framework for governing the administration and operations of the Board.
  - 3.1.4 Board – Refers to the Waterloo Region District School Board as a system or in its entirety.
  - 3.1.5 Board of Trustees – Refers to the Board of Trustees as the governance body of the Waterloo Region District School Board, undertaking actions, decisions, etc., as a corporate body.
  - 3.1.6 Individual Trustee/Trustee - Refers to a Trustee acting as an individual member of the Board of Trustees.

- 3.1.7 Director of Education – Refers to the senior staff leadership position as defined by the Education Act, acting as the Chief Executive Officer and the Chief Education Officer of the Waterloo Region District School Board.
- 3.1.8 Administrative/Operational – Represents the collective plans, strategies and actions of the staff, through the Director of Education, that implements the Board of Trustees approved policies, directions and priorities, as well as reporting to the Board of Trustees on the results achieved as per individual policy requirements or as directed by the Board of Trustees.

#### **4. Mission, Vision and Values**

- 4.1 The Board of Trustees of the Waterloo Region District School Board will govern the organization to achieve its mandate, Mission, Vision and Values.
- 4.2 Vision: Inspired Learners – Tomorrow's Leaders
- 4.3 Mission Statement: Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens.
- 4.4 Values:
  - 4.4.1 We encourage a culture of educational excellence and continuous improvement through strategic innovation and collaboration.
  - 4.4.2 We inspire hope and optimism for our learners by setting high expectations, fostering respectful relationships and believing in the success of every student.
  - 4.4.3 We cultivate a safe, inclusive, equitable learning community that is characterized by integrity, strong community partnerships and social responsibility.
- 4.5 Strategic Directions:
  - 4.5.1 We engage students, families, staff and communities.
  - 4.5.2 We foster wellness and well-being.
  - 4.5.3 We pursue student achievement and success for all.
  - 4.5.4 We embrace diversity and inclusion.
  - 4.5.5 We champion quality public education.
  - 4.5.6 We promote forward thinking.

#### **5. Principles**

- 5.1 The following Principles direct the governance approach of the Waterloo Region District School Board, and also affirm the Principles of Business Conduct contained in Administrative Procedure 4360:
  - 5.1.1 To represent all the stakeholders of the Board in governing the organization to achieve excellence in public education across the District.
  - 5.1.2 To work as a group, to achieve the Board's Mission and Values, strategic directions and annual outcomes, ensuring the Board of Trustees operates consistent with all statutory and regulatory requirements and the policies of the Board.
  - 5.1.3 To ensure transparency and stakeholder inclusiveness in Board of Trustees governance processes, through effective communications and consultation.
  - 5.1.4 To use the skills and insights of all Trustees in reaching Board of Trustee decisions.
  - 5.1.5 To provide effective new Trustee orientations, and on-going Board of Trustee development opportunities to enhance Trustee capacity, input and participation.

- 5.1.6 To ensure that a clarity of roles exists for the Board of Trustees and for the Director of Education. The Board of Trustees' responsibility involves developing, reviewing and monitoring Board policies, directions and priorities. The Director of Education responsibilities involve the implementation of Board policies, directions and priorities, and reporting the results of their implementation to the Board of Trustees.
- 5.1.7 To recognize that Trustees are elected from a specific community, but represent and act on behalf of the best interests of the whole Waterloo Region District School Board.
- 5.1.8 That every person can learn, has unique abilities and needs, and is deserving of respect;
- 5.1.9 That learning is a lifelong experience, involving home, school and community partnerships;
- 5.1.10 In the importance of honesty, optimism, integrity and equality in all the Board's actions;
- 5.1.11 In the development of the whole person and fostering the realization of their potential;
- 5.1.12 In the value of public education as an essential community resource;
- 5.1.13 In an organizational culture, that building on the spirit of service, embraces diversity, strives for excellence and fosters open communications;
- 5.1.14 In providing positive and safe learning opportunities that support all learners in achieving their potential;
- 5.1.15 In creating positive work environments that support staff in achieving their roles and potential;
- 5.1.16 In the importance of community partnerships, collaborative and engaging approaches in providing inspiring educational opportunities;
- 5.1.17 In being accountable to our communities, and in the importance of them being accountable to one another.



