

OCTOBER 17, 2016

**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 Ardelt Avenue, Kitchener, Ontario, on **Monday, October 17, 2016, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

Communications Department Update

**Delegations**

George Jones re Available Positions for New Teachers with the WRDSB

**Policy and Governance (30 minutes)**

- 1 Review of Board Policy 1002 – Occupational Health and Safety
- 3 Review of Board Policy 1006 – Anaphylaxis Management
- 5 Review of Board Policy 6001 – Code of Conduct
- 11 Review of Board Policy 6008 – Student Discipline

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

- 29 Waterloo Region District School Board Strategic Plan – 2016-2017 J. Bryant
- 33 2016-2017 Identification, Placement and Review Committees - Membership S. Miller
- 44 Report of Facts – Code of Conduct Committee Committee Chair N. Waddell

**Staff and Board Reports**

OPSBA Report (Verbal)

K. Woodcock

**Question Period (10 minutes)**

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

**Adjournment**

Questions relating to this agenda should be directed to  
Jayne Herring, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Jayne.Herring@wrdsb.on.ca](mailto:Jayne.Herring@wrdsb.on.ca)





## OCCUPATIONAL HEALTH AND SAFETY

Legal References:	<i>Ontario Occupational Health and Safety Act and Regulations</i>
Related References:	<i>Board Policy 1004 - Harassment Board Policy 1009 - Violence in the Workplace Administrative Procedure 3140 – Reporting an Investigation of Employee Incidents, Accidents and Safety Concerns</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>January 10, 2011 June 11, 2012 August 25, 2015</i>
Reviewed:	<i>September 14, 2015</i>

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, recognizing that all employees of the Board must adhere to the responsibilities and requirements placed upon it through the Occupational Health and Safety Act and Regulations, to:
- 1.1.1 report unsafe conditions and comply with all other applicable legislated health and safety requirements;
  - 1.1.2 take every reasonable precaution to prevent personal injury and to take appropriate measures to provide and maintain a safe, healthy work environment for all employees;
  - 1.1.3 ensure that appropriate consideration is given to employee health and safety in all of the Board's organizational activities;
  - 1.1.4 ensure that the appropriate employees are aware of their responsibilities under the Occupational Health and Safety Act and regulations made there under in the performance of their required duties for the Board;
  - 1.1.5 implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
  - 1.1.6 provide a respectful, safe and secure working environment for its employees free of violence, threats of violence, harassment, intimidation, bullying and other disruptive behaviour;
- 1.2 This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



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  - 1.1.3 ensure that appropriate consideration is given to employee health and safety in all of the Board's organizational activities;
  - 1.1.4 ensure that ~~the appropriate~~ employees are aware ~~that the of their roles and responsibilities outlined in under~~ the Occupational Health and Safety Act and ~~its~~ Regulations for "worker" and "supervisors" are required duties in their roles at a ~~made there under in the performance of their required duties for~~ the Board;
  - 1.1.5 implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
  - 1.1.6 provide a respectful, safe and secure working environment for its employees free of violence, threats of violence, harassment (~~including sexual harassment~~), intimidation, bullying and other disruptive behaviour;
- 1.2 This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



## ANAPHYLAXIS MANAGEMENT

Legal References:	<i>Sabrina's Law, 2005</i>
Related References:	<i>AP 1460 Administration of Medication</i> <i>AP 1470 Anaphylaxis Management Plan</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 9, 2014</i>
Reviewed:	<i>September 14, 2015</i>

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, as required by Statutes of Ontario 2005, Chapter 7 (Sabrina's Law), to ensure the implementation of:
  - 1.1.1 strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas;
  - 1.1.2 a communication plan for the dissemination of information on life-threatening allergies to parents, pupils and employees;
  - 1.1.3 regular training on dealing with life-threatening allergies for all employees and others who are in direct contact with pupils on a regular basis.
- 1.2 In addition, the Board will require that:
  - 1.2.1 every school principal develop an individual plan for each pupil who has an anaphylactic allergy;
  - 1.2.2 every school principal ensure that, upon registration, parents, guardians and pupils shall be asked to supply information on life-threatening allergies;
  - 1.2.3 every school principal maintain a file for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the pupil's physician or nurse and a current emergency contact list.



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## Board Policy 6001 CODE OF CONDUCT

Legal References:	<i>Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils</i>
Related References:	<i>Board Policy 6008 – Student Discipline; Board Policy 6009 – Student Bullying Prevention and Intervention; Board Policy G201 - Trustee Code of Conduct Administrative Procedure 1210 – Electronic Communication Devices in Schools; Administrative Procedure 1260 – Student Discipline; Administrative Procedure 1620 – Alternative Suspension Program; Administrative Procedure 3760 – Staff Discipline.</i>
Effective Date:	<i>June 25, 2001</i>
Revisions:	<i>February 1, 2008; June 16, 2008; October 27, 2008, November 14, 2014</i>
Reviewed:	

### 1. Preamble

- 1.1 The Ministry of Education requires that all school boards develop a Code of Conduct which communicates to all members of the school community, including students, parents, guardians, volunteers, staff, community members, trustees and visitors, the expected standards of behaviour.
- 1.2 The Waterloo Region District School Board recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility to contribute to a positive school climate.
- 1.3 The Board's Code of Conduct has been developed in accordance with the guiding principles of the Education Act, Part XIII (Behaviour, Discipline and Safety), in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members.

### 2. Roles and Responsibilities

- 2.1 The Waterloo Region District School Board will:
  - 2.1.1 develop policies that set out the manner in which schools will implement and enforce the provincial Code of Conduct and all other guidelines that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship and physical safety;
  - 2.1.2 seek input from school councils, the Board's Parent Involvement Committee, the Board's Special Education Advisory Committee, parents, students, staff members, and the school community;
  - 2.1.3 review these policies (2.1.1) regularly with students, staff, parents, volunteers and the community.
  - 2.1.4 establish a process that clearly communicates the provincial Code of Conduct and the Board's Code of Conduct to all parents, students, staff members, and members of the school community in order to establish their commitment and support;
  - 2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respectful, civility, responsible citizenship and safety;
  - 2.1.6 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;

- 2.1.7 whenever possible, collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices with other school boards.
- 2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:
- 2.2.1 demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
  - 2.2.2 communicating regularly and meaningfully with all members of their school community;
  - 2.2.3 holding everyone under their authority accountable for their own behaviour and actions;
  - 2.2.4 empowering students to be positive leaders in their school and community.
- 2.3 Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:
- 2.3.1 help students work to their full potential and develop their self-worth;
  - 2.3.2 communicate regularly and meaningfully with parents;
  - 2.3.3 maintain consistent high standards of behaviour for all students;
  - 2.3.4 demonstrate respect for all students, staff, parents, volunteers and members of the school community;
  - 2.3.5 prepare students for the full responsibilities of citizenship;
  - 2.3.6 empower students to be positive leaders in their school and community.
- 2.4 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- 2.4.1 comes to school prepared, on time and ready to learn;
  - 2.4.2 shows respect for himself/herself, for others and for those in authority;
  - 2.4.3 refrains from bringing anything to school that may compromise the safety of others;
  - 2.4.4 follows the established rules and takes responsibility for his or her own actions.
- 2.5 Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:
- 2.5.1 show an active interest in their child's school work and progress;
  - 2.5.2 communicate regularly with the school;
  - 2.5.3 help their child be appropriately dressed and prepared for school;
  - 2.5.4 ensure that their child attends school regularly and on time;
  - 2.5.5 promptly report to the school their child's absence or late arrival;
  - 2.5.6 show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;
  - 2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff;
  - 2.5.8 encourage and assist their child in understanding and following the rules of behaviour.
- 2.6 This policy plays an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.



### 3. Standards of Behaviour

#### 3.1 Respect, Civility and Responsible Citizenship:

All members of the school community must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 3.1.2 demonstrate honesty and integrity;
- 3.1.3 respect differences in people, their ideas and opinions;
- 3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 3.1.5 respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- 3.1.6 respect the rights of others;
- 3.1.7 show proper care and regard for school property and the property of others;
- 3.1.8 take appropriate measures to help those in need;
- 3.1.9 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 3.1.10 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- 3.1.11 respect all members of the school community, especially persons in positions of authority;
- 3.1.12 respect the need of others to work in an environment that is conducive to learning and teaching;
- 3.1.13 not swear at a teacher or at another person in a position of authority.

#### 3.2 Safety:

All members of the school community must not:

- 3.2.1 be in possession of any weapon, including firearms;
- 3.2.2 use any object to threaten or intimidate another person;
- 3.2.3 cause injury to any person with an object;
- 3.2.4 be in possession of or under the influence of alcohol and/or illegal/restricted drugs;
- 3.2.5 provide others with alcohol or illegal drugs;
- 3.2.6 be under the influence of a noxious substance, such as glue or gasoline;
- 3.2.7 be in contravention of the Smoke-Free Ontario Act;
- 3.2.8 inflict or encourage others to inflict bodily harm on another person;
- 3.2.9 engage in bully behaviours;
- 3.2.10 commit sexual assault;
- 3.2.11 traffic weapons or illegal/restricted drugs;
- 3.2.12 give alcohol to a minor;
- 3.2.13 commit robbery;
- 3.2.14 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 3.2.15 commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### 4. Development of School Codes of Conduct

The Board will require a principal to develop a School Code of Conduct in consultation with the school council, as well as a variety of stakeholders.



## Board Policy 6001

# CODE OF CONDUCT

Legal References:	<i>Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils</i>
Related References:	<i>Board Policy 6008 – Student Discipline; Board Policy 6009 – Student Bullying Prevention and Intervention; Board Policy G201 - Trustee Code of Conduct Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies; Administrative Procedure 1260 – Student Discipline; Administrative Procedure 1620 – Alternative Suspension Program; Administrative Procedure 3760 – Staff Discipline.</i>
Effective Date:	<i>June 25, 2001</i>
Revisions:	<i>February 1, 2008; June 16, 2008; October 27, 2008, November 14, 2014, <b>October 17, 2016</b></i>
Reviewed:	

### 1. Preamble

- 1.1 The Ministry of Education requires that all school boards develop a Code of Conduct which communicates to all members of the school community, including students, parents, guardians, volunteers, staff, community members, trustees and visitors, the expected standards of behaviour.
- 1.2 The Waterloo Region District School Board recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility **of the entire school community** to contribute to a positive school climate.
- 1.3 The Board's Code of Conduct has been developed in accordance with the guiding principles of the Education Act, Part XIII (Behaviour, Discipline and Safety), in order to create a common philosophy and understanding upon which safe, **caring and inclusive** learning and working environments can be maintained for all school community members. **The collective efforts of the whole school supports the well-being of students, staff and the school community.**

### 2. Roles and Responsibilities

- 2.1 The Waterloo Region District School Board will:
  - 2.1.1 develop policies that set out the manner in which schools will implement and enforce the provincial Code of Conduct and all other guidelines that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, physical safety **and well-being**;
  - 2.1.2 seek input from school councils, the Board's Parent Involvement Committee, the Board's Special Education Advisory Committee, parents, students, staff members, and the school community;
  - 2.1.3 review these policies (2.1.1) regularly with students, staff, parents, volunteers and the community.
  - 2.1.4 establish a process that clearly communicates the provincial Code of Conduct and the Board's Code of Conduct to all parents, students, staff members, and members of the school community in order to establish their commitment and support;
  - 2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respective, civility, responsible citizenship, safety **and well-being**;

- 2.1.6 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
  - 2.1.7 **provide opportunities for students, parents and staff to acquire the knowledge, skills and attitudes necessary to support cognitive, physical, mental and social well-being to support academic excellence in a safe learning and teaching environment;**
  - 2.1.8 whenever possible, collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices with other school boards.
- 2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:
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  - 2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff;
  - 2.5.8 encourage and assist their child in understanding and following the rules of behaviour.
- 2.6 This policy plays an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

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- 3.1.3 respect differences in people, their ideas and opinions;
- 3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 3.1.5 respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- 3.1.6 respect the rights of others;
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- 3.2.3 cause injury to any person with an object;
- 3.2.4 be in possession of or under the influence of alcohol and/or illegal/restricted drugs;
- 3.2.5 provide others with alcohol or illegal drugs;
- 3.2.6 be under the influence of a noxious substance, such as glue or gasoline;
- 3.2.7 be in contravention of the Smoke-Free Ontario Act;
- 3.2.8 inflict or encourage others to inflict bodily harm on another person;
- 3.2.9 engage in bullying or cyberbullying behaviours;
- 3.2.10 commit sexual assault;
- 3.2.11 traffic weapons or illegal/restricted drugs;
- 3.2.12 give alcohol to a minor;
- 3.2.13 commit robbery;
- 3.2.14 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 3.2.15 commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### 4. Development of School Codes of Conduct

- 4.1 The Board will require a principal to develop a School Code of Conduct in consultation with the school council, as well as a variety of stakeholders.



