

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, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, February 22, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities

Announcements

Delegations

John Maggs re Internet Content Filtering

Policy and Governance (30 minutes)

- 1** Review of Board Policy 1010 – Accessibility for Ontarians with Disabilities
- 3** Review of Board Policy 4010 – Video Surveillance in Schools
- 5** Review of Board Policy 4011 – School Parking Lot Safety
- 7** Review of Board Policy 4012 – School Attendance Areas
- 11** Review of Board Policy 4016 – Business Complaint Policy
- 15** Review of Board Policy 5010 – Employment and Placement of Relatives
- 19** Review of Board Policy 6009 – Student Bullying Prevention and Intervention

Reports (Business Services Focus)

- 33** Clarification of Next Steps Related to Internet Content Filtering M. Carbone
- 36** Motion – Trustee C. Watson re Internet Content Filtering Consultation
- 38** Statements of the Board for Implementation of Education Development Charges M. Gerard
- 43** Transportation Consortium Update M. Gerard/B. Bougault
- 57** Increased Special Education Transportation Costs Report M. Gerard
- 59** School Year Calendars 2016-2017 M. Deacon
- 64** Status Report of French Immersion Elementary & Secondary for 2015-2016 and Projected Grade One Enrolment for 2016-2017 G. Shantz

Staff and Board Reports

Question Period (10 minutes)

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

Adjournment

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



ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES

Legal References: *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
Accessibility Standards for Customer Service, Ontario Regulation 429/07;
Ontario Human Rights Code
Integrated Accessibility Standards, Ontario Regulation 191/11

Related References:

Effective Date: *March 2013*

Revisions: *October 2009, June 2013*

Reviewed:

1. Preamble

It is the policy of the Waterloo Region District School Board to provide an environment that builds independence, dignity, inclusiveness, equity, and respect for all of our students, parents/guardians, staff, trustees, and the public. The Waterloo Region District School Board is committed to meeting the accessibility needs of persons with disabilities and to achieve, in a timely manner, the Accessibility Standards established pursuant to the Accessibility for Ontarians with Disabilities Act, which includes access to our sites and services, and the implementation, use and application of appropriate assistive technology and alternative forms of communications.



ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES

Legal References:	<i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA) Accessibility Standards for Customer Service, Ontario Regulation 429/07; Ontario Human Rights Code Integrated Accessibility Standards, Ontario Regulation 191/11</i>
Related References:	<i>Accessibility Planning Committee – Terms of Reference</i>
Effective Date:	<i>March 2013</i>
Revisions:	<i>June 2013, April 20, 2015</i>
Reviewed:	January 18, 2016

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VIDEO SURVEILLANCE IN SCHOOLS

Legal References:	<i>Municipal Freedom of Information and Protection of Privacy Act Education Act, Section 300.0.1 and 301 (2) 5</i>
Related References:	<i>Board Policy 6000 – Safe Schools Administrative Procedure 1100 – Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) Administrative 3085 – Safe Welcome Program Administrative Procedure 3100 - Video Surveillance Cameras In Schools “Guidelines for Using Video Surveillance Cameras in Schools” (Ontario Information and Privacy Commissioner</i>
Effective Date:	<i>April 2004</i>
Revisions:	<i>May 2014</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board that:
 - 1.1.1 Overt video surveillance equipment shall be used in public areas of its schools and facilities when it is deemed necessary in order to:
 - enhance the safety and well-being of students, staff and the community;
 - protect Board property and equipment against theft or vandalism;
 - aid in identifying intruders and of persons breaking the law.
 - support implementation of Ministry of Education’s Safe Welcome Program.
 - 1.1.2 Covert video surveillance shall only be used in specific, limited circumstances as an investigative tool related to criminal or illegal activity.



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Effective Date:	<i>April 2004</i>
Revisions:	<i>May 2014</i>
Reviewed:	<i>February 22, 2016</i>

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SCHOOL PARKING LOT SAFETY

Legal References: *Education Act*

Related References:

Effective Date: *May 2004*

Revisions: *April 14, 2014*

Reviewed:

1. Preamble

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



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Related References:

Effective Date: *May 2004*

Revisions: *April 14, 2014*

Reviewed: **February 22, 2016**

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SCHOOL ATTENDANCE AREAS

Legal References:	<i>Education Act, S171.1.7 Planning Act</i>
Related References:	<i>Administrative Procedure 1010- Junior and Senior Kindergarten Registration Administrative Procedure 1030 Boundary Requests – Secondary Schools Administrative Procedure 1040 Boundary Requests – Elementary Schools Administrative Procedure 1035- Grade 8 to 9 Transfer Administrative Procedure 4260- Student Transportation Administrative Procedure 4991- Boundary Studies Administrative Procedure 4992- Temporary Accommodation for Dev. Areas Administrative Procedure 4860- Pupil Accommodation Review Board Policy 4000 – Pupil Accommodation Review</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 16, 2014</i>
Reviewed:	

1. Preamble

- 1.1 It is the mandate of the Waterloo Region District School Board (Board) to provide school accommodation for qualifying resident pupils within its jurisdiction.
- 1.2 The Board believes that effective public education requires active co-operation between students, parents, staff, Trustees and the community and is therefore committed to providing opportunities for input into decisions regarding changes to school attendance areas.
- 1.3 The Board believes that students should attend the school in their designated attendance area, unless otherwise granted an exemption in accordance with established policies and procedures (refer to Administrative Procedures 1030, 1035 and 1040).

2. Responsibilities

It is the responsibility of the Waterloo Region District School Board to:

- 2.1 Determine the number of schools in the district, as well as the grade profile and attendance area for each school in the district;
- 2.2 Organize attendance areas to make efficient and economical use of the Board's facilities, programs, resources and staff;
- 2.3 Regularly review school attendance areas to maintain a viable and efficient school system.

3. Changes to School Attendance Areas

It is the policy of the Waterloo Region District School Board that:

- 3.1 Adjustments to school attendance areas may be required when the Board closes a school, alters grades within or between schools, or opens a new school. Adjustments may also be required in order to address enrolment related accommodation issues.

- 3.2 Historical agreement areas with other school boards will be recognized when considering changes to school attendance areas.
- 3.3 Affected families in school attendance areas shall be consulted prior to any Board decision of adjustments to school attendance areas.
- 3.4 New school attendance areas or changes to existing attendance areas will consider appropriate planning criteria, as outlined in Administrative Procedure 4991 – Boundary Studies.
- 3.5 The Board of Trustees will make the final decision regarding changes to school attendance areas.

4. Exceptions

- 4.1 The creation or modification of attendance areas for specialized programs or the establishment of temporary attendance areas to accommodate development areas shall be addressed in accordance with established procedures, and may not necessarily adhere to the provisions outlined herein.



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BUSINESS COMPLAINT POLICY

Legal References:	<i>Criminal Code of Canada: s. 425.1</i>
Related References:	<i>Administrative Procedure 4310 – Total Integrity Plan (The TIP Line); Administrative Procedure 4360 – Principles of Business Conduct for Board Employees.</i>
Effective Date:	<i>June 2010</i>
Revisions:	<i>April 2011; August 2014, November 10, 2014</i>

1. Preamble

- 1.1 The Waterloo Region District School Board ("Board") is dedicated to the principles of strong corporate governance combined with the highest level of personal and corporate ethical standards in the conduct of doing business.
- 1.2 The Board is committed to the highest standards of openness, honesty and accountability. The Board aspires to conduct its business affairs with honesty and integrity. The Board places extreme value on the reputation of the Board.
- 1.3 All employees and other parties of the WRDSB are encouraged to disclose any business wrongdoing that may adversely impact the Board, the Board's stakeholders, employees or the public at large. All individuals shall be provided the opportunity to remain anonymous when reporting concerns.
- 1.4 The policy is intended as a clear statement that if a business wrongdoing by any of its employees/contractors/suppliers/volunteers is identified and reported to the Board, it will be dealt with expeditiously and thoroughly investigated and remedied to the extent possible.

2. Roles and Responsibilities

- 2.1 The responsibility for the administration and enforcement of this policy rests with the Director of Education and the Executive Superintendent of Business and Financial Services.
- 2.2 The Director of Education is authorized to develop the administrative procedures necessary to implement this policy.