## GOVERNANCE POLICY – FOUNDATIONS

|                     |  |
|---------------------|--|
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| Effective Date:     | <i>April 2006</i>  |
| Revisions:          | <i>February 9, 2015, April 17, 2017, June 12, 2017</i>   |
| Reviewed:           |  |

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- 3.1.7 Director of Education – Refers to the senior staff leadership position as defined by the Education Act, acting as the Chief Executive Officer and the Chief Education Officer of the Waterloo Region District School Board.
- 3.1.8 Administrative/Operational – Represents the collective plans, strategies and actions of the staff, through the Director of Education, that implements the Board of Trustees approved policies, directions and priorities, as well as reporting to the Board of Trustees on the results achieved as per individual policy requirements or as directed by the Board of Trustees.

#### 4. ~~Mission, Vision and Values~~ **Strategic Plan**

~~4.1 The Board of Trustees of the Waterloo Region District School Board will govern the organization to achieve its mandate, Mission, Vision and Values.~~

~~4.2 Vision: Inspired Learners – Tomorrow's Leaders~~

~~4.3 Mission Statement: Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens.~~

~~4.4 Values:~~

~~4.4.1 We encourage a culture of educational excellence and continuous improvement through strategic innovation and collaboration.~~

~~4.4.2 We inspire hope and optimism for our learners by setting high expectations, fostering respectful relationships and believing in the success of every student.~~

~~4.4.3 We cultivate a safe, inclusive, equitable learning community that is characterized by integrity, strong community partnerships and social responsibility.~~

~~4.5 Strategic Directions:~~

~~4.5.1 We engage students, families, staff and communities.~~

~~4.5.2 We foster wellness and well-being.~~

~~4.5.3 We pursue student achievement and success for all.~~

~~4.5.4 We embrace diversity and inclusion.~~

~~4.5.5 We champion quality public education.~~

~~4.5.6 We promote forward thinking.~~

**4.1 The Board of Trustees of the Waterloo Region District School Board will govern the organization in support of the purpose, strategic priorities and outcomes, and the commitments of the Strategic Plan.**

**4.2 Purpose statement: Innovating tomorrow by educating today**

**4.3 Strategic Priorities and outcomes:**

**4.3.1 Our students are first – each and every one**

**4.3.1.1 Our students experience a sense of belonging in a caring learning environment that addresses their well-being.**

**4.3.1.2 Our students pursue individual learning pathways that reflect their interests, develop skills for the future and inspire global citizenship.**

**4.3.1.3 Our students succeed in reaching their potential and graduating from WRDSB schools and programs.**

**4.3.2 Our staff, families and caregivers are partners in every student's learning journey**

**4.3.2.1 Our families and caregivers are supported in creating the best possible outcomes for our students.**

**4.3.2.2 Our staff is equipped with the skills and resources to support every child in their learning journey.**

**4.3.2.3 Our staff is supported in their wellness as they promote and model wellness for our students.**

- 4.3.3 Our culture of innovation builds students' confidence and success as they face the future
  - 4.3.3.1 Our learning environments include all students and their diverse perspectives and ideas.
  - 4.3.3.2 Our students, staff and community are supported by creative and collaborative problem-solving.
  - 4.3.3.3 Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.

4.4 Commitments: we, as individuals who serve public education in Waterloo Region, are committed to:

- 4.4.1 **Service** by embracing an attitude of care and support. We seek to understand and meet the needs of those we serve.
- 4.4.2 **Integrity** by matching our actions to our words. We conduct ourselves in an open and transparent manner that inspires trust.
- 4.4.3 **Respect** by honouring all stakeholders. We create an environment where people feel included, valued and treated with dignity.
- 4.4.4 **Innovation** in a culture where new ideas are welcomed and considered. We build our capacity to think critically and problem-solve creatively.
- 4.4.5 **Collaboration** through reaching out and listening to our stakeholders. We build collaborative relationships to achieve common goals and resolve differences.

## 5. Principles

5.1 The following principles direct the governance approach of the Waterloo Region District School Board. ~~In addition to the principles below, the board of trustees and also affirm adheres to~~ the Principles of Business Conduct contained in Administrative Procedure 4360.

5.2 The board of trustees strives to:

- 5.2.1 take part with senior staff in assessing community values and interests and incorporate them into the strategic plan for all stakeholders;
- 5.2.2 help create a climate which engages teachers, administrators, parents/caregivers and the wider community in developing and supporting the strategic plan;
- 5.2.3 help create a climate of excellence that makes achieving the strategic plan possible;
- 5.2.4 use the strategic plan commitments and values for student learning and well-being as the foundation for strategic planning and ongoing evaluation;
- 5.2.5 focus most policy-making on the improvement of student learning and well-being consistent with the strategic plan;
- 5.2.6 develop policies and support staff decisions aimed at offering rich curricula and engaging forms of instruction for all students and dropping those that do not;
- 5.2.7 contribute to the development of productive relationships with and among senior staff, schools, community stakeholders and provincial education officials;
- 5.2.8 provide systematic orientation opportunities for new trustees and ongoing training for existing trustees;
- 5.2.9 develop and sustain productive working relationships among members of the elected board;
- 5.2.10 respect the role of director and senior team in their responsibilities for school district administration;
- 5.2.11 hold the director accountable for improving teaching and learning in the school system;
- 5.2.12 hold its individual trustees accountable for supporting decisions of the Board, as a whole, once those decisions have been made.