## STUDENT DISCIPLINE

Legal References:	<i>Education Act, as amended;</i> <i>Ontario Human Rights Code;</i> <i>Canadian Charter of Rights and Freedoms;</i> <i>Provincial Code of Conduct.</i>
Related References:	<i>Ontario Regulation 472/07;</i> <i>Ministry of Education Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Ministry of Education Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Board Policy 6009 – Bullying Prevention and Intervention;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Administrative Procedure 1260 – Student Discipline;</i> <i>Administrative Procedure 1620 – Alternative Suspension Program;</i> <i>School Board Police Protocol;</i> <i>Traumatic Response Protocol, 2013; and</i> <i>Threat Risk Assessment Protocol.</i>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<i>February 2015, March 23, 2015</i>
Reviewed:	

### 1. Preamble

- 1.1 The Provincial Code of Conduct, the Waterloo Region District School Board Code of Conduct, the *Education Act, as amended*, Ontario Regulation 472/07, Policy Program Memorandum (PPM) 128, 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention), 145 (progressive discipline), together with the Board's discipline policies and procedures create expectations for behaviour for all persons on school property and outline strategies to be taken to reduce incidents and impose appropriate consequences for students.
- 1.2 The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.
- 1.3 It is important that all students have a safe, caring, inclusive and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- 1.4 Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.
- 1.5 A principal may delegate some disciplinary responsibilities to a vice-principal and/or teacher of the school in accordance with the *Education Act*, Ministry of Education policies and Board procedures. In such circumstances, the delegation of authority and the authority delegated will be clearly identified in Board procedures, as will the supports available to individuals in receipt of the delegated authority.

- 1.6 To meet the goal of creating a safe, caring, and inclusive school environment, the Waterloo Region District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.
- 1.7 The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender expression, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.
- 1.8 The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.
- 1.9 Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on students protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

#### **Duty to Respond**

- 1.10 Board employees who work directly with students, including administrators, teachers, designated early childhood educators, paraprofessionals, secretaries, custodians, social workers, and board resource staff must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it in accordance with subsection 300.4 of part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

#### **Duty to Report**

- 1.11 All Board employees and all third party service providers (e.g. transportation provider, early childhood educator, etc.) have a duty to report if they become aware that a student may have engaged in an activity described in sections 306(1) or 310(1) of the *Education Act*. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but in any case, must report it to the principal no later than the end of the school day or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.
- 1.12 In accordance with Ministry of Education's PPM 144, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him-or herself or to others.  
All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-03-07). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.

## 2. Progressive Discipline

- 2.1 The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every student can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender expression, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*.
- 2.2 Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. The board and school administrators will consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.
- 2.3 It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, and support staff, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed. Staff is required to respond and report situations they have personally observed or heard about during the course of their duties, while on school property or during a school related event that would require the consideration of a suspension or expulsion.
- 2.4 The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

## 3. Positive Practices

- 3.1 In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and inclusive learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.
- 3.2 The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.
- 3.3 Preventative practices include:
- Human Rights strategy pursuant to PPM 119;
  - Bullying prevention and intervention programs;
  - Mentorship programs;
  - Student success strategies;
  - Character development;
  - Citizenship development;
  - Student leadership; and
  - Promoting healthy student relationships;
  - Healthy lifestyles.

- 3.4 Positive behaviour management practices include:
- Program modifications or accommodations;
  - Class placement;
  - Positive encouragement and reinforcement;
  - Individual, peer and group counselling;
  - Conflict resolution/Dispute resolution;
  - Restorative Practices;
  - Mentorship programs;
  - Promotion of healthy student relationships;
  - Sensitivity programs;
  - Safety Plans;
  - School, Board and community support programs; and
  - Student success strategies.
- 3.5 The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of consequences.
- 3.6 In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

#### 4. Progressive Discipline Consequences

- 4.1 Progressive discipline may include early and/or ongoing intervention strategies, such as:
- Contact with the student's parent(s)/guardian(s);
  - Verbal reminders;
  - Visual Cues to the desired behaviour;
  - Review of expectations set out in the school's Code of Conduct;
  - Written work assignment with a learning component related to the incident;
  - Behaviour Contract;
  - Volunteer service to Child Youth Worker;
  - Peer mentoring;
  - Conflict mediation and resolution;
  - Restorative interventions;
  - Consultation with school and/or board support staff;
  - Referral to community agency for counseling; and
  - Review of Program needs.
- 4.2 Progressive discipline may also include a range of interventions, supports and consequence when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the student's parent(s)/guardian(s), student and principal;
  - Referral to a community agency for additional support, counselling or treatment;
  - Detentions;
  - Withdrawal of privileges;
  - Withdrawal from class with planned learning activities;
  - Restitution for damages;
  - Restorative practices; and/or
  - Transfer with full disclosure to the receiving school. The receiving school must ensure appropriate supports are implemented. The sending school must contact their Superintendent of Education prior to the transfer.
- 4.3 Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.



- 4.4 When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate. All responses to behaviours that are contrary to the board's and school's codes of conduct must be developmentally appropriate.
- 4.5 The Board also supports the use of suspension and expulsion as outlined in Part XIII of the *Education Act* where a student has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.
- 4.6 An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act* and consistent with the *Human Rights Code*. A student shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.  
PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

## 5. Suspension

- 5.1 The infractions for which a suspension may be imposed by the principal include:
- 5.1.1 Uttering a threat to inflict serious bodily harm on another person;
  - 5.1.2 Possessing alcohol, illegal and/or restricted drugs;
  - 5.1.3 Being under the influence of alcohol and/or restricted drugs;
  - 5.1.4 Swearing at a teacher or at another person in a position of authority;
  - 5.1.5 Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
  - 5.1.6 Bullying;
  - 5.1.7 Any other act that is an activity for which a principal may suspend a pupil under a policy of the board.
- 5.2 A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- 5.3 Any such infractions about which a board staff member or a third party service provider, (e.g. transportation provider, early childhood educator, etc.) become aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so. All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-03-07). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.
- 5.4 A principal who suspends a student under section 306 shall make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

## 6. Mitigating and Other Factors When Considering a Suspension

- 6.1 Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student.
- 6.2 For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.
- 6.3 The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society.

## 7. Mitigating Factors

- 7.1 The mitigating factors to be considered by the principal are:
  - 7.1.1 Whether the student has the ability to control his or her behaviour;
  - 7.1.2 Whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and
  - 7.1.3 Whether the student's continuing presence in the school does not create an unacceptable risk to the safety of any other individual at the school.

## 8. Additional Factors to be Taken into Account When Considering Suspension

- 8.1 The student's academic, discipline and personal history;
- 8.2 Whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 8.3 Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 8.4 The impact of the discipline on the student's prospects for further education;
- 8.5 The student's age;
- 8.6 Where the student has an IEP or disability related needs:
  - 8.6.1 Whether the behaviour causing the incident was a manifestation of the student's disability;
  - 8.6.2 Whether appropriate individualized accommodation has been provided; and
  - 8.6.3 Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 8.7 Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

## 9. Expulsion

- 9.1 The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in one of the activities listed below, for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

- 9.2 The infractions for which a principal may consider recommending to the Board that a student be expelled from the student's school or from all schools of the Board include:
- 9.2.1 Possessing a weapon, including possessing a firearm or knife;
  - 9.2.2 Using a weapon to cause or to threaten bodily harm to another person;
  - 9.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - 9.2.4 Committing sexual assault;
  - 9.2.5 Trafficking in weapons, illegal or restricted drugs;
  - 9.2.6 Committing robbery;
  - 9.2.7 Giving alcohol to a minor;
  - 9.2.8 Bullying, if:
    - The student has previously been suspended for engaging in bullying, and
    - The student's continued presence in the school creates an unacceptable risk to the safety of another person.
  - 9.2.9 Any activity listed under subsection 5.1 that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g. socio-economic status, appearance).
  - 9.2.10 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- 9.3 The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society;
- 9.4 Any such infractions about which a board staff member or a third party service provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

## 10. Mitigating and Additional Factors to be Taken into Account When Considering Expulsion

- 10.1 The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.
- 10.2 For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society.
- 10.3 If, on concluding the investigation, the principal decides not to recommend to the board that the student be expelled, the principal shall:
- 10.3.1 Confirm the suspension and the duration of the suspension;
  - 10.3.2 Confirm the suspension but short its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
  - 10.3.3 Withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

**11. Principal Investigation**

- 11.1 Before recommending an expulsion from the student's school or from all schools of the Board, the principal must complete an investigation, consistent with the expectations of the *Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the *Administrative Procedure 1260 – Student Discipline*.

**12. Appeal**

- 12.1 The Suspension Appeal shall be held in accordance with the *Education Act*, the Board's Student Discipline Policy and the Student Discipline Procedures.
- 12.2 A suspension may be appealed by an adult student or the student's parent/guardian/caregiver. An adult student is a student who is 18 years old or older, or who is 16 or 17 years old and has withdrawn from parental control, in accordance with the *Administrative Procedure 1260 – Student Discipline* and Suspension Appeal Guidelines.
- 12.3 A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent of Education. If prior notice is not provided, it may be necessary to reschedule the Suspension Appeal to a later date.
- 12.4 The Discipline Committee and/or the Principal may exercise the right to legal counsel.

**13. Superintendent of Education**

- 13.1 The Superintendent of Education shall have the procedural powers and duties outlined in the *Administrative Procedure 1260 – Student Discipline*.
- 13.2 The Superintendent of Education will act as Secretary to the Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Discipline Committee at the beginning of the Appeal.

**14. Discipline Committee**

- 14.1 Appeals of Suspensions will be heard by the Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees shall act as Chair of the Discipline Committee. Appeals will be scheduled by the Superintendent of Education.
- 14.2 In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all students, and the impact of the activity on the school climate.
- 14.3 The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers necessary and shall consider the *Human Rights Code* of Ontario prior to implementing any appropriate Order.

**15. Supports for Students Who Have Been Harmed:**

- 15.1 The Board supports students who are victims of serious incidents of student behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct.
- 15.2 The principal or designate in consultation with the Superintendent of Education is required to provide information, in accordance with Board procedures, to the parent/guardian of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control

and where the principal is NOT of the opinion that informing the parent/guardian would put the student at risk of harm and would not be in the student's best interests.

- 15.3 The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.
- 15.4 The Board shall develop appropriate plans to protect the student who has been harmed and will communicate to parents/guardians of such student, information about the plan and a method of identifying dissatisfaction with steps taken to provide support to him/her.