3. General

- 3.1 The Provisions of this Policy are independent of, and supplemental to, the provisions of collective agreements between the Board and its Unions relative to grievance procedures, and to any other terms and conditions of employment.
- 3.2 There are existing procedures in place to enable employees to raise grievances about their own employment. Similarly, Administrative Procedure 3740: Complaint Procedure: Harassment is in place to handle allegations of harassment.
- 3.3 This policy is intended to cover business related concerns that employees and other parties may have. The concerns are intended to include, but are not limited to the following:

- 3.3.1 Theft, embezzlement or misappropriation of funds, goods and supplies, resources, other assets or time;
- 3.3.2 Fraud;
- 3.3.3 Misuse or abuse of authority in the context of purchasing supplies or services;
- 3.3.4 The use of Board money, property, resources, or authority for personal gain or other non-Board related purposes except as provided under Board policy or procedure;
- 3.3.5 Conflict of interest (when a personal interest influences the objective exercise of one's duties);
- 3.3.6 Breach of confidentiality;
- 3.3.7 Showing undue favour to a contractor or supplier of goods/services; or
- 3.3.8 Breach of or failure to implement or comply with any Board business related policies or procedures.



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EMPLOYMENT AND PLACEMENT OF RELATIVES

Legal References:	<i>Human Rights Code, R.S.O. 1990, c. H. 19 s.24.</i>
Related References:	<i>Administrative Procedure 4360 – Principles of Business Conduct for Board Employees.</i>
Effective Date:	December 13, 2010
Revisions:	
Reviewed:	September 26, 2011

1. Preamble

- 1.1 The Waterloo Region District School Board (“WRDSB” or “the Board”) is committed to a policy of employment and advancement based on qualifications and merit. Under some circumstances, the employment and placement of a “close relative” may create potential conflict with, or the appearance of conflict with this stated Board objective.

2. Definitions

- 2.1 **Employee** refers to all persons who are currently engaged in active employment with the Board regardless of employment status (e.g., full-time, part-time, regular, term, contract).
- 2.2 **Close Relative**, for the purposes of this policy, shall be defined as anyone of the following who is related by blood, marriage, or legal relationship to an employee: spouse; parent or child; grandparent or grandchild; brother or sister; uncle or aunt; nephew or niece; spouse of any of the aforementioned; or unmarried couples living together.

3. Policy

- 3.1 Employees of the WRDSB occupy positions of great trust and confidence. They are expected to discharge their duties and responsibilities professionally, efficiently, and impartially.
- 3.2 Employees shall support and advance the interests of the Board and avoid placing themselves in situations where their personal interests actually or potentially conflict with the interests of the Board or may affect their ability to exercise skill and good judgment on behalf of the Board in the performance of their duties.
- 3.3 In the interest of and appearance of productivity, equitable treatment of employees, and the protection of Board resources, no individual shall be employed in a school or other Board location under the supervision or direction of a close relative. Further, no close relative shall have influence and/or effect regarding an individual’s progress, performance, welfare, work environment or workload.
- 3.4 Employees of the Board are not to initiate nor participate in Board decisions involving a close relative, which includes, but is not limited to initial appointments, reappointments, promotions, evaluations, salary changes or granting leaves of absences.

- 3.5 In the event that an employee of the Board enters into such restricted employment relationship, one of the employees should seek a transfer, or request a change to the reporting relationship structure. These changes will be supported by the appropriate Superintendent, Principal, Manager/Supervisor, and approved by the Executive Superintendent of Human Resource Services and Organizational Development, or designate.
- 3.6 Where an employee of the Board is in a restricted employment relationship and fails to seek a transfer, or is unsuccessful in facilitating a transfer or change in the reporting relationship structure, the Executive Superintendent of Human Resource Services and Organizational Development, or designate may implement an administrative transfer.
- 3.7 This policy does not preclude the hiring or employment of staff who are members of another employee's immediate or extended family.

4. Appeal Process

- 4.1 In limited circumstances, such as specialized educational background and experience, the employment of two close family members in a single work location may be desirable, despite one being under the supervision or direction of the other. In such limited circumstances the employee, or both employees, may seek an exemption from the Executive Superintendent of Human Resource Services and Organizational Development, or designate.



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Reviewed:	

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STUDENT BULLYING PREVENTION AND INTERVENTION

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

1. PREAMBLE

The Waterloo Region District School Board believes that every student has the right to be treated with respect, dignity and to feel safe at school. Research tells us students who feel safe and respected at school are able to reach their full potential.

The Board recognizes that bullying:

- a) Adversely affects a school's ability to educate its students ;
- b) Adversely impacts a student's ability to learn;
- c) Affects the dignity and self-esteem of students who are bullied;
- d) Damages healthy relationships;
- e) adversely impacts school climate, including healthy relationships;
- f) Will not be tolerated on school property, at school-related activities, on school buses or in any other circumstances (e.g. electronically or cyber) where bullying will have a negative impact on the school climate.

The impact of bullying can lead to long-term social and emotional problems not only for the victims of bullying, but for the bully and those who watch or are aware it is happening. Bullies have an increased risk of becoming adults who engage in illegal activities, substance abuse, dating/relationship violence, child abuse and elder abuse. As a society, for many decades bullying was either viewed as a relatively harmless “rite of passage” or ignored altogether. It has taken high-profile acts of school violence and youth suicide to change the public perception of bullying behaviour, and to reach an understanding of what it actually is: a form of physical, emotional and/or psychological abuse.

At the Waterloo Region District School Board we believe it is everyone’s responsibility to stop bullying behaviour which is why we partner with parents, community organizations and agencies to put a stop to bullying. Principals are required by legislation to review annually with all staff the duty to respond to all incidents of bullying, the duty to report serious incidents of bullying, bullying definitions, means and forms, as well as education around the difference between rough play, conflict and bullying. Serious incidents of bullying are defined as, but not limited to: racist, homophobic, sexual and sexist remarks, body image, disability, slurs, jokes or graffiti that could lead to suspension and/or expulsion.

2. Definitions of Bullying

- 2.1 **Bullying** means aggressive and typically repeated behaviour by a pupil where,
- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
 - (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”)

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition, “bullying” includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

2.2 **Positive School Climate**

Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A Promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.

2.3 Means and Forms of Bullying

Bullying is a dynamic of unhealthy interaction that can take the following means and forms¹:

Physical bullying includes behaviors such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.

Verbal bullying includes behaviors such as: name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments, or sexual harassment.

Social bullying includes behaviors such as: rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish, and damaging friendships.

Electronic or Cyber-bullying includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.

Racial bullying includes behaviors such as: treating people disrespectfully because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names, or telling racist jokes.

Religious bullying comprises treating people disrespectfully because of their religious background or beliefs, saying bad things about a religious background or belief, name calling or telling jokes based on others' religious beliefs and practices.

Sexual bullying includes behaviors such as leaving someone out or treating him/her disrespectfully because of their gender, making sexist comments or jokes, unwanted touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behavior, spreading a sexual rumor about someone, or calling someone gay, a fag, a dyke, or making inferences about their sexual orientation.

Disability bullying includes behaviors such as: leaving someone out or treating them disrespectfully because of a disability, making someone feel uncomfortable because of a disability, or making comments or jokes to hurt someone with a disability.

2.4 Rough Play vs. Conflict vs. Bullying

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

Usually friends or friendly. Often repeated. Same players.	Acquaintances or friends. Occasional. Usually issue-centred, until resolved; could centre around misunderstanding, misinformation or no common ground.	Typically not friends, however may have had a relationship previously. Intentional target. Repeated and persistent.
Balance of power	Power relatively equal	Unequal power
Equal, consensual reaction.	Equal or near equal emotional reaction.	Bully's reaction meets own intrinsic need for power and control (consciously or unconsciously). Strong emotional, mental and physical reaction for target.
Not seeking power or attention	Not seeking power or attention	Attempt to gain power and control, possessions or popularity
No intent to harm.	Intentionally to sort out who is right.	Intentionally harm-doing

¹ Definitions of Means and Forms of Bullying from *PREVnet.ca*

Intention is fun. If goes wrong, then remorseful.	Remorse – takes responsibility	Bully may or may not show remorse. May or may not know what they are doing is wrong. May blame target or believe the target deserves it.
Not regarded as a problem.	Effort to solve problem.	Bully may deny there is a problem. Target may not be able to articulate.
Not serious, unless something goes wrong.	Usually not serious and can be resolved on their own or with aid of third party.	Threats of physical or emotional harm; intent to humiliate, exclude or victimize.