~~5.2.13 To represent all stakeholders of the Board in governing the organization to achieve excellence in public education across the District;~~

~~5.2.14 To work as a group, to achieve the Board's Mission and Values, strategic directions and annual outcomes~~ **strategic plan**, ensuring the Board of Trustees

~~operates consistent with all statutory and regulatory requirements and the policies of the Board.~~

- ~~5.2.15 To ensure transparency and stakeholder inclusiveness in Board of Trustees governance processes, through effective communications and consultation.~~
- ~~5.2.16 To use the skills and insights of all Trustees in reaching Board of Trustee decisions.~~
- ~~5.2.17 To provide effective new Trustee orientations, and on-going Board of Trustee development opportunities to enhance Trustee capacity, input and participation.~~
- ~~5.2.18 To ensure that a clarity of roles exists for the Board of Trustees and for the Director of Education. The Board of Trustees' responsibility involves developing, reviewing and monitoring Board policies, directions and priorities. The Director of Education responsibilities involve the implementation of Board policies, directions and priorities, and reporting the results of their implementation to the Board of Trustees.~~
- ~~5.2.19 To recognize that Trustees are elected from a specific community, but represent and act on behalf of the best interests of the whole Waterloo Region District School Board.~~
- ~~5.2.20 That every person can learn, has unique abilities and needs, and is deserving of respect;~~
- ~~5.2.21 That learning is a lifelong experience, involving home, school and community partnerships;~~
- ~~5.2.22 In the importance of honesty, optimism, integrity and equality in all the Board's actions;~~
- ~~5.2.23 In the development of the whole person and fostering the realization of their potential;~~
- ~~5.2.24 In the value of public education as an essential community resource;~~
- ~~5.2.25 In an organizational culture, that building on the spirit of service, embraces diversity, strives for excellence and fosters open communications;~~
- ~~5.2.26 In providing positive and safe learning opportunities that support all learners in achieving their potential;~~
- ~~5.2.27 In creating positive work environments that support staff in achieving their roles and potential;~~
- ~~5.2.28 In the importance of community partnerships, collaborative and engaging approaches in providing inspiring educational opportunities;~~
- ~~5.2.29 In being accountable to our communities, and in the importance of them being accountable to one another.~~



# Report to Committee of the Whole

June 12, 2017

**Subject: 2016-2017 Interim Financial Report and Forecast  
at April 30, 2017**

## **Recommendation**

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

## **Status**

On June 27, 2016 the Waterloo Region District School Board (Board) approved a balanced 2016-2017 operating budget, where revenues equaled expenditures.

The forecast presented is showing a surplus of \$0.75 million. The forecasted "Annual Operating Surplus/ (Deficit)-Unappropriated" indicates no significant variations from the previous interim report dated March 20, 2017. The enrolment projection is based on the October 31, 2016 actual count and the projected enrolment for March 31, 2017 as filed in the 2016-2017 Revised Estimates. It is important to be aware that the March 31, 2017 enrolment numbers are estimates. Therefore, there will be no certainty around our revenue until enrolments are confirmed. Enrolment levels are monitored closely and are a financial risk to the Board as it is a key driver to the amount of grants the Board receives from the Ministry.

The 2016-2017 Interim Financial Report comparing budget to forecast is attached as Appendix A.