## STUDENT DISCIPLINE

Legal References:	<i>Education Act, as amended;</i> <i>Ontario Human Rights Code;</i> <i>Canadian Charter of Rights and Freedoms;</i> <i>Provincial Code of Conduct.</i>
Related References:	<i>Ontario Regulation 472/07;</i> <i>Ministry of Education Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Ministry of Education Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <b><i>Board Policy 6000 – Safe Schools;</i></b> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 6009 – Bullying Prevention and Intervention;</i> <b><i>Administrative Procedure 1300 – Delegation of Authority (new)</i></b> <i>Administrative Procedure 1260 – Student Discipline;</i> <i>Administrative Procedure 1620 – Alternative Suspension Program;</i> <b><i>School Board Police Protocol, 2016;</i></b> <i>Traumatic Response Protocol, 2013; and</i> <i>Threat Risk Assessment Protocol.</i>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<b><i>February 2015, March 23, 2015, October 17, 2016</i></b>
Reviewed:	<b><i>March 21, 2016</i></b>

### 1. Preamble

- 1.1 The Provincial Code of Conduct, the Waterloo Region District School Board Code of Conduct, the *Education Act, as amended*, Ontario Regulation 472/07, Policy Program Memorandum (PPM) 128, 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention), 145 (progressive discipline), together with the Board's discipline policies and procedures create expectations for behaviour for all persons on school property and outline strategies to be taken to reduce incidents and impose appropriate consequences for students.
- 1.2 The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.
- 1.3 It is important that all students have a safe, caring, inclusive and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- 1.4 Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

- 1.5 A principal may delegate some disciplinary responsibilities to a vice-principal and/or teacher of the school in accordance with the *Education Act*, Ministry of Education policies and Board procedures. In such circumstances, the delegation of authority and the authority delegated will be clearly identified in **Administrative Procedures AP 1300**, as will the supports available to individuals in receipt of the delegated authority. **(See attached form)**
- 1.6 To meet the goal of creating a safe, caring, and inclusive school environment, the Waterloo Region District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.
- 1.7 The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender expression, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.
- 1.8 The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.
- 1.9 Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on students protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

#### **Duty to Respond**

- 1.10 Board employees who work directly with students, including administrators, teachers, designated early childhood educators, paraprofessionals, secretaries, custodians, social workers, and board resource staff must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it in accordance with subsection 300.4 of part XIII of the *Education Act* and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

#### **Duty to Report**

- 1.11 All Board employees and all third party service providers (e.g. transportation provider, early childhood educator, etc.) have a duty to report if they become aware that a student may have engaged in an activity described in sections 306(1) or 310(1) of the *Education Act*. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but in any case, must report it to the principal no later than the end of the school day or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.
- 1.12 In accordance with Ministry of Education's PPM 144, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a

negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him-or herself or to others. All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-03-07). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.

## 2. Progressive Discipline

- 2.1 The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every student can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender expression, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*.
- 2.2 Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. The board and school administrators will consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.
- 2.3 It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, and support staff, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed. Staff is required to respond and report situations they have personally observed or heard about during the course of their duties, while on school property or during a school related event that would require the consideration of a suspension or expulsion.
- 2.4 The Board, and school administrators, must consider all mitigating and **contextual** (other) factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

## 3. Positive Practices

- 3.1 In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and inclusive learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.
- 3.2 The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.
- 3.3 Preventative practices include:
- Human Rights strategy pursuant to PPM 119;



- Bullying prevention and intervention programs;
  - Mentorship programs;
  - Student success strategies;
  - Character development;
  - Citizenship development;
  - Student leadership; and
  - Promoting healthy student relationships;
  - Healthy lifestyles.
- 3.4 Positive behaviour management practices include:
- Program modifications or accommodations;
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  - Individual, peer and group counselling;
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  - Visual Cues to the desired behaviour;
  - Review of expectations set out in the school's Code of Conduct;
  - Written work assignment with a learning component related to the incident;
  - Behaviour Contract;
  - Volunteer service to Child Youth Worker;
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  - Restorative interventions;
  - Consultation with school and/or board support staff;
  - Referral to community agency for counseling; and
  - Review of Program needs.
- 4.2 Progressive discipline may also include a range of interventions, supports and consequence when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the student's parent(s)/guardian(s), student and principal;
  - Referral to a community agency for additional support, counselling or treatment;
  - Detentions;
  - Withdrawal of privileges;
  - Withdrawal from class with planned learning activities;

- Restitution for damages;
  - Restorative practices; and/or
  - Transfer with full disclosure to the receiving school. The receiving school must ensure appropriate supports are implemented. The sending school must contact their Superintendent of Education prior to the transfer.
- 4.3 Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.
- 4.4 When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate. All responses to behaviours that are contrary to the board's and school's codes of conduct must be developmentally appropriate.
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- 4.6 An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act* and consistent with the *Human Rights Code*. A student shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure. PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

## 5. Suspension

- 5.1 The infractions for which a suspension may be imposed by the principal include:
- 5.1.1 Uttering a threat to inflict serious bodily harm on another person;
  - 5.1.2 Possessing alcohol, illegal and/or restricted drugs;
  - 5.1.3 Being under the influence of alcohol and/or restricted drugs;
  - 5.1.4 Swearing at a teacher or at another person in a position of authority;
  - 5.1.5 Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
  - 5.1.6 Bullying **or Cyberbullying**;
  - 5.1.7 Any other act that is an activity for which a principal may suspend a pupil under a policy of the board.
- 5.2 A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- 5.3 Any such infractions about which a board staff member or a third party service provider, (e.g. transportation provider, early childhood educator, etc.) become aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so. All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-03-07). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.
- 5.4 A principal who suspends a student under section 306 shall make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

## 6. Mitigating and **Contextual (other)** Factors When Considering a Suspension

- 6.1 Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student.
- 6.2 For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.
- 6.3 The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society.

## 7. Mitigating Factors

- 7.1 The mitigating factors to be considered by the principal are:
  - 7.1.1 Whether the student has the ability to control his or her behaviour;
  - 7.1.2 Whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and
  - 7.1.3 Whether the student's continuing presence in the school does not create an unacceptable risk to the safety of any other individual at the school.

## 8. Additional Factors to be taken into Account When Considering Suspension

- 8.1 The student's academic, discipline and personal history;
- 8.2 Whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 8.3 Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 8.4 The impact of the discipline on the student's prospects for further education;
- 8.5 The student's age;
- 8.6 Where the student has an IEP or disability related needs:
  - 8.6.1 Whether the behaviour causing the incident was a manifestation of the student's disability;
  - 8.6.2 Whether appropriate individualized accommodation has been provided; and
  - 8.6.3 Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 8.7 Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

## 9. Expulsion

- 9.1 The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in one of the activities listed below, for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

- 9.2 The infractions for which a principal may consider recommending to the Board that a student be expelled from the student's school or from all schools of the Board include:
- 9.2.1 Possessing a weapon, including possessing a firearm or knife;
  - 9.2.2 Using a weapon to cause or to threaten bodily harm to another person;
  - 9.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - 9.2.4 Committing sexual assault;
  - 9.2.5 Trafficking in weapons, illegal or restricted drugs;
  - 9.2.6 Committing robbery;
  - 9.2.7 Giving alcohol to a minor;
  - 9.2.8 Bullying **or Cyberbullying**, if:
    - The student has previously been suspended for engaging in bullying, and
    - The student's continued presence in the school creates an unacceptable risk to the safety of another person.
  - 9.2.9 Any activity listed under subsection 5.1 that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g. socio-economic status, appearance).
  - 9.2.10 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- 9.3 The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society;
- 9.4 Any such infractions about which a board staff member or a third party service provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.
- 10. Mitigating and Additional Factors to be Taken into Account When Considering Expulsion**
- 10.1 The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.
- 10.2 For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society.
- 10.3 If, on concluding the investigation, the principal decides not to recommend to the board that the student be expelled, the principal shall:
- 10.3.1 Confirm the suspension and the duration of the suspension;
  - 10.3.2 Confirm the suspension but short its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
  - 10.3.3 Withdraw the suspension and expunge the record or the suspension, even if the suspension has already been served.

## 11. Principal Investigation

- 11.1 Before recommending an expulsion from the student's school or from all schools of the Board, the principal must complete an investigation, consistent with the expectations of the *Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the *Administrative Procedure 1260 – Student Discipline*.

## 12. Appeal

- 12.1 The Suspension Appeal shall be held in accordance with the *Education Act*, the Board's Student Discipline Policy and the Student Discipline Procedures.
- 12.2 A suspension may be appealed by an adult student or the student's parent/guardian/caregiver. An adult student is a student who is 18 years old or older, or who is 16 or 17 years old and has withdrawn from parental control, in accordance with the *Administrative Procedure 1260 – Student Discipline* and Suspension Appeal Guidelines.
- 12.3 A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent of Education. If prior notice is not provided, it may be necessary to reschedule the Suspension Appeal to a later date.
- 12.4 The Discipline Committee and/or the Principal may exercise the right to legal counsel.

## 13. Superintendent of Education

- 13.1 The Superintendent of Education shall have the procedural powers and duties outlined in the *Administrative Procedure 1260 – Student Discipline*.
- 13.2 The Superintendent of Education will act as Secretary to the Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Discipline Committee at the beginning of the Appeal.

## 14. Discipline Committee

- 14.1 Appeals of Suspensions will be heard by the Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees shall act as Chair of the Discipline Committee. Appeals will be scheduled by the Superintendent of Education.
- 14.2 In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all students, and the impact of the activity on the school climate.
- 14.3 The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers necessary and shall consider the *Human Rights Code* of Ontario prior to implementing any appropriate Order.

## 15. Supports for Students Who Have Been Harmed:

- 15.1 The Board supports students who are victims of serious incidents of student behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct.

- 15.2 The principal or designate in consultation with the Superintendent of Education is required to provide information, in accordance with Board procedures, to the parent/guardian of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT of the opinion that informing the parent/guardian would put the student at risk of harm and would not be in the student's best interests.
- 15.3 The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.
- 15.4 The Board shall develop appropriate plans to protect the student who has been harmed and will communicate to parents/guardians of such student, information about the plan and a method of identifying dissatisfaction with steps taken to provide support to him/her.

DRAFT

**Report to Committee of the Whole  
October 17, 2016**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT:** Waterloo Region District School Board Strategic Plan – 2016-2017

**ORIGINATOR:** This report was prepared by John Bryant, Director of Education & Secretary, and Lila Read, Senior Superintendent, Student Achievement & Well-Being, in consultation with Coordinating Council.

**PURPOSE/STRATEGIC PLAN:**

The purpose of this report is to provide an update on the Waterloo Region District School Board Strategic Plan (Appendix A).

The three strategic priorities that are used to guide the work of the Board are:

- Our Students are First – Each and Every One
- Our Staff, Families and Caregivers are Partners in Every Student's Learning Journey
- Our Culture of Innovation Builds Students' Confidence and Success as they Face the Future

**BACKGROUND:**

The Waterloo Region District School Board engaged in a Collaborative Strategic Planning Process with the goal of creating a multi-year Strategic Plan that articulated the priorities, desired outcomes, and commitments of the WRDSB for the next 3-5 years.

Trustees, students, staff and representatives from the following groups were part of this collaborative process:

Special Education Advisory Committee (SEAC)	Elementary Teachers Federation of Ontario (ETFO)	Educational Assistants Association (EAA)	Secondary School Principals' Association (SSPA)
Parent Involvement Committee (PIC)	Designated Early Childhood Educators (DECE)	Custodial and Maintenance Association (CAMA)	Secondary School Vice Principals Association (SSVPA)
Waterloo Region Assembly of Public School Councils (WRAPSC)	Ontario Secondary School Teacher Federation (OSSTF) / TBU	Supervision Monitors and Cafeteria Assistants (SMACA)	Students
Equity and Inclusion Advisory Group (EIAG)	Ontario Secondary School Teacher Federation (OSSTF) / TBU Occasional Teachers	Educational Support Staff (ESS- OSSTF)	Managers
Early Years Advisory Group (EYAG)	Waterloo Region Occasional Teachers (WROT)	Waterloo Region Elementary Administrators (WREA)	Student Trustees
Professional Student Services Personnel (PSSP)	Senior Strategy Team	External Audit Committee Member	Trustees

On June 20, 2016, the Waterloo Region District School Board approved the Strategic Priorities, Outcomes and Commitments, as presented in Appendix A. At the August 29, 2016 Special Board Meeting, staff presented the three Operational Goals, for Trustee's awareness, and at the September 26, 2016 meeting, staff provided an overview of the Accountability Framework that would serve to support the implementation and monitoring of the Strategic Plan.

**STATUS:**

Following the Trustees' approval of the Strategic Plan, senior staff have worked in consultation with a variety of stakeholders and have reviewed myriad pertinent data to identify three Operational Goals to support the implementation of the Strategic Priorities and related outcomes. These goals are as follows:

**Mathematics:** Increase the percentage of students achieving at provincial standard by 8% yearly on the Primary (grade 3), Junior (grade 6) and Intermediate (grade 9 applied) EQAO Mathematics assessments for three years.

**Graduation Rates:** Within 3 years, the WRDSB's 5-year graduation rate will increase by 5% through the implementation of an Evidence-based K-12 Strategy.

**Student and Staff Well-Being:** All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being, with the acknowledgement of how these contribute to self and spiritual well-being. While targets have not yet been established, staff will work towards determining baseline data points which will serve as the foundation for setting relevant and realistic targets related to student and staff well-being.

Students will experience and contribute to:

- improved connection to learning;
- social belonging;
- personal safety; and
- inclusion.