3. Reporting of Bullying Incidents by Students

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

4. Reporting of Bullying Incidents by Parents/Guardians/Caregivers

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

5.0 Responding to Bullying by Board Staff

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

6.0 Reporting of Bullying Incidents by Board Staff

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

7.0 Principals Response to Reports of Bullying

- 7.1 After a report is submitted, the Principal must acknowledge the receipt of the report to the employee who reported. The receipt will identify if further action is being taken or if no action is required.
- 7.2 If no action is taken, it is not necessary to retain the report.
- 7.3 If action is taken, the report will be kept for a period of one year in the student's OSR, however the names of all other students on the form (co-aggressors and victims) must be removed. No record of the incident shall be placed in the victim or victims OSRs.
- 7.4 Principals are required to inform parent/guardians/caregivers of victims, as a result of any incident for which suspension/expulsion is being considered, in respect of all bullying conduct and all other incidents referenced in section 306(1) and 310(1) of the *Education Act*.
- 7.5 Principals must not inform the parents/guardians/caregivers of a victim when, in the Principal's discretion, doing so would put the victim at risk of harm from the parent/guardian/caregiver. If the Principal decides not to notify the parent/guardian/caregiver for this reason, the Principal must document the rationale for the decision and advise the Supervisory Officer. The Principal is required to inform the teacher or if appropriate the other staff member who reported the harm of this decision.
- 7.6 When notifying the parent/guardian/caregiver of the victim, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to their child and the steps being taken to keep their child safe, including the nature of the discipline in response to the incident. Principals must not share the name of perpetrator or any identifying information with the parent/guardian/caregiver of the victim, except to the extent that it is necessary to comply with the requirements of subsection 300.3(4) of the *Education Act*.
- 7.7 The Board shall provide programs, interventions or other supports to persons who have engaged in bullying. Intervention for students who demonstrate bullying behaviour will be consistent with a progressive discipline approach that utilizes a continuum of supports and consequences to address inappropriate behaviour. Interventions will build upon strategies that promote positive behaviour, ranging from early interventions to more intensive interventions which could include possible referral to community or social agencies. For students with special needs, interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the IEP. Mitigating and other factors must also be taken into consideration.

Bullying is an activity for which suspension and possible expulsion must be considered pursuant to sections 306(1) and 310(1) of the Education Act.

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- 8.1 All WRDSB staff must take allegations of homophobia, sexual harassment, gender-based violence, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously. Incidents of this nature must be dealt with in a sensitive, supportive and timely manner.
- 8.2 All staff must support students who disclose they are being bullied by providing programs, interventions or other supports and by making available information on community agencies that can provide professional support.

- 8.3 Schools will develop specific plans to protect students who have been bullied and must outline a process for parents/guardians/caregivers to follow if they are not satisfied with the supports their children receive.
- 8.4 If it is deemed necessary that students need to be separated to protect a student or to preserve school safety, it is preferable if the victim remains in the home school, unless parents make a specific request for a move.

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

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- 10.1 **Code of Conduct** – All WRDSB staff will familiarize themselves with both the Board Code of Conduct and the School's Code of Conduct which set out standards for behaviour. Schools will incorporate into their Code of Conduct, the stipulations of this policy, associated procedures and the responsibilities for staff, students and parents/guardians/caregivers as outlined in this policy.
- 10.2 **Safe, Caring & Inclusive Schools Team** – Every school will have a SCIS Team consisting of an administrator, teacher, paraprofessional, parent/guardian/caregiver and a student. The team will meet a minimum of 3 times per year for the purpose of monitoring the school climate. Members will review the data from annual surveys of students, staff, and parents, and recommend appropriate measures to address areas of concern. The Chair of this team must be a staff member.
- 10.3 **Positive School Climate** – A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included.
- 10.4 **Collaborations with Community Agencies** – The Waterloo Region District School Board pursues collaborations with community organizations and agencies to work towards the elimination of bullying.
- 10.5 **Training** – Bullying Awareness and Prevention Training will be provided to staff and students on an on-going basis, and at a minimum annually.
- 10.6 **Leadership Activities** – All students should participate in bullying prevention and leadership initiatives within their own school, such as: daily classroom teaching with curriculum links, character education initiatives, mentorship programs, citizenship development, student leadership, student success strategies, healthy lifestyles initiatives and social skills development.

10.7 **Teaching Strategies** – Teaching strategies will support the school-wide Ministry of Education bullying prevention strategies by integrating prevention and intervention strategies into curriculum. Teaching strategies will focus on developing healthy relationships by promoting inclusion, respect and empathy. Prevention messaging will be reinforced through programs addressing discrimination based on age, race, sexual orientation, gender identity, gender expression, faith, special needs, ethnicity, social status and family circumstances.

11.0 Bullying Prevention and Intervention Plan

The Board will support schools in the development and implementation of site-specific Bullying Prevention and Intervention Plans that will provide consultation opportunities with all stakeholders, including students, principals, teachers and all other staff, parents/guardians/caregivers, volunteers, school councils and community members. Such plans will be based on the Ministry of Education's most recent Model Bullying Prevention and Intervention Plan and will comply with the Board's policies and procedures regarding Bullying Prevention and Intervention.

When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.

12.0 Bullying Awareness and Prevention Week

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

13.0 Communication of the Policy

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



STUDENT BULLYING PREVENTION AND INTERVENTION

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

1.0 Preamble

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

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

2.0 Definitions of Bullying

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

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

2.4 Means and Forms of Bullying

Bullying is a dynamic of unhealthy interaction that can take the following means and forms¹:

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

2.5 Rough Play vs. Conflict vs. Bullying

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

¹ Definitions of Means and Forms of Bullying from *PREVnet.ca*

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

3.0 Reporting of Bullying Incidents by Students

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

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5.0 Responding to Bullying by Board Staff

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

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- 7.2 If no action is taken, it is not necessary to retain the report.
- 7.3 If action is taken, the report will be kept for a period of one year in the student's OSR; however the names of all other students on the form (co-aggressors and victims) must be removed. No record of the incident shall be placed in the victim's or victims' OSRs.
- 7.4 Principals are required to inform parent/guardians/caregivers of victims, as a result of any incident for which suspension/expulsion is being considered, in respect of all bullying conduct and all other incidents referenced in section 306(1) and 310(1) of the *Education Act*.
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The Board shall provide programs, interventions or other supports to these individuals who witness bullying.
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- 11.2 When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.

12.0 Bullying Awareness and Prevention Week

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

13.0 Communication of the Policy

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

14.0 Access to Information

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

Report to Committee of the Whole
February 22, 2016



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Clarification of Next Steps Related to Internet Content Filtering

ORIGINATOR: This report was prepared by Mark Carbone, Chief Information Officer, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The following report has been developed as a result of a request from trustees to provide additional details regarding content filtering and the resources and effort required to conduct a public consultation.

The report is related to the following aspects of the strategic plan: Forward Thinking, Wellness, Diversity and Inclusion and Championing Public Education.

BACKGROUND:

During the discussion and debate on a motion proposed by Trustee C. Watson at the January 25, 2016, Board Meeting regarding consultation around internet content filtering, trustees approved a motion to postpone consideration as follows:

That Waterloo Region District School Board trustees defer consideration of the motion directing staff to conduct a full public consultation regarding the implementation of internet filtering to allow staff to provide a report on the scope, feasibility and cost of implementation of this motion; and

That staff provide the report to trustees for consideration at the February 22, 2016, Committee of the Whole Meeting.

The Waterloo Region District School Board (WRDSB) continues to prioritize safety for students using technology to access the internet in schools. Our strategy of a three pronged approach that includes staff training, digital citizenship, and content filtering ensures the safest possible digital environment for our students.

Websites are blocked based on categories. The WRDSB blocks access to pornographic and proxy sites for all students and staff. The definition of pornography is defined as “Mature content websites (18+ years and over) which present or display sexual acts with the intent to sexually arouse and excite.” Proxy sites are separate websites that provide information or tools on how to bypass an internet filter. Our current content filter also addresses these. Additionally, safe search protocols are in place for all students and staff and are designed to ensure that students and staff are working in an appropriate and safe digital setting.