A summary of the net adjustments between original budget and this forecast is below in Table 1.



| <b>Table 1</b>  |                  |
|---|------------------|
| in (000's)  |                  |
| <b>2016-17 Approved Operating Surplus/(Deficit)</b>                               | <b>\$(5,322)</b> |
| <b>2016-17 Approved One Time Initiatives</b>                                      | <b>5,322</b>     |
| <b>2016-17 Approved Budget</b>  | <b>0</b>         |
| <b>Changes to Grants for Student Needs Based on Enrolment Increase/(Decrease)</b> |                  |
| Net enrolment impact on Grant for Student Needs                                   | 5,921            |
| <b>Changes to Other Revenues Increase/(Decrease)</b>                              |                  |
| Teacher Qualification and Experience Grant  | (631)            |
| Designated Early Childhood Educator Qualification and Experience Grant            | (228)            |
| Labour Related Enhancements   | (520)            |
| Draw from Deferred Revenue  | (1,311)          |
| International Student Tuition Fees  | 266              |
|   | <b>3,497</b>     |
| <b>Changes to Expenditures Increase/(Decrease)</b>                                |                  |
| Classroom Teachers Salary and Benefits (28.77 FTE)                                | 1,191            |
| Designated Early Childhood Educators (10.00 FTE)                                  | 482              |
| Utilities   | 1,100            |
| Miscellaneous Adjustments   | (28)             |
|   | <b>2,745</b>     |
| <b>Estimated 16/17 In Year Operating Surplus/(Deficit)</b>                        | <b>\$ 751</b>    |

## Background

It has been an established practice within the Board to review revenues and expenditures on a quarterly basis in comparison with the approved budget.

## Financial implications

It is projected that the board will have a small surplus at the end of 2016-2017, based on projected enrolments and estimated projections of cost increases and pressures. Fluctuations with actual expenditures and grant revenues will continue until actual financial results are determined at year end. The current financial analysis is signaling that the Board will be in a surplus position at year end. However, due to the large amount of unknowns such as enrolment, professional development spending, occasional teacher costs, utility costs, staff vacancies and fail to fills, a number cannot be quantified at this time. It is expected that the surplus will be in the range of 0.2 % to 1.0% of budgeted revenues.

**Communications**

Information is provided to staff and members of the public as required.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services &  
Treasurer of the Board  
Sharon Uttley, Manager of Accounting Services  
Wendy Jocques, Manager of Budget Services  
Nick Landry, Manager of Business Services  
Fabiana Frasher, Budget Officer  
in consultation with Coordinating Council

## 2016-17 Interim Financial Report

PSAB Revenues for the Period Ending April 30, 2017

### Summary of Financial Results

(000's)

|  | Budget         | Forecast       | In-Year Change |             |
|--|----------------|----------------|----------------|-------------|
|  |                |                | \$             | %           |
| <b>Revenue</b>                                 |                |                |                |             |
| Provincial Grants-GSN                          | 650,011        | 660,428        | 10,418         | 1.6%        |
| Revenue transferred from/(to) deferred revenue | 3,399          | 2,782          | (617)          | (18.2%)     |
| Other Grants                                   | 3,701          | 4,635          | 934            | 25.2%       |
| Other  | 23,336         | 24,653         | 1,317          | 5.6%        |
| School Generated Funds                         | 14,000         | 14,000         | -              | 0.0%        |
| Transferred from DCC**                         | 31,209         | 31,451         | 242            | 0.8%        |
| Transferred to DCC**                           | (16,825)       | (18,653)       | (1,829)        | 10.9%       |
| <b>Total Revenue</b>                           | <b>708,830</b> | <b>719,296</b> | <b>10,465</b>  | <b>1.5%</b> |
| <b>Expenses</b>                                |                |                |                |             |
| Instruction                                    | 552,435        | 558,540        | 6,105          | 1.1%        |
| Administration                                 | 15,876         | 16,036         | 161            | 1.0%        |
| Transportation                                 | 16,371         | 16,371         | -              | 0.0%        |
| School Operations & Maintenance                | 58,283         | 58,938         | 656            | 1.1%        |
| Pupil Accom/Renewal/Debt/Non-operating         | 42,320         | 45,315         | 2,995          | 7.1%        |
| School Generated Funds                         | 14,000         | 14,000         | -              | 0.0%        |
| <b>Total Expenses</b>                          | <b>699,284</b> | <b>709,200</b> | <b>9,916</b>   | <b>1.4%</b> |
| <b>Surplus/(Deficit)</b>                       | <b>9,546</b>   | <b>10,095</b>  | <b>549</b>     | <b>5.8%</b> |