Staff will experience and contribute to:

- improved connection to their role within the workplace;
- social belonging;
- emotional well-being; and
- personal well-being.

Implementation and monitoring plans related to each of these Operational Goals have been developed by each Department of the Waterloo Region District School Board, namely; Business Services, Corporate Services, Human Resource Services, Learning Services and Schools.

Each department is accountable to identify specific objectives and strategies related to each goal, along with timelines, measures of implementation fidelity, and key performance indicators that measure the progress towards the goal. Each strategy must also link back to the broader Strategic Priorities and related outcomes, and the expectation is that staff embrace and honour the commitments in how we go about our collective work. As a senior team, we will continue to review and adjust these plans as we consult and collaborate with our various stakeholders and begin to implement the variety of strategies contained therein.

**COMMUNICATIONS:**

This report was prepared as part of the Board of Trustees' role in monitoring the implementation of the Strategic Plan. In addition to regular reports and presentations to the Board of Trustees, the Director and senior staff are executing a plan for communication related to the Strategic Plan that covers three broad audience groups:

**Internal Stakeholders and Staff:** Staff are taking every opportunity to reinforce the Strategic Plan in messages and presentations and have presented on the details of our Strategic Priorities, Commitments and Operational Goals to a wide range of groups since the start of the school year. These opportunities include:

- August System Leaders' Meeting
- Education Centre Staff Meeting
- System PD day meetings and Family of Schools meetings
- School Staff meetings
- Administrative association meetings (SSPA, SSVPA, WREA)
- Parent meetings (PIC, WRAPSC)
- Student meetings (Student Senate)
- Union meetings (Staff Advisory)
- Committees (Accessibility Planning Committee, SEAC, Staff Advisory Committee)



We will continue to seek opportunities to share details of the Strategic Plan with internal audiences and provide updates on the Operational Goals planning, implementation and monitoring.

**Public:** Since September, staff have [shared the Strategic Plan online](#) to give external partners greater visibility to the work of the WRDSB and supported these new pages (including the [Board and School Improvement Planning Guide](#)) with social media posts to drive audiences to the pages. Staff will continue to share progress on the Operational Goals online as they evolve to keep the public abreast of our work.

Our Strategic Plan also formed the foundation for our communications approach to the release of EQAO and OSSLT data in September, helping to [guide the language used by Director Bryant in an OpEd published in the Waterloo Region Record](#) and [subsequent reporting in The Record](#) on Trustee's endorsement of the Strategic Plan Accountability Framework, presented on September 26, 2016.

Through to the end of December 2016, the WRDSB Communications Team *and* Student Trustees will lead a process that will engage the broader community in developing a "Purpose Statement" for the WRDSB. Our hope is that this process will promote student and stakeholder voice and create enthusiasm for the Strategic Plan. We want our community and many stakeholders to see themselves in the Plan and experience it as a tool that will make a difference for our students, staff, families, caregivers and community.

**Trustees/Senior Staff Monitoring:** A vehicle to promote accountability for the successful implementation of the Operational Goals will be established with Trustees' endorsement of the framework laid out in this report. Working in partnership with senior staff, Trustees will receive monthly reports on the implementation and monitoring of the objectives and strategies related to our Operational Goals. The Director will also make use of Coordinating Council and Senior Strategy Team meetings as a vehicle to monitor implementation and ensure timely updates to both staff and Trustees.

**FINANCIAL IMPLICATIONS:**

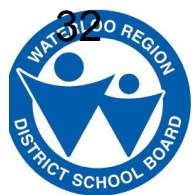
No financial implications.

As per 2016-2017 Budget, resources have been identified to support the implementation and monitoring of the Strategic Plan.

**RECOMMENDATION:**

No recommendation. For information only.

 **Director of Education**



## Strategic Priorities

### Our students are first – each and every one

- Our students experience a sense of belonging in a caring learning environment that addresses their well-being.
- Our students pursue individual learning pathways that reflect their interests, develop skills for the future and inspire global citizenship.
- Our students succeed in reaching their potential and graduating from WRDSB schools and programs.

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

- Our families and caregivers are supported in creating the best possible outcomes for our students.
- Our staff is equipped with the skills and resources to support every child in their learning journey.
- Our staff is supported in their wellness as they promote and model wellness for our students.

### Our culture of innovation builds students' confidence and success as they face the future

- Our learning environments include all students and their diverse perspectives and ideas.
- Our students, staff and community are supported by creative and collaborative problem-solving.
- Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.

## Our Commitments

We, as individuals who serve public education in Waterloo Region, are committed to:

**Service** by embracing an attitude of care and support. We seek to understand and meet the needs of those we serve.

**Integrity** by matching our actions to our words. We conduct ourselves in an open and transparent manner that inspires trust.

**Respect** by honouring all stakeholders. We create an environment where people feel included, valued and treated with dignity.

**Innovation** in a culture where new ideas are welcomed and considered. We build our capacity to think critically and problem-solve creatively.

**Collaboration** through reaching out and listening to our stakeholders. We build collaborative relationships to achieve common goals and resolve differences.

Our commitments provide us with a value-based framework that will guide the work of providing Waterloo Region with a first class public education system.

## Operational Goals 2016/17

### Mathematics

Increase the percentage of students achieving at provincial standard by 8% yearly on Grade 3, Grade 6 and Grade 9 Applied EQAO mathematics assessments for 3 years.

### Graduation Rates

Within 3 years we will increase our five-year graduation rate by 5% through the implementation of an evidence-based K-12 strategy.

### Student and Staff Wellness

All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.

**Report to Committee of the Whole  
October 17, 2016**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT: 2016-2017 Identification, Placement and Review Committees – Membership**

**ORIGINATOR:** This report was prepared by Lila Read, Senior Superintendent, Student Achievement & Well-Being, and Scott Miller, Superintendent, Student Achievement & Well-Being, in consultation with Coordinating Council.

**PURPOSE/STRATEGIC PLAN:**

The purpose of this report is to share the names of Waterloo Region District School Board staff that have been submitted by Principals and Superintendents to be the members of their school's Identification, Placement and Review Committee (IPRC). The Identification Placement and Review Committee provides an opportunity for schools within the Waterloo Region District School Board to engage in meaningful discussions with all stakeholders in an effort to determine and implement regular classroom and/or program placements that best meet the needs of exceptional students with Special Education Needs.

The three strategic priorities that are used to guide the work of the Board are:

- Our Students are First – Each and Every One
- Our Staff, Families and Caregivers are Partners in Every Student's Learning Journey
- Our Culture of Innovation Builds Students' Confidence and Success as they Face the Future

Our Students are First – Each and Every One

Whenever possible the first placement consideration for a student should be in a regular classroom in their home school. Decisions should be made based on the best interests of the student while taking into account the need to provide appropriate accommodations and/or modifications for their learning.

Our Staff, Families and Caregivers are Partners in Every Student's Learning Journey

It is the expectation that School Principals will actively consult with families and caregivers and where appropriate, other community based professionals when considering the need to formally identify a student as exceptional and/or recommend placement in Special Education Programs. Principals should be aware of the various placement options described on the Identification Placement Review Committee forms.

Our Culture of Innovation Builds Students' Confidence and Success as they Face the Future

The Multi-Disciplinary Teams (MDTs) assigned to each school, work closely with school staff, students, families and caregivers to develop appropriate programs and innovative plans to meet the individual needs of the student.

**BACKGROUND:**

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

**STATUS:**

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

**COMMUNICATIONS:**

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

**FINANCIAL IMPLICATIONS:**

No financial implications

**RECOMMENDATION:**

It is recommended that the Waterloo Region District School Board approve the staff that have been submitted as members of their respective Identification, Placement and Review Committees for the 2016-2017 school year as per Appendix A; and

That the jurisdiction of each of these committees as outlined below is approved:

- (a) School Committees: A school IPRC is held when a program modification to accommodate an exceptional student with Special Education Needs can be accomplished within the home school environment.
- (b) Area Committees: An area IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs is necessary for them to access a designated program within the present administrative area or if a change in schools is required for the student to access the designated program.
- (c) District Committees: A district IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs requires placement in cross-district Special Education Programs. This occurs when school and area resources have been exhausted or when specialized equipment that is not available in a school setting is being considered.

 **Director of Education**

## Identification, Placement and Review Committee Membership

### 2016-2017

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

#### A. SCHOOL COMMITTEES

##### Jurisdiction

A school I.P.R.C. is held when program modification is possible to accommodate exceptional pupils within the home school programs.

##### Membership

##### A.R. Kaufman

Pam Kaur	Sean Finn	Kristi Johannes	Tirsa Finlay
Rubina Heddokheel	Brian Walker		

##### Abraham Erb

Heather Schumann	Christina Toth	Danielle George-Campbell	
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##### Alpine

Rita Givlin	Julie Jackson-Lawson	Valerie Bless	Margaret Gemnay
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##### Avenue Road

Stephen McCrae	Jenni-Rebecca Roberge	Jennifer Burke	
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##### Avr

Mike Coates	Carolyn Sutton		
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##### Baden

Nancy Woodhall	Mary Elias	Adam Becker	Ann Dupej
Tina Bodendistle			

##### Blair Road

Helen Turner-Fisher	Michael Bolton	Ruth Boughan	Jackie Milne
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##### Bluevale Collegiate

Mark Hunniford	Liz Maloney	Dale Bender	Adam Taylor
Emily Dixon	John Carlisle	Jon Taylor	

##### Breslau

Marcia Lubert	Melissa Marshall	Wendy Garrett	Rachael Bertelink
Wendy McLellan	Penny Toogood		

##### Bridgeport

Stephen Sherlock	Annette Birch	Linda Gerber	
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##### Brigadoon

Anne Stephen	Bev Hall	Kelly Gudas	Lindsey Gottvald
Karen Grant-O'Grady			

**Cameron Heights Collegiate**

Ray Teed	Jane Jewson	Stephanie Rutledge	Natalie Hull
Jill Little	Iggy Farino		

**Cedar Creek**

Sofia Brock	Mary Kate Hagedorn	Jennifer Bockus-Brown	
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**Cedarbrae**

Julie Werber	Bev Jantzi	Leah Cronin	
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**Centennial (Cambridge)**

Holly Corman	TJ Hall	Shelley Noorduyn	
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**Centennial (Waterloo)**

Betti Adams	Brian Weigel	Marcia Watson	Andrea Spoltore
Jeff Bumstead	Gary Kauk		

**Central**

Carolyn Baechler	Anne MacInnes	Alison Bell	Paula Cutchall
Nancy Eitel	Alicia Pearle		

**Chalmers Street**

Rob Rebellato	Christine Hristov	Bonnie Berg	Andrea Harmer
Kahla Durrant			

**Clemens Mill**

Grant Creech	Elizabeth Gill	Deb Bice	Karen Atkin
Dana Papalia	Carolyn Graham		

**Conestogo**

Brian Beney	Kendra Platt	Carolee Fox	Thea Kennedy
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**Coronation**

Jodi Albrecht	Ozlem Samuels	Carolyn Kay	Craig McLeman
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**Country Hills**

Alex Coffey	Marc Lehmann	Alison Nichols	
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**Courtland Avenue**

Dudley Brown	Lindsay Adamson	Maria Piccin	John Howitson
Terry Gage	Andrea Wiebe		

**Crestview**

Pauline Shiry	Michael Sendrea	Maureen Rockel	Cristina Klages
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**Doon**

Helmut Tinnes	Kim Lussier	Rob Bechtel	Stephen Ross
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**Driftwood Park**

Julia Passmore	Pam Mustin	Ashlie Weicker	April Couzens
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**Eastwood Collegiate**

Jeff Klinck	Wayne Harnack	Kelly MacDonald	Harold Soulis
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**Edna Staebler**

Paul Fracas	Annie Bishop	Ed Griffith	Susan Black
Sanj Sathiyamoorthy	Helen Luft	Lyndsay Sheppard	

**Elgin Street**

Carol Williams	Wendy Bowker	Cindy Walsh	Karen Desmueles
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**Elizabeth Ziegler**

Lynne Green	Pete Banks	Shelagh Buhler	Sheri Burns
Erin Bechtel	Dan Vos		

**Elmira District Secondary**

Keith Halley	Nanci Henderson	Sarah Hamilton	Fred Meissner
Lisa Douglas	Paul Morgan	Madison Colbeck	David Morton