In response to the concerns brought forward by various parent delegations and as part of our ongoing updating of our system, the project to undertake a reconfiguration of wireless network access is now under way. The result of the project work will identify each WRDSB shared or personally used device with an electronic certificate to facilitate greater accountability and the ability to apply differentiated filtering rules to individuals or groups of users, groups of devices, and/or by site. Collectively these actions are designed to support a safe digital environment, responsible internet access and digital citizenship for all members of our learning community.

STATUS:

To further support student safety in the digital world, the board has a well-established process whereby wireless network users are able to provide feedback to IT staff regarding information and site access on the internet. If and when objectionable materials are accessed, the process calls upon users or the supervisors of users to submit specific information to the IT Service Desk so that staff can respond and make appropriate decisions about further action. This ongoing monitoring and interaction with users is a vital part of any effort an organization makes to ensure the safest possible digital environment and the highest level of effectiveness for its content filtering system. Further, it speaks to the fluid and dynamic aspects of content filtering. Content filtering is a process, not an event. The internet environment and related technology are ever-changing and the means by which content is filtered must continue to evolve and change with it to ensure our priority of student safety is honoured.

Statistically, the number of requests to review content filtering submitted through our IT Service Desk system from September 1st through January 31st of this school year was 179. Of these requests 171 were requests to unblock sites, and the remaining 8 were requests to block sites.

Unblock requests (171)

- Bing and Yahoo search engines (60)
- YouTube as related to testing of additional filtering protocols in January (38)
- Other (73)

Schools that submitted requests to unblock included:

- Education Centre (15)
- Waterloo Collegiate Institute
- Cameron Heights Collegiate Institute
- Glenview Park Secondary School
- Conestogo Public School
- Ryerson Public School
- Forest Heights Collegiate Institute
- Jacob Hespeler Secondary School
- Galt Collegiate Institute
- Kitchener-Waterloo Collegiate Institute
- Lexington Public School
- Sandowne Public School
- Student Transportation System Waterloo Region
- Riverside Public School
- Bluevale Collegiate Institute
- Preston High School
- Centennial Public School (W)
- Waterloo-Oxford District Secondary School
- Smithson Public School
- King Edward Public School
- Queen Elizabeth Public School
- Millen Woods Public School

All sites were reviewed and 51 were unblocked

Block requests (8)

- Anonymous chat sites (2)
- Game sites (3)
- Vimeo video site (1)
- Social networking (1)
- Inappropriate content (1, Note: no web address was provided)

Schools that submitted requests to block sites included:

- Smithson Public School
- Franklin Public School
- Kitchener-Waterloo Collegiate Institute
- William G. Davis Public School
- Queensmount Public School
- Cedar Creek Public School

The assertion from the delegations to the Board would suggest that our internet filtering system provides access to pornography. Our internet filtering system is designed to prevent access to pornography and yet we acknowledge that there may be sites that students are able to access either by intended circumvention, or as a result of content getting through the filter. We must continue to be vigilant of and monitor our digital environment – such is the nature of the ever-changing dynamic of the internet and the ongoing challenges associated with supporting the safety of our students and broader user community.

We commit to continuing our vigilance in this practice and encourage users to continue providing specific information that we can act upon in our efforts to maintain a safe digital environment for our students, staff and community. Part of our continued commitment to ensuring a safe digital environment for students is reflecting on our current practice. We recognize that there is improvement needed in making the complaint process and requisite information better known to our staff, parents, students and broader school communities and action will be taken to make this process more widely known and transparent.

In terms of providing an estimate of staff effort required to gather additional information on content filtering, please note that the questions that would be posed and the scope of the review could be determined via a committee of staff and trustees. This group would be charged with the task of reviewing the information garnered from such a survey.

The following options to proceed have been considered:

a) Preparing and collecting information using an electronic survey requires a moderate effort to identify the questions to be posed and to set up an online survey tool for survey completion. Such an effort could be accomplished using existing resources. Opportunity costs associated with those staff being pulled from their prior work duties would also need to be considered.

b) Collecting information through a more consultative approach would be more work in general, noting that it is difficult to estimate the time and effort required until the details of the process are more clearly defined. Staff would suggest making use of our existing parent and school structures like PIC, WRAPSC, and WRDSB school councils. In this case administrators would be required to seek the input of their staff and parent community to determine what concerns and or challenges may exist. Opportunity costs associated with those staff being pulled from their prior work duties would also need to be considered.

c) The most expensive approach would involve outsourcing the process to a third party. Again, exact costs are difficult to estimate in the absence of determining the audience and scope of the survey however we can report that third party consulting fees for this type of work would typically range from \$250 - \$350 per hour and would require a minimum of 100 hours of work.

Additional Information: The City of Kitchener has a new mandate to provide wireless access at their public locations. Four of the City of Kitchener sites are co-located or within WiFi range of Waterloo Region District School Board sites (Kitchener-Waterloo Collegiate Institute, Cameron Heights Collegiate Institute, Grand River Collegiate Institute, Queensmount Public School). Once the City of Kitchener public wireless access is installed, WRDSB students and staff would be able to access the internet via their access points. The City of Kitchener uses similar content filtering settings as our Board.

COMMUNICATIONS:

None required at this time.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

**Report to Committee of the Whole
February 22, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Motion – Trustee C. Watson re Internet Content Filtering Consultation

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Trustee Cindy Watson and in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of the report is to provide the wording of a motion that Trustee C. Watson originally served at the January 25, 2016, Board Meeting recommending consultation in regard to internet content filtering.

This motion relates specifically to the Waterloo Region District School Board's strategic directions, particularly in the areas of engaging students, families, staff and communities and promoting forward-thinking.

BACKGROUND:

At the Board Meeting of January 25, 2016, Trustee C. Watson served the following motion:

That Waterloo Region District School Board trustees direct staff to conduct a full public consultation regarding the implementation of internet filtering on Waterloo Region District School Board networks; and

That this consultation include a media release informing stakeholders of the opportunity to provide feedback in the form of a survey; and

That a Frequently Asked Questions site be developed that answers common questions; and

That students, parents, teachers, community members, school councils, PIC, WRAPC and SEAC members also be provided with some form of communication informing them of the survey.

During the discussion and debate on the motion by Trustee Watson at the January 25, 2016, Board Meeting, trustees approved a motion to postpone consideration as follows:

That Waterloo Region District School Board trustees defer consideration of the motion directing staff to conduct a full public consultation regarding the implementation of internet content filtering to permit staff to provide a report on the scope, feasibility and cost of implementation of this motion; and

That staff provide the report to trustees for consideration at the February 22, 2016, Committee of the Whole Meeting.

STATUS:

At the February 22, 2016, Committee of the Whole Meeting, staff was instructed to provide a report outlining the scope, feasibility and costs associated with the motion proposed by Trustee C. Watson. After the staff report has been presented, trustees will consider the original motion proposed by Trustee Watson.

FINANCIAL IMPLICATIONS:

The financial implications will be outlined in the report to be provided by staff and as requested by trustees.

RECOMMENDATION:

It is recommended:

That Waterloo Region District School Board trustees direct staff to conduct a full public consultation regarding the implementation of internet filtering on Waterloo Region District School Board networks; and

That this consultation include a media release informing stakeholders of the opportunity to provide feedback in the form of a survey; and

That a Frequently Asked Questions site be developed that answers common questions; and

That students, parents, teachers, community members, school councils, PIC, WRAPC and SEAC members also be provided with some form of communication informing them of the survey.

 **Director of Education**

**Report to Committee of the Whole
February 22, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Statements of the Board for the Implementation of Education Development Charges

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Karen Newland, Controller, Financial Services; Dennis Cuomo, Manager of Planning and Shawn Callon, Principal Planner, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To request approval of statements of the Board for the adoption of an Education Development Charge (EDC) By-law.

This report relates to the strategic directions of engaging students, families, staff and communities through the ongoing public approval process required of an Education Development Charge By-law, and promoting forward thinking in planning and exploring options for the future accommodation of students.

BACKGROUND:

In April 2011, the Waterloo Region District School Board and Waterloo Catholic District School Board approved the enactment of Education Development Charge By-laws and policies which provide a source of funding for new school sites as permitted under the Education Act. Education Development Charges may be set at any level provided that:

- the procedures set out in government regulation and required by the Ministry of Education are followed and only growth-related net education land costs are recovered;
- no more than 40% of the applicable costs are financed via non-residential development.

EDC By-laws may be in effect for no more than five years.

The renewed By-laws were enacted in June 1, 2011 and are due to expire June 1, 2016.