### DETERMINATION OF ANNUAL OPERATING SURPLUS

|  |                |                |
|--|----------------|----------------|
| <b>PSAB Surplus/(Deficit) (from above)</b>               | 9,546          | 10,095         |
| <b>LESS: Internally Appropriated</b>                     |                |                |
| 2016/17 one-time initiatives                             | 5,322          | 5,322          |
| Committed Capital Projects                               | 500            | 500            |
| Committed capital projects annual amortization           | (305)          | (305)          |
| <b>Sub-Total: In-Year Appropriations</b>                 | <b>5,517</b>   | <b>5,517</b>   |
| Previous year one-time initiatives                       | -              | 181            |
| Commitment of sinking fund interest                      | 24             | 24             |
| Committed capital projects                               | (405)          | (405)          |
| <b>Total: Internally Appropriated</b>                    | <b>5,136</b>   | <b>5,317</b>   |
| <b>Less: Unavailable for Compliance</b>                  |                |                |
| PSAB Adjustments   | (14,988)       | (14,966)       |
| <b>Total Adjustments</b>                                 | <b>(9,852)</b> | <b>(9,649)</b> |
| In-year unappropriated Operating Surplus/(Deficit)       | (305)          | 446            |
| Committed capital projects annual amortization           | 305            | 305            |
| <b>ANNUAL Unappropriated Operating Surplus/(Deficit)</b> | <b>0</b>       | <b>751</b>     |

#### Change in Revenue

- Provincial Grants - due to increase in enrolment
- Deferred Revenue transfer changes are related to special education, Student Achievement Envelope and School Renewal
- Other Grants increase due to additional Educational Program Other (EPO) grant announcements after budget submission
- Other Revenue increase due to projected increase in number of International students and increase in extended day care fees due to increased enrolment

#### Change in Expenditures

- Instruction: reflects the increase in staffing due to increase in enrolment
- Pupil Accom/Renewal/Debt/Non-Operating: Increase in extended day care enrolment, and school renewal

#### Risks

- projected enrolment does not materialize

\*\*DCC - Deferred Capital Contributions

## 2016-17 Interim Financial Report

## Summary of Capital to be Financed

(000's)

|  | Budget        | Forecast      |
|--|---------------|---------------|
| <b>Funding</b>                         |               |               |
| New Building and Additions             | 28,454        | 28,147        |
| Community Hubs                         | 0             | 885 *         |
| Child Care Capital                     | 2,496         | 2,000         |
| School Condition Improvement           | 7,842         | 23,937 **     |
| Full Day Kindergarten                  | 1,829         | 3,309         |
| Renewal                                | 7,531         | 9,359 **      |
| Education Development Charge (EDC)     | 2,463         | 2,463         |
| Proceeds of Disposition                | 5,651         | 2,200         |
| Minor Tangible Capital Assets          | 9,294         | 9,294         |
| Other                                  | 2,355         | 1,176         |
| <b>Total Capital by Funding Source</b> | <b>67,914</b> | <b>82,771</b> |
| <b>Expenditure</b>                     |               |               |
| Buildings (new, additions & renewal)   | 53,718        | 68,575        |
| Land                                   | 2,463         | 2,463         |
| Land Improvements                      | 1,020         | 1,020         |
| Moveable Assets                        | 10,713        | 10,713        |
| <b>Total Capital Expenditure</b>       | <b>67,914</b> | <b>82,771</b> |