**Empire**

Kelly Wilkinson	Heather Hadden	Danita Crewson	
Ruth Anne Hammel			

**Floradale**

Vlad Kovac	Dinah Murdoch	Jennifer Phillips	
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**Forest Glen**

Darlene Stubbs	Jo-Anne Soye	Katherine Borovilos	Cheryl Brubacher-Cressman
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**Forest Heights Collegiate**

Bill Lemon	Tracey Cook	Peter Pfaff	
Bilijana Vazic			

**Forest Hill**

Kristin Jones	Tracey van Willigen	Brad Hughes	Peter Berndt
Charlene Scharlach			

**Franklin**

Paul Milne	Penny Miller	Lindsay McKnight	Jennifer Wolfe
Sheryl Gohl			

**Galt Collegiate**

Beverly Wood	Leigh Evans	Alison Little	Cathy McIntosh
Jessica Hewitt			

**Glencairn**

Heather Preddie	Holly Smith	Erin Weller	Michael Geraci
Jen Tummillo	Jaime Mitchell		

**Glenview Park Secondary**

Dave Wilson	Rod Hacking	Deb Derman	Rob Dickson
Christie Wynn			

**Grand River Collegiate**

Deborah Tyrrell	Jodie Antonini	Sara Milks
AnnMarie Fingland	Susan Kruck	

**Grand View (Cambridge)**

Barry Frame	Pam Hawley	Jessica Bowen
Yukie Miyata		

**Grandview (New Hamburg)**

Jane Pritchard	Sandra Komorowski	Amy Knechtel-Shannon
Melissa Quint		

**Hespeler**

Julie Lobsinger	Jacqueline Shoebridge	Cheryl Clark	Alexandra McDonnell
Shanon Nancekivell	Kristen Jensen		

**Highland**

Randy Martin	Mandy Serpa	Susan Marchiori	Michelle Fisher
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**Hillcrest**

Marc Laurente	Hilda-Anne Bulman	Corrina Stevens	Kevin Brenneman
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**Howard Robertson**

Karen Tomlin	Cindy Foss-Silveira	Rachel Willms	Jeanie Fleming
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**Huron Heights Secondary**

Ed Doadt	Judy Freund	Diane Kewley	Mark Rubicini
Bonnie Wigmore	Nancy Dale		

**J.F. Carmichael**

Carole Reeves	Bobbie-Jo Lovell	Shannon Schust	Devon Girt
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**J.W. Gerth**

Susan Schaffner	Sharon Srigley	Christy Coghill	Kristi Lawrance
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**Jacob Hespeler Secondary**

Brenda Cathcart	Jen Shahi	Kathy Stuart	Darryl Hazenberg
Jane McWilliams	Ben Crane		

**Jean Steckle**

Andrea Michelutti	Tara Roden	Stephen Coe	Kim Graham
Amanda Matessich			

**John Darling**

Deanna Heer	Gillian McKenzie	Catherine Dufournaud
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**John Mahood**

Dan Enns	Mary Janzen	Laura Lim	Annette Bishop
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**K.C.I.**

Cathy Vollmer-Ashley	Karen Letwin	Dean Kueneman	Nick Biffis
Brad Marsh			

**Keatsway**

Lori Briscoe	Julie Jackson	Gitta Voisin
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**King Edward**

Lee Anne Andriessen	Deb Bennett	Erin Small
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**Lackner Woods**

Maria Lotimer	Cailin Daub	Kelly Wyatt	Casey Merkley
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**Laurelwood**

Liz Arbuckle	Cheryl Winton	Cori Bullock
Sarah McCrea	Heather Samuel	

**Laurentian Senior**

Gregory Jespersen	Lana Wheeler	Lidia Tagliabracchi	Kathryn Costigan
Lisa Devall-Martin			

**Lester B. Pearson**

Brenda Moen	Alison Rieger	Jeff Zweifel	Rebecca Pope
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**Lexington**

Steve Lipskie	Charlotte Maloney	Jan Laffin	Melissa Juche
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**Lincoln Heights**

Janet Hale	Murray Crewson	Jennifer Loeb sack	Nancy Tanguay
MaryBeth Reynolds	Kyle Metcalf		

**Linwood**

Shawn Thompson	Chris Moore	Kathy Puskas	Carolyn Boyne
Connie Priester			

**MacGregor Senior**

Erica Fleming-Gillespie	Bryan Rankine	Karen Moore	Tracy Gleeson
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**Mackenzie King**

Kathy Haddock	Erin Agnello	Danielle Hall	Chris Greenhough
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**Manchester**

Heather Krus	Brittany Rickert	Kim Tolton	Helen Thomas
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**Margaret Avenue**

Evelyn Giannopoulos	Laura Griffin	Kim Fraser	Sherry Lawlor Alexander
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**Mary Johnston**

Karin Bileski	Lee Wideman	Holly McPherson-Mount
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**Meadowlane**

Rebecca Jutzi	Brandy Eberhardt	Beth Creighton
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**Millen Woods**

Trish Starodub	Sandra McVannel	Stephanie Nellis	Dave Fitzsimmons
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**Moffat Creek**

Allan MacKay	Shaina Malcho	Steve McKay	Sara Eby-Hodgson
Amy Humphrys			

**N.A. MacEachern**Marty Raymond  
Jayne Gerber

Lisa Dunnette

Jennie McGovern

Gemma Duley

**New Dundee**

Brian Burnley

Irene Witzke

Jeff Heer

**Northlake Woods**Dave Glebe  
Christine Martin

Jennifer Aylsworth

Tara Wallace

Sean Nickel

**Park Manor**

Sharlene McHolm

Marnie McKenzie

Betty Bouw

**Parkway**

Jason Stere

Greg Matsuo

**Pioneer Park**Tracy Tait  
Nick Chiarelli

Mary Newman

Rod Ruehle

Marilyn Promoli

**Preston High**Joseph Bell  
Angela KiffKerri Biernes  
Andrew Tilt

Dollie Butticci

Leena Girska

**Preston Public**

Mark McMath

Karen Woroch

Susan Woosnam-Battler

**Prueter**Jennifer Crits  
Gillian Lambert

Joe Safar

Jane Topper-Dixon

Olivia Perrin

**Queen Elizabeth**Coosje Weber  
Meghan DobsonHolly Smith  
Kim Puzack

Lisa Daudjee

Leanne McCutcheon

**Queensmount Senior**

Jon Lencz

Phillip Sallewsky

Carmen McQuillin

Paul Jasinski

**Riverside**Brent Hatcher  
Ryan McCluskey

Connie Lepp

Rose Koch

Melanie Witmer

**Rockway**Bobbie Chatha  
Mike Snyder

Tracy Ducharme

Samantha Hutchison

**Rosemount**Cindy Smith  
Herb McNeill

Mary Adamson

Danielle Hall

Lynn Buckley

**Ryerson**Leisa Kuntz  
Amanda Grant

Jessica Humeniuk

Jennifer Ruppert

Regan Wells

**Saginaw**

Erin Bell

Ines Bijl

Nichole Fink

Christine L Martin

**Sandowne**

Laura Hagey-Nichols	Maureen Bartlett	Michael Bennett
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**Sandhills**

Silvana Hoxha	Shelly Porteous	Jeannette Bible	Allison Robbins-Shoniker
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**Sheppard**

Elke Whitmore	Matt Cuffari	Anna Lucas	Janet Swan
Joseph Barlen			

**Silverheights**

Brenda Moen	Wendy Campbell	Justin Read	Kristen Hrbak
Darren Jones	Bethany Faber		

**Sir Adam Beck**

Roger Boettcher	Beth Mehring	Andrea Emrich	Brenda Sangster
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**Sir John A. Macdonald**

Jennifer Shortreed	Stephanie Morris	David Williamson	Jennifer Bistolas
Ian Clancey			

**Smithson**

Michelle Schmid	Sachiko Shimazaki	Julia Sauder	MaryJo Maloney
Barbara Kelly	Anne-Marie Smith		

**Southridge**

Geoff Suderman- Gladwell	Julie White	Irene Loupos	Tracey Henkenhaf
Laura (Michelle) Smith	Stacey Carswell		

**Southwood Secondary**

Sue Shepley	Patricia Pascoe	Angie Martin	Jodie Rideout
Josie Radocchia	Vida Collis		

**St. Andrew's Senior**

Tatiana Stroud	Kim Bigam	Jenn Burr
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**St. Jacob's**

Kathy Mathers	Linda Angus- Fitzpatrick
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**Stanley Park Senior**

Sandy Dawson	Brent Johnston	Cathy Baer
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**Stewart Avenue**

Chris Eaton	Marc Vender	Lori Evelyn	Jennifer Urquhart
Jean Perry-Terrel			

**Suddaby**

Wendy Daley	Jan Hansen	Lisa Lynch	Andrea Hazenberg
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**Sunnyside Senior**

Jeff Lovell	Charmaine deBoer	Clark Day
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**Tait Street**James Bond  
Karlee HolroydCarrie McGinnis  
Jenni Guy

Joyce Wong

Angela Szijarto

**Trillium**

Jeff Adam

Kerry Schirm

Lindsay Morrison

**Vista Hills**

Don Oberle

Charity Frey

Katie Lepold

**W.T. Townshend**Barb Brown  
Myrian Lucas

Lori Woodley

Karen Madsen

**Waterloo Collegiate**Teresa Dunat-Banks  
Karin Bouda

Tim Gilmore

Christian Chapman

Phyllis Martin Argueta

**Waterloo-Oxford District**

Beth Bodkin

Kathryn Jacklin

Terri-Lyn Stewart

Janine Walmsley

**Wellesley**Al Tordjman  
Brian MorganSandra Rath  
Jen Martin

Andrew Beddoe

**Westheights**Michael Martin  
Liz AndersonBrock Greenhalgh  
Lisa Osborn

Laurie Galpin

Kathy Reinhart

**Westmount**

Tamara Kaufman

Tim Krueger

Deb Ferguson

**Westvale**

Jodie Hancox-Meyer

Stephen Ahlberg

Kathy Reaume

**William G. Davis**

Brian Ward

Nancy Murovec

Jill Strome

Sandy Falco

**Williamsburg**Rose Noonan  
Laura Rushton

Dayle Buller-Power

Devon Yoell

Ann Stotts

**Wilson Avenue**Elizabeth Martz  
Pino Esposito

Vince Graham

Tamara Ahlberg

Lisa Mitani

**Winston Churchill**

Pat Dale

Kathy Hagedorn-Hehl

William Grobe

**Woodland Park**

Paul Schlegel

Sandra Field

Karen Frew Paul

## **B. AREA COMMITTEES**

### **Jurisdiction**

An area IPRC is held when program modifications require a placement within the programs designated to serve the administrative area or a change in schools is required within the administrative area.

### **Membership**

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

- Superintendents or designates
- Special Education teacher
- Learning Services (Special Education) resource staff member

All standing members of the school committees are also members for their respective area committees. The chairman of each area committee will select the standing members for a specific meeting from the school committees, plus any member of the Learning Services (Special Education) resource staff. The chairperson of the area committee is selected by the Assistant (to) Superintendent of Learning Services - Special Education and Program.

## **C. DISTRICT COMMITTEES**

### **Jurisdiction**

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

### **Membership**

- Senior Superintendent of Student Achievement and Well-Being, or Designate
- Superintendent of Student Achievement and Well-Being (Special Education)
- System Administrator, Learning Services (Special Education)

All the standing members of the area committees are also standing members for the district committees. The chairperson of the district committees will select the standing members for specific meetings. The chairman of the district committees is the Superintendent of Education - Learning Services or designate.

**Report to Committee of the Whole  
October 17, 2016**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT:**            **Report of Facts – Code of Conduct Committee**

**ORIGINATOR:**    This report was prepared by the Code of Conduct Committee, consisting of Committee Chairperson Trustee Natalie Waddell, Trustee Colin Harrington and Trustee Kathi Smith.

**PURPOSE/STRATEGIC PLAN:**

This report has been prepared by the Code of Conduct Committee to provide trustees with the results of the fact-finding investigation of an alleged breach of the Code of Conduct Policy as outlined in *Board Policy G201, Trustee Code of Conduct*.

**BACKGROUND:**

On June 7, 2016, a written claim of an alleged breach of the Code of Conduct was presented to Vice Chairperson John Hendry by Chairperson Kathleen Woodcock. The alleged breach involved Trustee Mike Ramsay's comments made publicly during a radio interview on May 10, 2016 with Eric Drodz on 570News.