In anticipation of the passing of a fourth Education Development Charge By-law, the school boards are required, under Section 257.61 of the Education Act, to conduct a review of their existing policies and hold public meetings regarding that review.

STATUS:

In accordance with Ontario Regulation 20/98 (Education Development Charges - General), Part III, the Board is required to approve statements in relation to the following items:

1. Alternative Accommodation Arrangements

O. Reg s.9 (6): A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.

O. Reg s.9(7): If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

In 2011, the Board approved Board Policy 1007 - Education Development Charges - Alternative Accommodation.

In implementing this policy, the Board has pursued cooperative projects and alternatives to existing accommodation since the commencement of its last by-law and has found that few proposals are capable of accommodating new growth-related student accommodation needs due to one or more of the following:

- Required accommodation is in area of “greenfield” development where there are few existing alternatives in the form of renovating or leasing built accommodation;
- Land owners have not come forward to offer lands, in lieu of the payment of education development charges, that are of sufficient size and in the appropriate location to serve communities experiencing enrolment pressures;
- Timing is such that partnerships have not been able to match financing and construction constraints;
- Possible multi-use partnerships for new student accommodation have not proven to be cost-effective for the Board over the construction of free-standing facilities.
- Arrangements of a cooperative nature generally do not provide classroom accommodation (tend to be site facilities, change rooms, libraries, etc.)

Of the successful arrangements with municipalities and other partners, a more efficient development of the property or improved physical facilities and student programs is generally the result. For example, several elementary schools have been constructed with childcare centres; secondary schools have accommodated transit, multi-use sports fields, and internal community rooms (including change facilities). These are typically achieved with shared use of school-park campus sites and have not resulted in a reduction in or the sharing of land purchase costs.

This has been reflected in the current version of Board Policy 1007 – Education Development Charges – Alternative Accommodation attached as Appendix A.

2. Use of Surplus Operating Funds

O. Reg s.9(8): A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

Board Finance staff has reviewed its operating budgets for the 2011-16 fiscal years for savings that could be applied to reduce growth-related net education land costs, and has found none. Likewise the Board does not anticipate savings from operating budgets in future years available for that purpose due to funding constraints in other areas.

COMMUNICATIONS:

The required statements will be released to the consultant, Ameresco, Inc., for inclusion in the EDC background study. A notice of the April 2016, Joint Special Board meeting to deal with issues pertaining to the EDC background study will be posted shortly.

Through its consultant, implementation strategies and policies will be brought forward for Board consideration. These include:

- the application of area-wide charges versus municipal specific charges;
- the application of charges to non-residential and residential development and associated percentage of charge versus residential only application;
- additional residential exemptions or non-residential exemptions, and,
- the term of the by-law.

This information is contained within the consultant’s background study, which will be distributed to trustees and the Ministry of Education. These draft documents will be available for review by the public at the respective administration offices of both boards no later than March 16, 2016.

FINANCIAL IMPLICATIONS:

No financial implications at this time.

RECOMMENDATION:

It is recommended:

That the following statements, in accordance with Ontario Regulation 20/98 Section 9(1), and Sections 257.60(1) and Section 257.60(2) of the Education Act be approved:

- 1. The Waterloo Region District School Board reaffirms its commitment to Board Policy 1007 - Education Development Charges - Alternative Accommodation, which has been implemented as set out in the report titled, "Statements of the Board for the Implementation of Education Development Charges", dated February 22, 2016.**
- 2. The Waterloo Region District School Board has reviewed its operating budgets for the 2011-2016 fiscal years for savings that could be applied to reduce growth-related net education land costs, and has found none available for that purpose. The Board does not anticipate savings from operating budgets in future years due to funding constraints in other areas.**

 **Director of Education**



EDUCATION DEVELOPMENT CHARGES – ALTERNATIVE ACCOMMODATION

Legal References:	<i>Education Act, Division E. Education Act, subsection 257.60 (1) & (2) Education Act Ontario Regulation 20/98 subsection 9. (1) 6 and 9 (1) 7.</i>
Related References:	<i>Board Policy 1011 - Community Planning and Facility Partnerships Board Policy 1007 - Education Development Charges – Alternative Accommodation Board Policy 4002 – Community Use of Schools Administrative Procedure 4990 – Facility Partnerships Community Planning and Partnerships Guideline, Ministry of Education (March 2015)</i>
Effective Date:	<i>June 1, 2016</i>
Revisions:	<i>February 22, 2016</i>
Reviewed:	

1. Preamble

- 1.1. The Board has pursued cooperative projects and alternatives to **proposed** accommodation since the commencement of its last by-law and has found that few **options** are capable of accommodating new growth related students **and/or reducing Education Development Charges** due to one or more of the following:
 - 1.1.1. Required accommodation is in area of “greenfield” development where there are few existing alternatives in the form of renovating or leasing built accommodation;
 - 1.1.2. Proponents of new development have not been receptive, as partners, to alternatives to the Board’s current form of school accommodation;
 - 1.1.3. Timing is such that partnerships have not been able to match financing and construction constraints;
 - 1.1.4. Possible multi-use partnerships for new student accommodation have not proven to be cost-effective for the Board over the construction of free-standing facilities.
 - 1.1.5. Arrangements of a cooperative nature generally do not provide classroom accommodation (tend to be site facilities, change rooms, libraries, etc.)
- 1.2. Of the successful arrangements with municipal and other partners, a more efficient development of the property or improved physical facilities is generally the result. For example, several elementary schools have been constructed with childcare centres; secondary schools have accommodated transit, multi-use sports fields, and internal community rooms (including change facilities). These are typically achieved with shared use of school-park campus sites and have not resulted in a reduction in or the sharing of land purchase costs.

2. Policy Direction

- 2.1. It is the policy of the Waterloo Region District School Board to consider possible arrangements with municipalities, school boards, or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the following:

- 2.1.1. The arrangement must be proven to be cost effective and advantageous for the Board compared to other possible arrangements including acquisition of a school **site** and the construction of a free-standing structure;
 - 2.1.2. The arrangement shall comply with any guidelines issued by the Ministry of Education;
 - 2.1.3. The Board shall **secure appropriate covenants and/or** retain sufficient governance authority over **the use of** the facility to ensure that it is able to deliver the appropriate educational program to its students.
- 2.2. While the Board will consider possible alternative accommodation arrangements, this is not a commitment of the Board to any specific project(s).

3. Expiry Date

- 3.1 This policy expires on **June 1, 2021**.

DRAFT

**Report to Committee of the Whole
February 22, 2016**



**Waterloo Region
District School Board**

Inspired Learners –Tomorrow's Leaders

SUBJECT: **Transportation Consortium Update**

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Nick Landry, Business Services Manager in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To provide an update to trustees about the operations of Student Transportation Services of Waterloo Region, Inc. (STSWR, Inc.) and present the 2014-2015 Annual Report. This aligns with the board's strategic directions of promoting forward-thinking, fostering well-being and championing quality public education.

BACKGROUND:

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

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

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

Since its inception in 2007, Student Transportation Services of Waterloo Region Inc. has evolved into one of the leading consortiums in the entire province. Its ongoing focus on providing safe and efficient transportation services to Waterloo Region benefits students, staff and the community. We are pleased to present to the board, information related to the 2014-15 school year.

STATUS:

The General Manager of STSWR, Inc., Benoit Bourgault, is presenting the 2014-2015 Annual Report to the board (see Appendix A attached).

COMMUNICATIONS:

The information will be posted on the STSWR, Inc. website.

FINANCIAL IMPLICATIONS:

None at this time.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**



Student Transportation Services of Waterloo Region

2014-2015 Annual
Report

October 2015



2014-2015 Annual Report

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2014-2015 Highlights

Safety Initiatives:

- STSWR initiated a weekly reporting on speeding events with school purpose vehicles. The tracking and follow-up resulted in a reduction of over 40% in speeding events.
- STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:
 - First Rider program for Kindergarten students
 - Bus patrols, standing patrols (student crossing guards) and trailblazers (walking school bus leaders)
 - Bus Evacuation training for all elementary students
 - Bus Driver professional development day
- STSWR is also a member of the Active and Safe Routes to School Committee.