\* Ministry announced new capital initiative October 14, 2016

\*\* Ministry announced additional funding July 12, 2016

## 2016-17 Interim Financial Report

### Summary of Enrolment

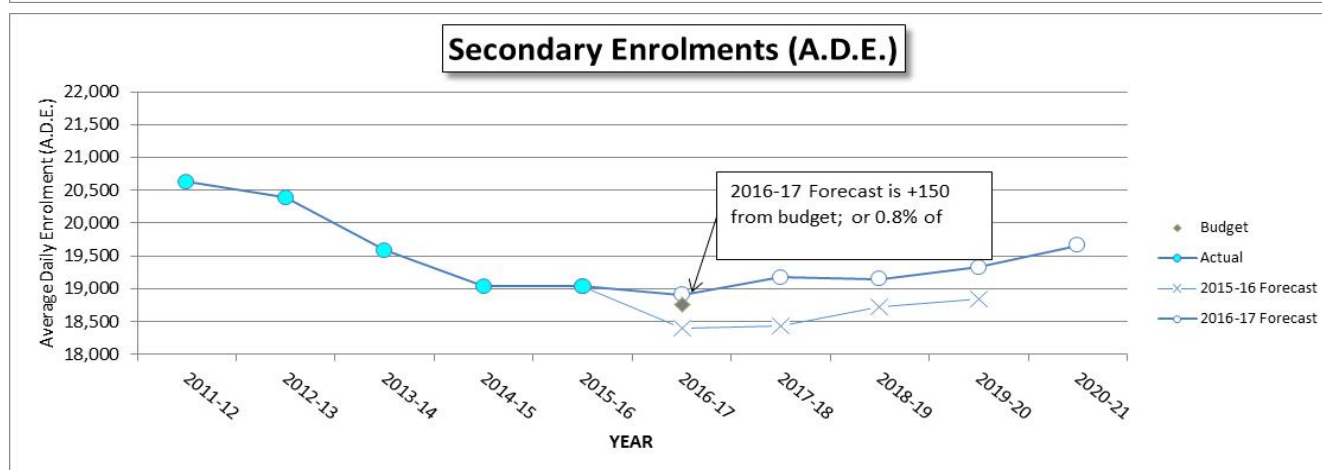
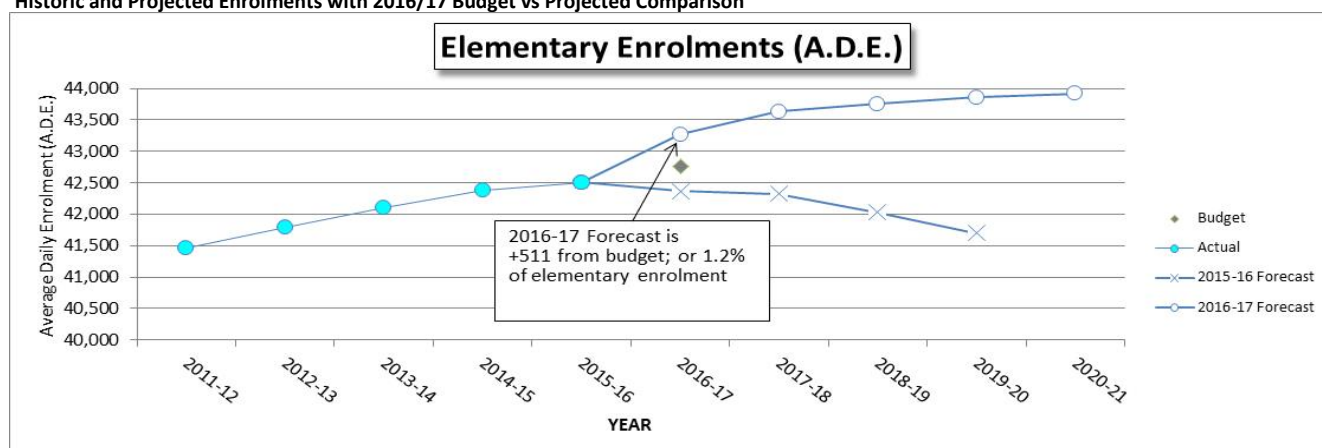
| ADE                          | Budget           | Forecast         | In-Year Change |             |
|------------------------------|------------------|------------------|----------------|-------------|
|                              |                  |                  | #              | %           |
| <b>Elementary</b>            |                  |                  |                |             |
| JK                           | 3,764.40         | 3,940.15         | 175.75         | 4.7%        |
| SK                           | 4,216.48         | 4,226.89         | 10.41          | 0.2%        |
| Grade 1-3                    | 13,131.50        | 13,211.49        | 79.99          | 0.6%        |
| Grade 4-8                    | 21,640.50        | 21,886.90        | 246.40         | 1.1%        |
| Other Pupils (International) | 6.00             | 4.50             | (1.50)         | -25.0%      |
| <b>Total Elementary</b>      | <b>42,758.88</b> | <b>43,269.93</b> | <b>511.05</b>  | <b>1.2%</b> |
| <b>Secondary</b>             |                  |                  |                |             |
| Pupils of the Board <21      | 18,646.45        | 18,777.59        | 131.14         | 0.7%        |
| High Credit Pupils           | 42.98            | 43.55            | 0.57           | 1.3%        |
| Pupils of the Board >21      | 3.00             | 3.25             | 0.25           | 8.3%        |
| Other Pupils (International) | 65.87            | 83.75            | 17.88          | 27.1%       |
| <b>Total Secondary</b>       | <b>18,758.30</b> | <b>18,908.14</b> | <b>149.84</b>  | <b>0.8%</b> |
| <b>Total</b>                 | <b>61,517.18</b> | <b>62,178.07</b> | <b>660.89</b>  | <b>1.1%</b> |

Note: Forecast based on October 31st count date

### Highlights of Changes in Enrolment:

- We attribute our growth in both the elementary and secondary panel to net migration into the Region. This is supported by strong housing data reported for 2016, and is likely to continue as affordability of housing in the Greater Toronto area pushes people further down the 401 corridor.
- We have adjusted our multi-year forecast for both elementary and secondary schools. In previous forecasts we anticipated the secondary decline to continue into 2017-18; our adjusted forecasts indicate we are likely to "bottom out" in 2016-17 before showing a gradual increase moving forward. The multi-year forecast for elementary reflects a continuation of growth experienced this year as a result of migration into the Region.