The alleged breach was based on the following sections of *Board Policy G201, Trustee Code of Conduct*, Section 2:

*2.1 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in the manner that will inspire public confidence in the abilities and integrity of the Board.*

*2.4. When expressing opinions publicly, trustees shall conscientiously uphold the Board's reputation.*

*2.5 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.*

As per *Board Policy G201, Trustee Code of Conduct*, Section 13, a Code of Conduct Committee was established to investigate the alleged breach and bring a report of the facts to the Board of Trustees.

The membership of the Code of Conduct Committee consisted of the following:

- Trustee Natalie Waddell, Committee Chairperson
- Trustee Colin Harrington
- Trustee Kathi Smith

**STATUS:**

**Statement of Facts by the Code of Conduct Committee**

Trustee Ramsay was invited by personnel of 570News to participate in the 11 am Eric Drodz show on May 10, 2016.

Trustee Ramsay agrees that he was interviewed on the Eric Drodz show on May 10, 2016, and that the transcript provided of the interview is substantially accurate.

Chairperson Woodcock stated that she had learned about the interview, at the time of airing, through the Communications Office. She stated that she never personally listened to a recording of the interview, but had read the transcript (Appendix C).

On June 7, 2016, Chairperson Woodcock submitted a written complaint of a breach of *Policy G201, Trustee Code of Conduct*, against Trustee Ramsay, in reference to comments made by Trustee Ramsay during the interview on the Eric Drodz radio show on May 10, 2016 (Appendix C).

On June 7, 2016, Chairperson Woodcock indicated to Vice Chairperson Hendry that she had appointed Trustees Harrington and Waddell as alternates, as per *Policy G201, Trustee Code of Conduct*, Section 9.2.

Vice Chairperson Hendry recused himself from the Code of Conduct Committee on June 13, 2016.

Trustee Waddell was appointed Chairperson of the Code of Conduct Committee on June 15, 2016.

Trustee Smith was appointed to the Code of Conduct Committee by Trustee Ramsay on June 17, 2016, as per *Policy G201, Trustee Code of Conduct*, Section 11.2.

Trustee Ramsay prepared a written response to the complaint and submitted to the Code of Conduct Committee on June 26, 2016 (attached).

Trustee Ramsay was interviewed by the Code of Conduct Committee on the morning of July 11, 2016, as per *Policy G201*.

Chairperson Woodcock was interviewed by the Code of Conduct Committee on the afternoon of July 19, 2016, as per *Policy G201*.

Chairperson Woodcock was asked why she waited nearly a month to submit the complaint. Her response was that during that time frame she debated whether or not to submit it. Chairperson Woodcock indicated that she vacillated in filing the complaint and took that time to consider the potential impacts of either filing or not filing the complaint. Chairperson Woodcock stated, that in the end, she determined that she felt the process outlined in *Policy G201, Trustee Code of Conduct* is the only formal way trustees can make other trustees accountable for their actions. She indicated that the decision was not made lightly and after long consideration, that accountability was her determining factor.

Trustee Ramsay indicated, both in his written response to the complaint (dated June 26, 2016) and verbally during his interview (on July 11, 2016), that it was his opinion that the complaint is frivolous, vexatious, and unfounded. It is Trustee Ramsay's belief that Chairperson Woodcock is "improperly motivated" and that the complaint is "retribution/reprisal" for his complaint to the Office of the Ombudsman.

Trustee Ramsay indicated that he brought the complaint to the Office of the Ombudsman because it is his belief that Chairperson Woodcock's response to the Code of Conduct complaint brought forward by Trustee Mitchell against Trustee Martin on November 2, 2015 was improperly handled due to Trustee Woodcock's close personal relationship with Trustee Martin, and that this relationship lead to the corruption of the investigation into the complaint (made under *Policy G201, Trustee Code of Conduct*).

Chairperson Woodcock indicated it was on Monday, May 30, 2016 that she was told that the Office of the Ombudsman had contacted Director Bryant's office. She confirmed that she had not personally been contacted by the Office of the Ombudsman (as of July 19, 2016).

Chairperson Woodcock indicated that she did not receive any phone calls or emails from the public about the interview.

Chairperson Woodcock indicated that she recalled speaking in casual conversations with Trustees Hendry, Martin, Miller, Watson, and Waddell and about the radio interview prior to submitting the complaint. One conversation specifically occurred during a coffee break during the Strategic Planning meeting on Friday, May 13, 2016.

Chairperson Woodcock indicated that she brought forward the complaint on behalf of the Board and herself.

Chairperson Woodcock indicated that she did not approach Trustee Ramsay to have a private conversation with him prior to filing the complaint because it never occurred to her to try and do that. She indicated that if she were to decide to file the complaint, that she wanted to make sure that it was filed through official channels (i.e., through the Vice Chairperson).

Vice Chairperson Hendry contacted Trustee Ramsay (as per *Section 8.5 of Policy G201, Trustee Code of Conduct*) on June 8, 2016 (prior to Vice Chairperson Hendry's recusal on June 13, 2016) to inform him of the written complaint he had received regarding the radio interview on May 10, 2016. At this time, Trustee Ramsay was asked by Vice Chairperson Hendry if he was prepared to meet as an "informal investigation" (as per *Policy G201, Trustee Code of Conduct, Section 10.1*).

Vice Chairperson Hendry indicated that Trustee Ramsay informed him on June 9, 2016 (prior to Vice Chairperson Hendry's recusal on June 13, 2016) that he would like to proceed with a "formal investigation" (as per *Policy G201, Trustee Code of Conduct, Section 11*).

Chairperson Woodcock believes that several of Trustee Ramsay's statements in the interview violate one or both of the following sections of *Policy G201, Trustee Code of Conduct*:

- 2.4. *When expressing opinions publicly, trustees shall conscientiously uphold the Board's reputation.*
- 2.5. *Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.*

Chairperson Woodcock also stated that it is her belief that the whole tenor of the interview violated section 2.1 of *Policy G201, Trustee Code of Conduct*:

- 2.1 *Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in the manner that will inspire public confidence in the abilities and integrity of the Board.*

Chairperson Woodcock had indicated that the following are the statements made by Trustee Ramsay that are of concern to her:

**"...what I believe to be the corrupted response to it. And I think it demonstrates an inability of the leadership to curb trustee misconduct."**

Chairperson Woodcock's view is that this statement violated Section 2.5 (disparaging to fellow board members) of *Policy G201*.



Trustee Ramsay indicated that this statement was made in reference to the handling the Code of Conduct complaint by Trustee Mitchell against Trustee Martin, and is based solely on his opinion that Chairperson Woodcock's personal relationship with Trustee Martin influenced the handling of the complaint.

Trustee Ramsay believes there has been an ongoing inability of the leadership to curb trustee misconduct because he has witnessed several behavioural incidences (prior to the complaint of Trustee Mitchell against Trustee Martin), in which, to his knowledge, the Chairperson has not taken action on. He indicates that prior to this radio interview there had been media interviews with other trustees where other trustees have been quoted stating negative things about the Board operations, but no action had been taken against these other trustees. Although the committee did not ask, Trustee Ramsay did not provide any details on specific incidences.

**“The whole process that was employed was, I believe, was developed with one thing in mind and that is to sweep this under the rug...to essentially...to perpetuate a cover-up”.**

Chairperson Woodcock's view is that this statement violated both Section 2.4 (upholding Board's reputation) and 2.5 (disparaging to fellow board members) of *Policy G201*.

Trustee Ramsay indicated that it his belief that the personal relationship between Chairperson Woodcock and Trustee Martin lead to questionable actions by Chairperson Woodcock during the investigation of the complaint by Trustee Mitchell against Trustee Martin. Trustee Ramsay has concerns about the legal fees incurred, which the Board of Trustees did not approve. Trustee Ramsay indicated to this date (i.e., July 11, 2016) that Trustees do not know what was said to counsel when, and what the resulting advice was. Trustee Ramsay suggested that, in the absence of explanation to the details of these legal fees, that he is lead to conclude that there has been a cover-up.

**“The process is not corrupt, but how the process was employed I'm suggesting was employed in a very corrupt way and did not do any justice to either the complainant or the respondent in my view”.**

Chairperson Woodcock's view is that this statement violated both Section 2.4 (upholding Board's reputation) and 2.5 (disparaging to fellow board members) of *Policy G201*.

**“I believe, to the loss of a number of very experienced educators which in turn has contributed to the fix that we are in where students learning and achievement is in the dumpsters”.**

Chairperson Woodcock's view is that this statement violated Section 2.5 (disparaging to fellow board staff and board members) of *Policy G201*.

Trustee Ramsay indicated that he was referring to senior administration, but would not identify who he was referring to and/or during what time frame he was referring to. He cited the desire to maintain confidentiality as the reason why he would not disclose this information.

When asked about what Trustee Ramsay meant by “dumpsters”, he indicated that he meant low student achievement, based on low EQAO scores and low graduation rates.

**“...another small group that believes that the business of education should be run like a co-op. And that is what's happening right now, it is being run like a co-op and there is no accountabilities with respect to...we have nothing to hold senior administration accountable for the outcomes and this is the result”.**

Chairperson Woodcock's view is that this statement violated both Section 2.4 (upholding Board's reputation) and 2.5 (disparaging to fellow board members) of *Policy G201*.

Trustee Ramsay confirmed that this is his opinion. Trustee Ramsay indicated that it is his belief that the majority of co-ops are not performing well and was making a connection between that belief and our poor student performance.

**“...that the process to investigate complaints of harassment was corrupted and as I mentioned before it does not do any justice at all to the complainant or the respondent”.**

Chairperson Woodcock’s view is that this statement violated Section 2.5 (disparaging to fellow board staff and board members) of *Policy G201*.

Trustee Ramsay indicated that this statement was made in reference to the handling of the complaint by Trustee Mitchell against Trustee Martin, and is based solely on his opinion that Chairperson Woodcock’s personal relationship with Trustee Martin influenced the handling of the complaint.

**“No I am suggesting that the lack of political leadership, which in turn...allows the administration to become somewhat perhaps disengaged or the administration becoming somewhat what I would term Persian messengers with regard to...what the board - serious stuff that the board needs to act on”.**

Chairperson Woodcock’s view is that this statement violated Section 2.5 (disparaging to fellow board staff and board members) of *Policy G201*.

Trustee Ramsay indicated that this statement was made in reference to the, then, ongoing internet filtering issue and stated that he has concerns that if the Board of Trustees continue to overrule senior administrators’ recommendations that they will ultimately just tell us what they think we want to hear.

**“We’ve lost a number of senior administrators who have chosen to go to other boards and to the ministry to work rather than working here and making the contribution that they wanted to make here and they were essentially drummed out the board”.**

Chairperson Woodcock’s view is that this statement violated both Section 2.5 (disparaging to fellow board staff and board members) of *Policy G201*.

Trustee Ramsay indicated that he was referring to senior administration, but he would not identify to whom he was referring nor to what time frame he was referring to. He cited the desire to maintain confidentiality as the reason that he would not disclose this information.

**COMMUNICATIONS:**

As per *Board Policy G201, Trustee Code of Conduct*, Section 14.8, a confidential draft of this report was provided to Chairperson Woodcock and Trustee Ramsay for their perusal.

**FINANCIAL IMPLICATIONS:**

No financial implications.

**RECOMMENDATION:**

No recommendation. For information only.

**To: Vice-Chairperson John Hendry**

**Date: June 7, 2016**

**CONFIDENTIAL**

I am submitting this complaint of a breach of *Policy G201, Trustee Code of Conduct*. The breach is against Trustee Mike Ramsay regarding the comments made by Trustee Ramsay during an interview on the Eric Drodz radio show on May 10, 2016.

Trustee Ramsay's remarks during the interview contravened one of the primary responsibilities of a Trustee, that being 'promoting confidence in public education' and the tenets accompanying that responsibility as indicated in *Policy G201, Trustee Code of Conduct* as follows:

**2. Integrity and Dignity of Office**

2.1 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

2.4 When expressing opinions publicly, trustees shall conscientiously uphold the Board's reputation.

2.5 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

**5. Civil Behaviour**

5.5 All Trustees of the Board shall endeavour to work with other Trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy and co-operation.

The following transcript provides the rationale for this complaint.