Contract Compliance and Performance Management:

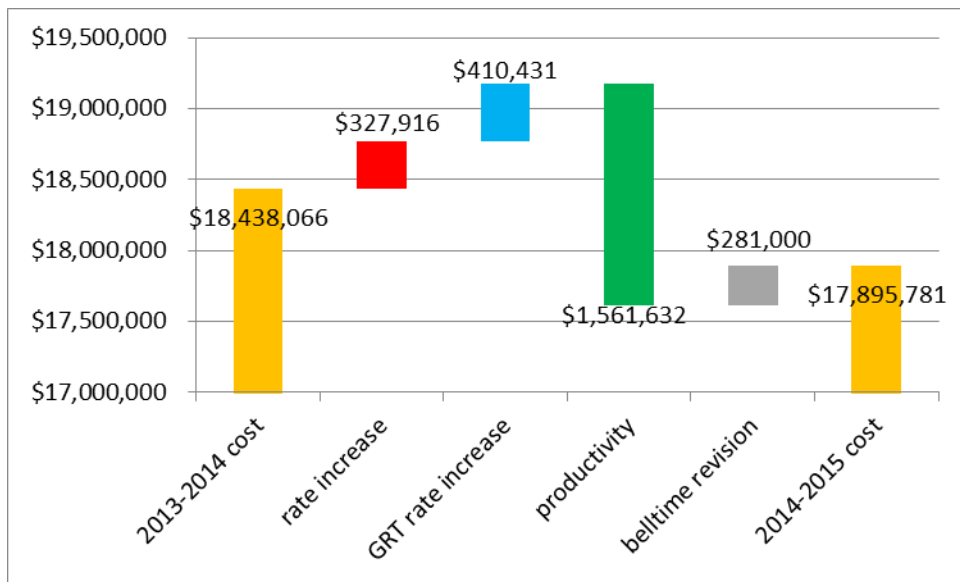
- All bus operators and taxi operators have been audited to ensure contract compliance.
 - All operators were in compliance with the terms of the contract
 - Minor discrepancies in record keeping were identified and corrected
- A monthly scorecard system has been implemented to ensure ongoing compliance for some KPI's.
 - Valid driver license
 - First Aid Valid
 - EpiPen annual
 - Vehicle Age
 - Vehicle GPS
- All Bus Routes are formally audited at least twice a year using GPS tracking data.



2014-2015 Highlights

Productivity Initiatives:

- A complete bell time analysis was conducted in the fall of 2013 to be implemented in the 2014-2015 School year.
- 3000 additional students were transported by school bus. These students had been on GRT in the past.
- Reduction of 19 full size buses





Measuring Performance

Key Performance Indicators:

- STSWR has developed a number of key performance indicators to benchmark performance against industry standards and track improvements year over year.



STSWR Scorecard 2014-2015

	01-Jul-15	Goal	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	
Safety	Student Injuries	0	2	3	4	5	3	1	Injuries on bus with students on board
	Collisions	0	54	40	37	42	28	12	
	Collision Frequency	4.4	9.3	8.02	5.45	6.23			All collision per million km
Quality	Student Ride time	14	13	14	14	13	18	16	Average ride time one way
Service	Service interruption	0	2	9	0	3	0	5	route-day runs
	Late bus over 50 minutes	0	13	26	27	6	27	10	
Cost	Variance to Plan	\$ -	\$320,845	\$1,006,664	\$516,128	\$279,348	\$2,792,287	\$(169,000)	Better (Worse)
	\$/student	\$ 682	\$ 676	\$ 702	\$ 698	\$ 673	\$ 649	\$ 818	

Injuries: 2 students banged head, stiches

Collision We experienced a significant number of collisions on snow days
40% of the collisions are preventable, which is a net improvement over the previous year

Delays We had 36 delays reported over 50 minutes when we include major traffic jams

Cost Some savings in better integration of runs into routes and in Spec-Ed



Measuring Performance

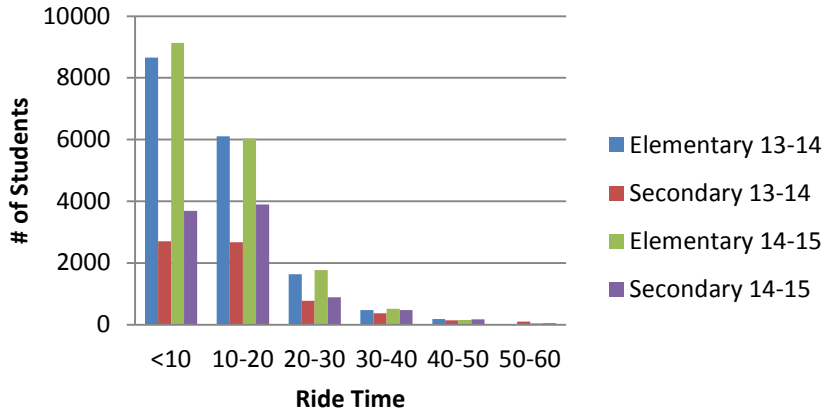
Average Distance to Bus Stop:

- Elementary Students 144m, range from 0m to 950m
- Secondary Students 291m, range from 0m to 1,400m

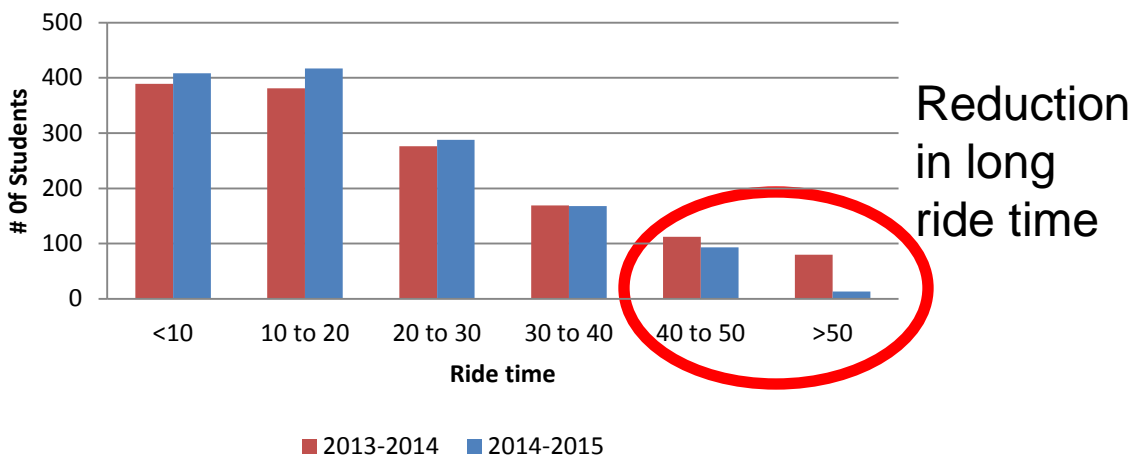
Ride Time Distribution:

- The vast majority of students travel for less than 20 minutes.
- With the bell time change, long runs were reviewed and shortened for full size buses and Special Needs vehicles.

Student Ride Time (minutes)



Average Travel Time Spec-Ed (1 way)