### Historic and Projected Enrolments with 2016/17 Budget vs Projected Comparison



## 2016-17 Interim Financial Report

### Summary of Staffing

| FTE                      | Budget          | Actual<br>October 31st | In-Year Change |               |
|--------------------------|-----------------|------------------------|----------------|---------------|
|                          |                 |                        | #              | %             |
| <b>Instruction</b>       |                 |                        | -              |               |
| Classroom Teachers       | 3,724.90        | 3,743.10               | 18.20          | <b>0.49%</b>  |
| Non-Classroom            | 1,923.80        | 1,923.10               | (0.70)         | <b>-0.04%</b> |
| <b>Total Instruction</b> | 5,648.70        | 5,666.20               | 17.50          | <b>0.31%</b>  |
| <b>Non-Instruction</b>   | 786.30          | 765.70                 | (20.60)        | <b>-2.62%</b> |
| <b>Total</b>             | <b>6,435.00</b> | <b>6,431.90</b>        | (3.10)         | <b>-0.05%</b> |

### Highlights of Changes in Staffing:

- October 31st numbers excludes vacant permanent positions, including 13.4 FTE Elementary teachers in the process of being hired



# Report to Committee of the Whole

June 12, 2017

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

### **Recommendation**

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

### **Status**

Current capital projects with budgets greater than \$2.5M are outlined in Appendix A and are presented with dashboard symbols to indicate the status of the project relative to the schedule, budget and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding as planned through the design and construction stages with the following updates.

For Grand River Collegiate Institute, the Waterloo Region District School Board (Board) received approval on May 5, 2017 from the Ministry to use \$2,137,996 from the Board's Proceeds of Disposition (POD) reserve to allow for the construction of a second floor including four Science labs at Grand River Collegiate Institute. This has now been updated in Appendix A.

### **Background**

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

### **Financial Implications**

The updated projects are listed on Appendix A.

### **Communications**

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




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

Major Capital Projects  
Quarterly Update Report  
1-Jun-2017

| Project  | Stage        |   | Scope      | Board Approval | Ministry Approval | Site Acquisition Complete | Site Encumbrances | Architect                   | Site Plan Approval | Bldg Permit | Tender Awarded | Project Budget | Classes Begin  |
|--|--------------|---|------------|----------------|-------------------|---------------------------|-------------------|-----------------------------|--------------------|-------------|----------------|----------------|----------------|
| Chicopee Hills P.S. (new)                          | Construction |  | New School | 19-Sep-11      | 07-Jul-11         | Yes                       | No                | BJC Architects Inc.         | Yes                | Yes         | Yes            | \$12,951,869   | September 2017 |
| Groh P.S. (new)                                    | Construction |  | New School | 18-Mar-13      | 24-Jan-13         | Yes                       | No                | CS&P Architects Inc.        | Yes                | Yes         | Yes            | \$12,859,506   | September 2017 |
| P.S. in South West Kitchener (Rosenberg III) (new) | Construction |  | New School | 11-May-15      | 30-Oct-15         | Yes                       | No                | WalterFedy                  | No                 | No          | Yes            | \$15,543,455   | September 2018 |
| P.S. in South East Cambridge (Greengate) (new)     | Pre-Design   |  | New School | 09-May-16      | 21-Nov-16         | No                        | No                | TBA                         | No                 | No          | No             | \$13,503,269   | TBA            |
| Grand River C.I. (addition)                        | Design       |  | Addition   | 09-May-16      | 21-Nov-16         | NA                        | No                | Kingsland + Architects Inc. | No                 | No          | No             | \$5,785,554    | September 2019 |
| Ryerson P.S. (addition)                            | Design       |  | Addition   | 09-May-16      | 21-Nov-16         | NA                        | No                | WalterFedy                  | No                 | No          | No             | \$4,406,749    | September 2019 |
| Cedar Creek P.S. (addition)                        | Design       |  | Addition   | 09-May-16      | 21-Nov-16         | NA                        | No                | BJC Architects Inc.         | No                 | No          | No             | \$7,983,558    | September 2019 |
| Queensmount P.S (renovation)                       | Construction |  | Renovation | 09-May-16      | NA                | NA                        | No                | CS&P Architects Inc.        | Yes                | Yes         | Yes            | \$3,561,000    | January 2018   |