**May 10, 2016, at ~11:30 AM. Interview with Mike Ramsay and host Eric Drodz**

*(Interview already in progress)*

*ED: ...between two other trustees Andrea Mitchell and Ted Martin – that led to a vocal complaint of harassment, if you will, ....and you're saying that that process to investigate that harassment, you're saying is what you are talking about when you are talking about a corrupt process?*

*MR: Yes, exactly. The process is not corrupt, but how the process was employed I'm suggesting was employed in a very corrupt way and did not do any justice to either the complainant or respondent in my view. And I also believe when we talk about student learning and achievement, I have this honest belief that this distraction, and a number of other incidents have contributed, I believe, to the loss of a number*

*of very experienced educators which in turn has contributed to the fix that we are in where students' achievement and learning is in the dumpsters.*

*ED: Well, you are absolutely right as Jeff Outhit points out in The Record piece, you know he says right in the piece that the public school board has a graduation rate in Ontario's bottom third, standardized test scores in Grades 3 and 6 are six percentage points below the Ontario average across reading, writing and math. So like...when we get to the point where some in-fighting with the Board is distracting from getting those numbers back on track, that's really what is the problem here.*

*MR: I'm quite pleased that Mr. Outhit has shone the light on this and that is why I want the distraction to be over and that is why I am looking to transfer the investigation of this complaint to the ombudsman's office. I would like the ombudsman to intervene so that we can get back to focussing on student learning and achievement.*

*ED: Um, so as far as the complaint is concerned, that's just the one thing but what also has been pointed out is that just the overall, I guess, cohesiveness of the Board, if I can put it to you that way, based on a questionnaire where I guess, and maybe you can explain this to us, there was a questionnaire where trustees were asked to answer, you know, questions about the Board and how things are going. It's not good, right, in general?*

*MR: It is not good in general, you are quite correct and I would be moved to suggest that essentially we have one group of trustees who I believe are totally focused on student learning and achievement and another small group that believes that the business of education should be run like a co-op. And that is what's happening right now, it is being run like a co-op and there is no accountabilities with respect to ...we have nothing to hold senior administration accountable for the outcomes and this is the result. You are seeing the result as what Mr. Outhit pointed out.*

*ED: But isn't there a code of conduct ...isn't there, you know, a certain set of rules with how people need to act when they are on the Board once they are elected? I mean, those things are in place, right?*

*MR: They are in place and what I'm suggesting is that....that the process to investigate complaints of harassment was corrupted and as I mentioned before it does not do any justice at all to the complainant or the respondent. You know it's disheartening that...given the Premier's new stance on misogyny, sexism and ageism that the Board has chosen to go in a different direction and it is causing grave distraction.*

*ED: ...How does it get to this point, Mike? I mean look...any one that's sat on a Board for anything understands that people are going to disagree. I mean that is the whole point of having people around the table to discuss whatever it is that you are discussing. I certainly sit on a couple of boards and I don't agree with everything that's presented at meetings, people don't agree with me sometimes, but I mean you kinda...there's an understanding that you're allowed to disagree with people on certain things but you have to keep a certain...you have to act with decorum, you know, there's process, and it never gets personal. How does it get to this point?*

*MR: A lack of quality leadership, in my view.*

*ED: And when you say that you mean, you mean people who have been elected, like you know somebody that's chairing the meetings or are you talking about people employees of the school board?*

*MR: No I am suggesting that the lack of political leadership, which in turn...allows the administration to become somewhat perhaps disengaged or the administration becoming somewhat what I would term Persian messengers with regard to....what the board – serious stuff that the board needs to act on. I'll give you an example. The last few months we have spent having discussions around internet filtering.*

*ED: Right.*

*MR: And...the advice of staff has been, senior staff, who are experts in this area have been ignored and we have chosen to go down a different path with respect to implementing...we're on a pathway to implementing some other remedies which I would compare it to a plumber trying to reverse the flow of Niagara Falls. And that's basically where we are at. And that is what is taking place. It is very distracting. I'm frustrated and I'm embarrassed and I'm a part of it also, I mean I am a member of the Board, but I am telling you I'm frustrated and embarrassed and others should be.*

*ED: In conversation with Mike Ramsay who is a Waterloo Regional district school district board trustee. You are here on the Eric Drodz show on Rogers TV and 570 News at 11:41. We are talking about some fighting among trustees within the WRDSB preventing the board from doing their jobs according to Mike Ramsay as you are hearing him say.*

*ED: So what do you want to happen? What's the fix here, Mike? Because you know, I was talking with somebody in the office earlier this morning and...you know were kinda sitting around scratching our heads like, what is the fix here? Should there be some kind of....should people be reprimanded in some way? I mean what is the fix here?*

*MR: Well, as I mentioned earlier I believe the fix would be for an independent third party to review the matters at hand and to essentially try to get us back on track because the current leadership is not providing that and I'm just worried that we are on track to waste the next two and half years of our term and that is very concerning and I don't wish to be part of that and so I'm hoping by shining the light early on this that some concrete measures will be taken and to get us re-focused on dealing with student learning and achievement.*

*ED: Do you think, Mike, do you think Mike that some of these conflicts and what has been happening – the issues at hand right now - have a direct impact on student learning and achievement?*

*MR: I do believe that. We've lost a number of senior administrators who have chosen to go to other boards and to the ministry to work rather than working here and making the contribution that they wanted to make here and they were essentially drummed out the board. And these scores that Mr. Outhit has focused on is all the more embarrassing when we are within walking distance of two major universities and a top-notch college and this is what we are offering for public education. It is unacceptable. And I'm hoping that citizens will write to all their trustees, including myself, to have that*

on the agenda for future discussions – to say like, let's move on, we need to move on. Okay, this discussion has to stop.

ED: Mike, thanks so much for doing this. We'll keep an eye on what happens and maybe we'll chat down the road. Thanks for this. Appreciate your time.

MR: My pleasure. Thank you.

**Note:** An audio recording of the complete interview is provided in the email message bringing this complaint to your attention.

As current Chairperson I am not allowed to hear this complaint (article 9.1). Per article 9.2 of *Policy G201* I have chosen two trustees to be designated when the circumstances warrant that one or both trustees are needed in place of the Chairperson and/or Vice-Chairperson of the Board to carry out any of the duties required under the code of conduct. Trustee Natalie Waddell and Trustee Colin Harrington have agreed to fulfil this role.

I look forward to a swift response and am willing to participate in the process described in *Policy G201, Trustee Code of Conduct* toward a resolution of this complaint.

Name: Kathleen Woodrock  
Date: June 7, 2016  
Signature: Kathleen Woodrock

**To:** The Chairperson and Members,  
Code of Conduct Committee

**From:** Mike Ramsay

**Date:** June 26, 2016

**Re:** Allegations of breach of *Policy G201, Trustee Code of Conduct*

The writer (the “respondent”) is required to respond to a complaint that was filed by Trustee Kathleen Woodcock (the “complainant”) under several articles of the captioned policy on June 7, 2016. The complainant in her capacity as Chairperson of the Waterloo Region District School Board (WRDSB) established/appointed a “Code of Conduct Committee” and then proceeded to file her complaint of a breach against the respondent.

The complaint is based solely on the complainant’s opinion of remarks made by the respondent in a radio interview on May 10, 2016. The complaint of the alleged breach was filed after the respondent complained to the Office of the Ombudsman. This raises a number of troubling questions, including but not limited to the complainant’s violation of the rules of natural justice and administrative fairness.

The “Code of Conduct Committee” should, -as a first step in dealing with the complaint- ask the complainant to step aside as Chairperson of the WRDSB until this complaint and others are dealt with as appropriate.

The response from the respondent can be found attached, in a document titled “Response to Code of Conduct Complaint Allegations”.

## Response to Code of Conduct Complaint Allegations

The respondent is shocked that Trustee Kathleen Woodcock has chosen to submit a complaint against the respondent alleging a breach of Policy G201, Trustee Code of Conduct.

As was confirmed, Trustee Woodcock's complaint is with regard to "comments made by Trustee Ramsay (the respondent) during an interview on the Eric Drodz radio show on May 10, 2016". Trustee Woodcock alleges that "remarks during the interview contravened one of the primary responsibilities of a Trustee, that being 'promoting confidence in public education' and the tenets accompanying that responsibility as indicated in *Policy G201, Trustee Code of Conduct...*"

The respondent agrees that he was interviewed on the Eric Drodz show on May 10, 2016 and that the transcript of the interview is substantially accurate.

The respondent disagrees that his remarks during the interview contravened any of the articles contained in *Policy G201, Trustee Code of Conduct*. And, states as follows:

1. That, Trustee Woodcock is herself in violation of *s. 9.4 of the Code of Conduct*, in that the nature of the complaint shows that she does not respect the respondent's opinion or views if they are inconsistent with her own. The only way that Trustee Woodcock could have come to such a conclusion is if she was biased toward the opinion or views of the respondent and assumed that the differing opinion negatively impacted the Board;
2. That, the complaint is frivolous and actually causes Trustee Woodcock to also be in breach of *s. 5.2 of the Code of Conduct*, in that the complainant only became concerned with the conduct once it became known that the respondent filed a complaint with the Office of the Ombudsman for Ontario –where the respondent expressed concerns about the Board leadership abusing the *Code of Conduct* process-;
3. That, the complaint confirms the view that the complainant is improperly motivated and supports the position that the complaint itself is retribution/reprisal for the respondent's complaint to the Office of the Ombudsman and is intended to deflect from their ongoing review;
4. That, Trustee Woodcock abused the position of Chairperson and acted in bad faith, by filing the complaint;

The complaint is based in whole on the complainant's opinion that the Board's reputation could actually be damaged by a Trustee engaging in discussion of factual matters that are of public concern. As such, the Code of Conduct Committee should agree that the complaint is frivolous, vexatious, unfounded, is totally without foundation and should be dismissed in its entirety. Failure to dismiss the complaint could actually cause the public to lose confidence in public education.





### Transcript of May 10, 2016 Interview with Trustee Ramsay and host Eric Drozd

11:05 welcome back. It is the Eric Drozd show on Rogers TV and 570 News. At 11:35, Mike Ramsay is a Waterloo Regional District School Board trustee will be joining us on the show. Some fighting among trustees at the WRDSB preventing the Board from doing their jobs, we're hearing. That's according to Trustee Mike Ramsay. He made the comments when some accusations were made by Andrea Mitchell against Ted Martin, also trustees. So there's some in-fighting happening and some people believe its stopping the school board from doing what they are supposed to be doing and that is to improve student learning. I will tell you about that coming up at 11:35...

20:42 mark

Alright...11:29 back in just a few moments with Mike Ramsay who is a WRDSB trustee. We'll tell you what's happening within that board... It's the Eric Drozd show on 570 News.

21:00 mark:

11:33 welcome back. It's the Eric Drozd show here on Rogers TV and 570 News. Rant or Rave is coming up at Noon so get ready for that. Phone lines will be open. My email is [eric@570news.com](mailto:eric@570news.com). You can email me right now if you'd like to rant or rave about something. The floor is yours coming up at 12:05...

Here's something that's in the paper this morning...has some people talking... Fighting among trustees at the Waterloo Region District School Board is preventing the board from doing their jobs. That's according to Trustee Mike Ramsay. He made the comments when accusations made by Andrea Mitchell against Ted Martin were revealed. She accused him of harassment and breach of code of conduct. Two thousand dollars was spent in an investigation there and it had no conclusion. A questionnaire showed trustees didn't believe they had a good working relationship in terms of communications and mutual respect. Ramsay says this is causing a distraction. He told The Record senior educators are babysitting trustees when they should be focused on student learning and here he is, joining us on the show, Mike Ramsay, a WRDSB trustee... Good Morning to you Mike. Thanks for doing this....

MR: ... good morning and thank you for inviting me.

ED: Well it's a little concerning, I think, to read this in the paper, Mike, when you consider the role of people who are elected to sit on school boards and....you read that some in-fighting, as you say is distracting from things that the Board should be focused on. How concerning is this to you?

MR: It is...it is very concerning and I want to make it very clear from the start that it is not so much the complaint that is distracting but rather what I believe to be the corrupted response to it. And I think it demonstrates an inability of the leadership to curb trustee misconduct.

ED: What do you mean by that...the corrupt response to it?

MR: The whole process that was employed was, I believe, was developed with one thing in mind and that is to sweep this under the rug...to essentially...to perpetuate a cover-up.