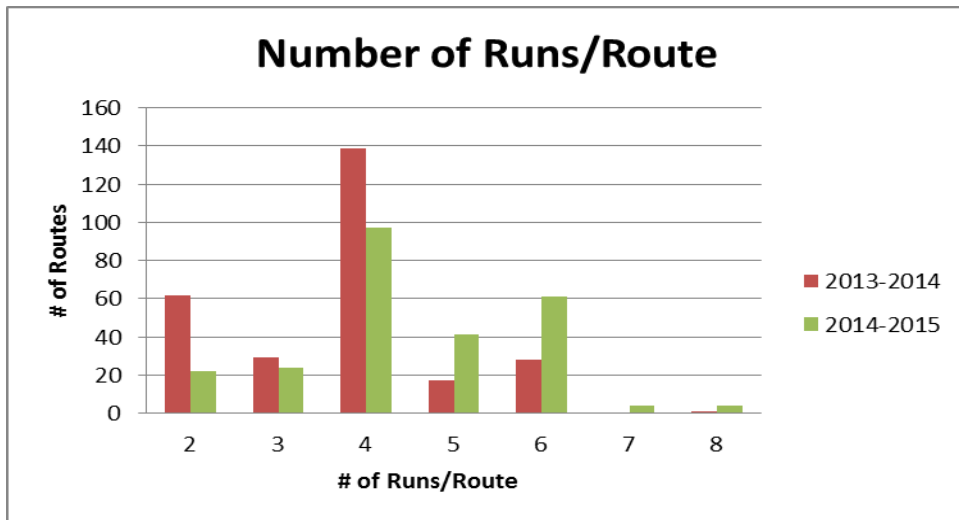




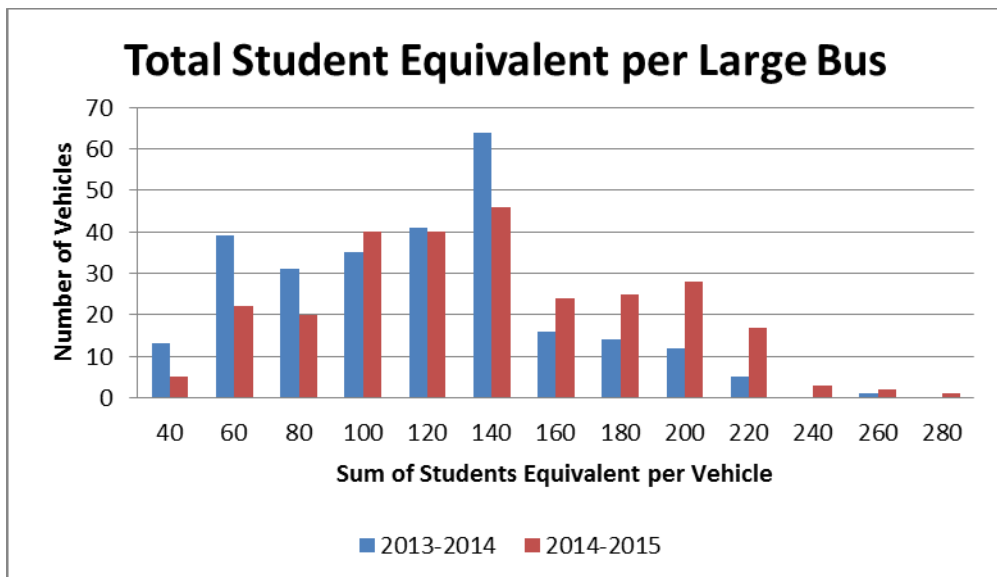
Measuring Performance

Vehicle Capacity Utilization:

- The bell time review allowed for better vehicle utilization. Fewer vehicles are servicing only 1 school, far more are servicing 3 or more schools.



- We are now transporting up to 280 students equivalent in a single vehicle
- The load factor is calculated as such: JK to 6 students count as 1.0, 7-12 students count as 1.5

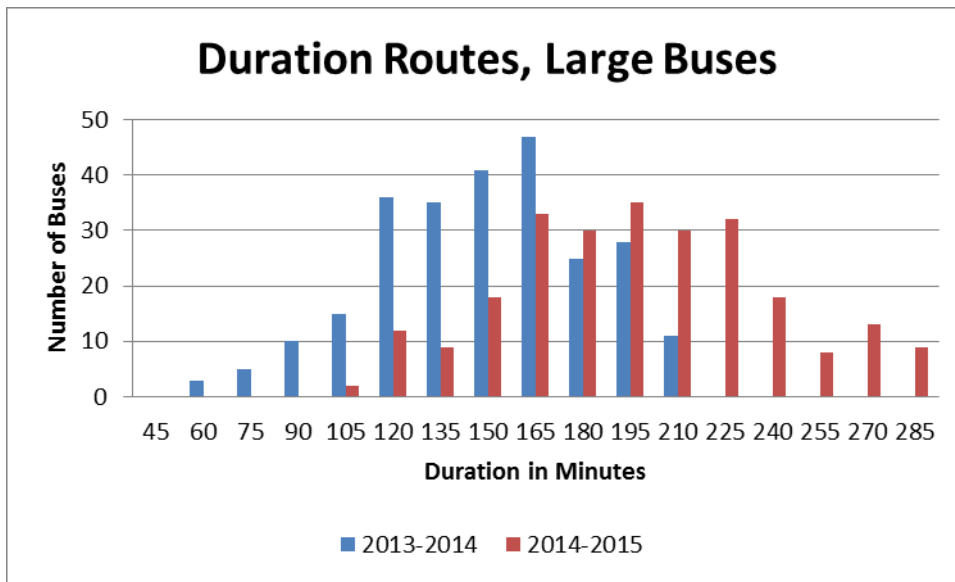




Measuring Performance

Vehicle Time Utilization:

- The bell time review allowed for longer vehicle utilization. This resulted in an increase in pay for most drivers



- We are making better use of the 180 minutes per day included before additional charges apply.



Appeals

Appeals:

- We continue to see a declining trend in number of appeals we receive, down to 58 appeals from 73 last year.
- At the WRDSB the primary reason for appeal continues to be the distance particularly at grade 1 which coincide with the loss of transportation for several students.
- At the WCDSB, a review of the walking area at St David caused several students to lose transportation which reflected in the primary reason for the appeals.
- The following tables illustrate the number of appeals by Board, the reason for the appeal, and the outcome.

2014-2015 School Year						
WRDSB	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
distance	16	1	17	1	1	
special request	2	1	3		1	
grandparenting	2		2	2		
safety		1	1	1		
loss of bus		1	1		1	
oob		1	1		1	
sibling	2		2	1		
stop location	1		1			
Joint Custody	1		1	1		
Total	24	5	29	6	4	0

2014-2015 School Year						
WCDSB	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
loss of busing		9	9		4	
sibling	6	1	7		1	
stop location	4	1	5	2	1	1
drop off time		3	3		2	
distance	1	1	2		1	
safety	1	1	2		2	
ride time	1		1			
Total	13	16	29	2	11	1



2014-2015 Overview

2014-15 Summary:

Another challenging winter contributed to the disappointing safety results. On other fronts STSWR delivered great results.

– Safety

- Initiated a radio campaign to raise school bus safety awareness.
- We experienced a rise in the collision frequency partially however we saw a decline in the number of preventable collision.
- Seeing the rising trend on collision, we started focusing on speeding which is one of the only behaviour we can measure accurately. With that focus we experienced an improvement in collision at the end of the year.
- Working with school administrators and bus operators we reviewed the Kindergarten safety and implemented a new parent matching process for the start-up.

– Customer Service

- We continue to review our customer's interactions and provided training to staff to further improve the delivery of the service.
- We continue to leverage communication by using social media.

– Network Optimization

- We revamped the transportation network following the bell time change.
- We changed the delivery model for the Special needs students by reducing the number of vehicle at any school and reducing the runs with multiple schools resulting in shorter travel time for those students.



2015-2016 Outlook

2015-16 Objectives:

- Building upon our successes and challenges from 2014-15, there are a number of key areas that STSWR will focus on during the 2015-16 school year. These include:
 - Safety
 - Continue to focus on Speeding and Bus Driver PD day focusing on collision preventability
 - Revamp the First Rider program and Kindergarten best practices
 - Participate in School Bus Safety week
 - Customer Service
 - Review start up to continue to improve interaction with the customers.
 - Mobile friendly website
 - Special Needs transportation
 - Continue to review network for efficiency focusing on reducing ride time and reducing the use of Taxis
 - Staff Development
 - Continue to train staff on all facets of transportation in our industry including better understanding the challenges that bus drivers face on a daily basis



2014-2015 Financial Report

The bell time change generated substantial saving and provided the opportunity to improve the special needs transportation.

STSWR 2014-2015	Total
Overhead	\$ 1,297,309
WCDSB transportation cost	\$ 4,346,295
WRDSB transportation cost	\$13,913,559
Total	\$19,557,163

WCDSB Details	Total
Regular School Bus	\$ 3,609,873
Spec-Ed Bus	\$ 461,323
Taxi	\$ 221,338
GRT	\$ 53,760
Total	\$ 4,346,295

WRDSB Details	Total
Regular School Bus	\$ 7,330,162
Spec-Ed Bus	\$ 5,358,537
Taxi	\$ 1,025,948
GRT	\$ 198,912
Total	\$13,913,559

Report to Committee of the Whole
February 22, 2016



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Increased Special Education Transportation Costs Report

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Karen Newland, Controller, Financial Services, and Nick Landry, Manager of Business Services, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To provide the Waterloo Region District School Board (Board) with additional information pertaining to the variance in expenditures for student transportation for the 2014-15 school year. This report relates to the Waterloo Region District School Board's strategic direction of championing quality public education.