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

Dashboard Definitions

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





# Report to Committee of the Whole

June 12, 2017

**Subject: Motion – Trustee C. Watson re French Immersion Program Review**

## Recommendation

*That the Waterloo Region District School Board strike an Ad-Hoc Committee for September 2017-2018 to review our French Immersion and Extended French program models and the delivery for elementary and secondary students; and*

*That the review is to include staffing challenges, equitable access for each and every student, transportation and the advantages and disadvantages of a French Immersion Magnet School; and*

*That the committee will make recommendations to the Board that will help strengthen and support French Immersion and Extended French Programs; and*

*That the committee will include two French Immersion students, two French Immersion parents, three Trustees and appropriate staff members; and*

*That the committee will provide a report to the Board of Trustees with recommendations by the end of February 2018.*

## Status

Trustee C. Watson served the following Notice of Motion at the April 24, 2017, Board Meeting as supported by Trustees T. Martin, C. Millar and N. Waddell. At the Agenda Development Meeting of May 1, 2017, the members of Agenda Development scheduled this report for the Committee of the Whole Meeting of May 1, 2017.

## Financial implications

The financial implications if this motion is approved by the Board of Trustees are not identified at this time.

## Communications

A comprehensive communication plan would be developed if the motion receives approval.

Prepared by: Jayne Herring, Manager of Corporate Services, on behalf of Trustee C. Watson.



# Report to Committee of the Whole

June 12, 2017

## **Subject: Ontario Public School Boards' Association – Approval of Membership Fee**

### **Recommendation**

**That the Waterloo Region District School Board approve Board Policy 3007, and continue with membership in the Ontario Public School Boards' Association for 2017-2018.**

### **Status**

To present for review, Board Policy 3007 (Appendix A) regarding membership in the Ontario Public School Boards' Association.

Information regarding the services provided by OPSBA can be found at [OPSBA](#). These services include labour relations, lobbying, media relations, and professional development. The membership fee is based on a formula connected to a school board's student enrolment. Last year, the fee was \$105,128.39 (including HST), and it is anticipated that the fee for this year will be similar.

If trustees agree to continue their membership in the Association, then approval of a motion to retain Board Policy 3007 will be required as outlined in the recommendation.

### **Background**

Trustees are required to review Section 2.1 of Board Policy 3007, which reads as follows:

*Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, with the exception of the year of municipal elections. At that time, Policy 3007 (Membership in OPSBA) will be reviewed at the first Committee of the Whole Meeting in June following the election of board members.*

### **Financial implications**

There is an amount incorporated into the budget annually to cover the cost of the OPSBA membership fee.

### **Communications**

No further communication is required at this time.

Prepared by: Jayne Herring, Manager of Corporate Services, on behalf of Trustee Kathleen Woodcock, and in consultation with Coordinating Council.



## Board Policy 3007

# MEMBERSHIP IN ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Legal References: *Education Act 191.2(3) – Other Expenses (Board Members).*

Related References: *Board Policy 3003 – Trustee Professional Development*

Effective Date: *June 2000*

Revisions: *March 2007*

Reviewed: *June 22, 2016*

### 1. Preamble

- 1.1 The Waterloo Region District School Board recognizes the inherent values in maintaining a positive relationship with other public district school boards throughout the Province of Ontario through membership in the Ontario Public School Boards' Association.

### 2. Membership Renewal

- 2.1 Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, with the exception of the year of municipal elections. At that time, Policy 3007 (Membership in OPSBA) will be reviewed at the first Committee of the Whole Meeting in June following the election of board members.

### 3. Annual Appointments/Nominations

- 3.1 In accordance with OPSBA's bylaws, appointments to the following positions must be approved by trustees annually in the spring prior to the Annual General Meeting in June:
- Voting Delegate and Alternate for the OPSBA Annual General Meeting;
  - Director and Alternate Director on the OPSBA Board of Directors.
- 3.2 In conjunction with the above appointments, trustees may also nominate one of their members for the following positions:
- Executive Officers - President, First Vice-President, Second Vice-President (any trustee from a member board is eligible for nomination);
  - Regional Vice-President/Chair - Central West Region (any trustee from a member board in the Central West Region is eligible for nomination);
  - Regional Vice-Chair - Central West Region (any trustee who is appointed by a district school board to the OPSBA Board of Directors is eligible for nomination);
  - Regional Appointment to Core Issue Work Groups.

### 4. OPSBA Expenses

- 4.1 Expenses incurred by trustees while attending OPSBA events will be reimbursed in accordance with Board Policy 3003 – Trustee Professional Development.