ED: Mhmm.... So maybe we can take a couple of steps back here and just explain what had happened. There was a meeting, I guess, back in September, Mike, where there were some things said between two other trustees – Andrea Mitchell and Ted Martin – that led to a formal complaint of harassment, if you will. Umm...and you're saying that the process to investigate that harassment, you're saying, is what you are talking about when you are talking about a corrupt process?

MR: Yes, exactly. The process is not corrupt, but how the process was employed I'm suggesting was employed in a very corrupt way and did not do any justice to either the complainant or the respondent in my view. And I also have this honest belief when we talk about student learning and achievement, I have this honest belief that this distraction, and a number of other incidents have contributed, I believe, to the loss of a number of very experienced educators which in turn has contributed to the fix that we are in where student learning and achievement is in the dumpsters.

ED: Well, you are absolutely right as Jeff Outhit points out in The Record piece, you know he says right in the piece the public school board has a graduation rate in Ontario's bottom third, standardized test scores in Grades 3s and 6 are six percentage points below the Ontario average across reading, writing and math. So so like...when we get to the point where some in-fighting with the Board is distracting from getting those numbers back on track, that's really what is the problem here.

MR: I'm quite pleased that Mr. Outhit has shone the light on this and that is why I want the distraction to be over and that is why I am looking to transfer the investigation of this complaint to the ombudsman's office. I would like the ombudsman to intervene so that we can get back to focusing on student learning and achievement.

ED: Um, so I mean as far as the complaint is concerned, that's just the one thing but what also has been pointed out is that just the overall, I guess, cohesiveness of the board, if I can put it to you that way, based on a questionnaire where I guess, and maybe you can explain this to us, there was a questionnaire where trustees were asked to answer, you know, questions about the board and how things are going. It's not good, right, in general?

MR: It is not good in general, you are quite correct and I would be moved to suggest that essentially we have one group of trustees who I believe are totally focused on student learning and achievement and another small group that believes that the business of education should be run like a co-op. And that is what's happening right now, it is being run like a co-op and there is no accountabilities with respect to ...we have nothing to hold senior administration accountable for the outcomes and this is the result. You are seeing the results as what Mr. Outhit pointed out.

ED: But isn't there a code of conduct ...isn't there, you know, a certain set of rules with how people need to act when they are on the board once they are elected? I mean, those things are in place, right?

MR: They are in place and what I'm suggesting is that...that the process to investigate complaints of harassment was corrupted and as I mentioned before it does not do any justice at all to the complainant or the respondent. You know it's disheartening that...given the Premier's new stance on misogyny, sexism and ageism that the board has chosen to go in a different direction and it is causing grave distraction.

ED: Umm...how does it get to this point, Mike? I mean look...anybody that's sat on a board for anything understands that people are going to disagree. I mean that is the whole point of having people around the table to discuss whatever it is that you are discussing. I certainly sit on a couple of boards and I don't agree with everything that's presented at meetings, people don't agree with me sometimes, but I mean you kinda...there's an understanding that you're allowed to disagree with people on certain things but you have to keep a certain...you have to act with decorum, you know, there's process, and it never gets personal. How does it get to this point?

MR: A lack of quality leadership, in my view.

ED: And when you say that you mean, you mean people who have been elected, like you know somebody that's chairing the meetings or are you talking about people employees of the school board?

MR: No I am suggesting that the lack of political leadership, which in turn...allows the administration to become somewhat perhaps disengaged or the administration becoming somewhat what I would term Persian messengers with regard to....what the board – serious stuff that the board needs to act on. I'll give you an example. The last few months we've spent having discussions around internet filtering.

ED: Right.

MR: And...the advice of staff has been, senior staff, who are expert in this area, has been ignored and we have chosen to go down a different path with respect to...implementing...we're on a pathway to implementing some other remedies which I would compare it to a plumber trying to reverse the flow of Niagara Falls. And that's basically where we are at. And that is what is taking place. It is very distracting. I'm frustrated and I'm embarrassed and I'm a part of it also, I mean I am a member of the board, but I am telling you I'm frustrated and embarrassed and others should be.

ED: In conversation with Mike Ramsay who is a Waterloo Regional District School District board trustee. You are here on the Eric Drozd show on Rogers TV and 570 News at 11:41. We are talking about some fighting among trustees within the WRDSB preventing the board from doing their jobs according to Mike Ramsay as you're hearing him say.

ED: So what do you want to happen? What's the fix here, Mike? Because you know, I was talking with somebody in the office earlier this morning umm...and you know we are kinda sitting around scratching our heads like, what is the fix here? Should there be some kind of...should people be reprimanded in some way? I mean what is the fix here?

MR: Well, as I mentioned earlier I believe the fix would be for an independent third party to review the matters at hand and to essentially try to get us back on track because the current leadership is not providing that and I'm just worried that we are on track to waste the next two and half years of our term and that is very concerning and I don't wish to be part of that and so I'm hoping by shining the light early on this that some concrete measures will be taken and to get us re-focused on dealing with student learning and achievement.

ED: Do you think, Mike, do you think Mike that some of these conflicts and what's been happening – the issues at hand right now – have a direct impact on student learning and achievement?

MR: I do believe that. We've lost a number of senior administrators who have chosen to go to other boards and to the ministry to work rather than working here and making the contribution that they wanted to make here and they were essentially drummed out the board. And these scores that Mr. Outhit has focused on it's all the more embarrassing when we are within walking distance of two major universities and a top-notch college and this is what we are offering for public education. It is unacceptable. And I'm hoping that citizens will write to all their trustees, including myself, to have that on the agenda for future discussions – to say like, let's move on, we need to move on. Okay, this distraction has to stop.

ED: Mike, thanks so much for doing this. We'll keep an eye on what happens and maybe we'll chat down the road. Thanks for this. Appreciate your time.

MR: My pleasure. Thank you.

*31:53 mark*

Alright...Mike Ramsay, right there, is a trustee with the Waterloo Region District School Board. Here's what's happening.... In The Record this morning...Jeff Outhit in The Record, writing that trustee turmoil plaguing the public board is distracting the board from improving poor student achievement. You heard Mike Ramsay just talk about that on the show. He made that comment after it was revealed that Trustee Andrea Mitchell accused Trustee Ted Martin of harassment and breaching a code of conduct. Here's what happened. The Waterloo Region District School Board spent \$2000 on legal fees as part of an investigation that came to no conclusion about her allegations, which involved words said between the two in a board room last September. They voted yesterday that the code of conduct was not violated based on a slim report that did not reveal who said what. Trustees were told that an investigation, by trustees, found disagreement on what was said and heard. Mitchell has been on medical leave of... absence, on a medical leave of absence from the Board since February. She is out of the hospital now...um, and was told to avoid stress. So...I mean, this is a head-scratcher. We have people who are elected to sit on school boards. What is it...what is happening with the school boards? People who are elected to sit on school boards whose only concern and number one item should be, in my view, to focus on student learning and achievement. And to do everything they possibly can....to make the quality of that learning be at its highest level. As Jeff Outhit points out in The Record, the public school board has a graduation rate in Ontario's bottom third, standardized test scores in Grades 3s and 6 are six percentage points below Ontario across reading, writing and math. So how do we fix this because this kind of behaviour, quite frankly, on a board is childish. It's unacceptable. You know if you ever sat on a board you know that people are not going to agree on everything, and there's going to be some disagreement on things, but this is where process comes in. This is where people need to understand that things cannot get personal. You disagree on something on a board, that is what you are there for to hash it out, and act with decorum and figure things out. I mean that's what these boards are for. And as soon as it starts getting personal, you get to these kinds of issues where you have people saying it is actually distracting from what people should be focused on and that is student learning and achievement.

I want to get your thoughts on this because... I mean...what's the fix here? Some in-fighting within a board is distracting from focusing on what the things that should be focused on.... I mean trustees revealed sour relations in a questionnaire. Last June, most trustees disagreed that they have a productive working relationship

characterized by good communication and mutual respect. Looking to get your thoughts on this at 11:47. 519 570-2545. \*570 on your cell, email is [eric@570news.com](mailto:eric@570news.com)

I mean as a parent, with a student in the Waterloo Region District School Board, how do you...how do you feel when you hear this? This in-fighting on a board that's distracting away from the real issues that board members should be talking about and dealing with...mdaybe things like graduation rates and test scores.

35: 45 mark - 11:48 it's the Eric Drozd show, back with your thoughts after this on 570 News.

36:00 mark

MR: ...disheartening that given the Premier's new stance on misogyny, sexism and ageism that the Board has chosen to go in a different direction and it is causing grave distraction.

*We continue with the Eric Drozd Show on 570 News*

ED: Mike Ramsay, a Waterloo Region District School Board trustee talking about some fighting among some trustees at the WRDSB preventing the board from doing their jobs, which should be concerning to you if you are a parent with students within the public board. He made the comments when accusations made by another trustee, Andrea Mitchell, against Trustee Ted Martin were revealed.

Anybody get a sense that something is happening within the boards here? I kinda get the sense that there's like...it's a little bit like, you know, they're secretive, there's secretive things like with the Catholic Board and what happened with the service dog. I went out to one of the meetings and I was shocked to see what happens within the meetings that are open to the public. I mean it's not a very open process and a process that you would think to yourself this is like a council meeting, right, where people are elected, they go there, they are there representing people, in this case they're representing you know the parents and everyone who has kids within the Waterloo Region District School Board and what kind of example are we setting by having such a dysfunctional board where its to the point now where it its actually hurting and you have other trustees that are so concerned about what's happening with some of the in-fighting and its hurting student learning, student achievement, people are leaving the board, good educators. I mean how do we get to this point and how do we solve it? It's grown-ups acting like children in many ways and then money is spent into investigations and this is kind of a confusing case. So....here's what's happening...there was a harassment complaint within the Waterloo public board and it happened because of some things that were said, apparently, after one of the meetings. ...Andrea Mitchell, a trustee, accused Trustee Ted Martin of harassment and breaching a code of conduct. Then they spent \$2000 in legal fees as part of an investigation which gave no conclusion about the allegation which...um...said nothing about what was actually said between the two last September and then they voted yesterday that the code of conduct was not violated based on a slim report that did not reveal who said what and so this is what Mike Ramsay's talking about when he says "the corrupt investigation", or at least he's alleging that. I mean, I just...how do we get to this point, as a public board with elected officials, whose only concern should be student learning and achievement and how to make that better? I mean I don't understand. I sit on a couple of boards and certainly there are times when you're not going to agree with somebody on everything. We're human...we're people. Nobody's going to agree on everything. But there's...there's process for that, for disagreement. There's ways to handle disagreement. And it's never personal. It should never be

personal because as soon as you cross that line you get to situations like this. There's just something that seems so secretive, if you will, and so, you know, you've got to be part of the club to know what's going on and then finally when something like this happens it's the only time we hear about it. But when you consider what's happening, as Jeff Outhit points out in The Record, the public board has a graduation rate in Ontario's bottom third, standardized test scores in grade 3s and 6 are six percentage points below Ontario...below the Ontario average across reading, writing and math. That's concerning to me! That should be concerning to you as a parent as well if you have kids within that board.

*41:10 mark*

519-570-2545, \*570 on your cell. You can email me [eric@570news.com](mailto:eric@570news.com). Rant or Rave is coming up, as well at Noon. We'll be taking your phone calls if you've got something to rant about. Maybe it's this? You've got something to rave about? I've got a bit of both for you today so that's coming up at Noon. I've got a rant and a rave. Umm...so that's coming up. But with regards to the board, umm, so...there's a couple of things we need to figure out exactly what happened with this complaint, this harassment complaint, which is what Mike Ramsay's talking about. And the dysfunction of a board...that just comes down to people acting in ways they shouldn't be acting, that leads to a dysfunctional board. Look what's...that went to the board members and they were asked to fill out some questions to give us a sense of how things are going on the board. And here's what it found: last June most trustees disagreed that they have a productive working relationship characterized by good communication and mutual respect. What? No respect within a board. That's an issue. Trustees revealed sour relations in the questionnaire and...this is what's causing the distraction. And its taking the primary focus, which should be on student learning and achievement away from that, to personal in-fighting within a board that is completely putting ummm...what you should be focusing on...students, away, and that's a problem. That's a huge problem. Ummm...so we'll see what happens. Thought you should be aware of that.

*41:57 mark*

It is 11:57 here on the Eric Drozd Show. Rant or Rave is coming up next at 12:05....

*End of transcript.*