BACKGROUND:

On November 16th, 2015, staff presented a report to the Board of Trustees outlining the year-end financial position for the 2014-15 school year. During the presentation it was noted that actual student transportation expenditures exceeded budgeted expenditures by \$290,000 for the period ending August 31, 2015.

STATUS:

In conjunction with Student Transportation Services of Waterloo Region (STSWR), further analysis of the variance was completed to provide a detailed rationale for the budget to actual variance. In addition to the cost pressures related to transportation for special education students, roughly 39% of the reported variance is attributable to higher fuel costs paid by the operators throughout the year. The budget submitted by STSWR did not include this unanticipated expense.

As noted in the Interim Financial Statements presented to the Board of Trustees on November 16th, 2015, expenditures related to Special Education Transportation represents a significant portion of the total variance (56%). In reviewing the available data, it was noted that student addresses and program locations are the primary reason for the variance in that students needed to travel farther to access the programs needed. To this end, the STSWR contracted approximately 10 additional vehicles to ensure ride times for special education students were minimized. In light of this, representatives from Financial Services and Special Education have met to discuss possible opportunities to create further efficiencies related to the administration of transportation for special education programming. These options will be further explored in consultation with Board staff and Special Education Advisory Committee.

The table below provides a breakdown of the reported variance for 2014-15

2014-15 TRANSPORTATION EXPENDITURES (000s)

Category	Variance	Comment
Fees and Contracts	(\$162)	Special Education accounts for 100% of the negative variance in fees in contracts, and was partially offset by savings in regular home-to-school transportation
Fuel Costs	(113)	Actual fuel costs were higher than budgeted costs. The Grant for Student Needs provides additional funding to compensate for fluctuating fuel costs.
Miscellaneous	(15)	STSWR Operations
Total	<u>(\$290)</u>	

COMMUNICATIONS:

Not applicable at this time.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

For information only.

 **Director of Education**

**Report to Committee of the Whole
February 22, 2016**



**Waterloo Region
District School Board**

Inspired learners – Tomorrow's leaders

SUBJECT: School Year Calendars – 2016-2017

ORIGINATOR: This report was prepared by Marty Deacon, Superintendent, Communication & Engagement, in consultation with Coordinating Council, Superintendents, Student Achievement & Well-Being, and the School Year Calendar Committee.

PURPOSE/STRATEGIC PLAN:

This report is intended to seek approval of the Waterloo Region District School Board for the 2016-2017 School Year Calendars. The Waterloo Region District School Strategic Directions that relate to this report are Engaging students, families, staff and communities; Pursuing student achievement and success for all; and Championing quality public education. Stakeholders have been engaged (consulted) in the development of school year calendars that optimize learning and achievement for all students.

BACKGROUND:

In accordance with Regulation 304, district school boards are required to prepare, adopt, and submit to the Minister on or before the 1st day of March a Modified School Year Calendar. The Regulation also states that the school year calendar shall include a minimum of 194 school days of which 7 days may be designated by the board as professional activity days. Three of these days must be devoted to specific provincial education priorities. Furthermore, a board may designate up to 10 instructional days as examination days [Section 3. (3.1)].

STATUS:

In preparation of the 2016-2017 School Year Calendars, a consultation process was established with representatives from stakeholder groups within the Board, which included the Waterloo Region Assembly of Public School Councils (WRAPSC)/Parent Involvement Committee (PIC), employee unions, associations and administrators. Members of this year's School Year Calendar Committee are:

Lynn Wilson (EAA)	Scott Miller (Learning Services)
Mark Carbone (IT)	Laurie Tremble (WRAPSC/PIC)
Marty Deacon (Chair)	Elaine Ranney (Superintendent)
Ed Doadt (SSPA-Principal)	Angie Mercier (Superintendent)
Diane Flewwelling (ESS-OSSTF)	Joanne Threndyle (ETFO)
Sherry Freund (OSSTF)	Brian Beney (WREA-Principal)
Carrie Osborne (PSSP-OSSTF)	Jenn Wallage (DECE)
Kathy Mason (IT)	Michael Weinert (Human Resources)
Lynsey Slupeiks (Communications)	Kathleen Woodcock (Chairperson)
Kathryn Pittman (EAA)	Shawn Thompson (WREA-Principal)
Betti Adams (WREA)	Brenda Cathcart (SSVPA)
Evelyn Kassa (SMACA-OSSTF)	

In addition, discussions related to the alignment of School Year Calendars have occurred with the Waterloo Catholic District School Board (WCDSB) and neighbouring school boards. As in past years, it is our committee's goal to ensure that the calendar is as closely aligned as possible with the calendar proposed by the WCDSB.

COMMUNICATIONS:

Subsequent to Board approval of the following recommendation, school year calendars will be submitted to the Ministry of Education and will be shared with students, staff and members of the public following receipt of

Ministry approval. As per Ministry direction, schools must communicate the date and purpose of the PA Day ten days before each PA day.

FINANCIAL IMPLICATIONS:

It is anticipated that the attempt to align the secondary and elementary Professional Activity days between our school board and the Waterloo Catholic District School Board will have a cost in the range of \$175,000 - \$200,000 to the Waterloo Region District School Board.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board approve the 2016-2017 Modified School Year Calendars containing 194 school days, as outlined in Appendices A, B and C of the Report titled “School Year Calendars – 2016-2017.”

 **Director of Education**



Ministry of Education
ELEMENTARY

School Year Calendar 2016- 2017

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

DRAFT

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2016				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2016	18	1	0				1	2	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
October 2016	20	0	0	3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2016	21	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2016	17	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 H	27 H	28 B	29 B	30 B
January 2017	16	1	0	2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30	31			
February 2017	19	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2017	18	0	0			1	2	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2017	17	1	0	3	4	5	6	7 P	10	11	12	13	14 H	17 H	18	19	20	21	24	25	26	27	28					
May 2017	21	1	0	1	2	3	4	5 P	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2017	20	2	0				1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P
July 2017				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	7	0	<p>Note: The 2016-2017 calendar provides for 196 possible school days between September 1, 2016 and June 30, 2017. The school year shall include a minimum of 194 school days of which three days shall be designated as professional activity days. In addition, up to four days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.</p>																								



Ministry of Education

School Year Calendar 2016- 2017

SECONDARY - SEMESTERED

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

DRAFT

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2016				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2016	18	1	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
October 2016	20	0	0	3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2016	21	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2016	17	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
January 2017	14	0	3	2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 E	30 E	31 E			
February 2017	16	1	2			1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2017	18	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
April 2017	17	1	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2017	21	1	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
June 2017	15	2	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22 E	23 E	26	27	28	29	30
July 2017				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	177	7	10	<p>Note: The 2016-2017 calendar provides for 196 possible school days between September 1, 2016 and June 30, 2017. The school year shall include a minimum of 194 school days of which three days shall be designated as professional activity days. In addition, up to four days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.</p>																								



Ministry of Education

School Year Calendar 2016- 2017

SECONDARY – NON- SEMESTERED (WODSS)

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

DRAFT

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2016				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2016	18	1	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
October 2016	20	0	0	3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2016	21	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2016	17	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
January 2017	17	0	0	2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
February 2017	18	1	0			1	2	3 P	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
March 2017	18	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
April 2017	17	1	0	3	4	5	6	7 P	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2017	21	1	0	1	2	3	4	5 P	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
June 2017	10	2	10				1	2	5	6	7	8	9	12	13	14	15 E	16 E	19 E	20 E	21 E	22 E	23 E	26 E	27 E	28 E	29 P	30 P
July 2017				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	177	7	10	<p>Note: The 2016-2017 calendar provides for 196 possible school days between September 1, 2016 and June 30, 2017. The school year shall include a minimum of 194 school days of which three days shall be designated as professional activity days. In addition, up to four days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.</p>																								

**Report to Committee of the Whole
February 22, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow’s Leaders

SUBJECT: **Status Report of French Immersion Elementary and Secondary Enrolment for 2015-2016 and Projected Grade One Enrolment for 2016-2017**

ORIGINATOR: This report was prepared by Graham Shantz, Superintendent, Student Achievement & Well-Being, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

This report has been prepared to review the 2015-2016 French Immersion overall enrolment statistics for the Waterloo Region District School Board, and to present the Board with the projected number of grade one classes of the French Immersion program for September 1, 2016.

The contents of this report support the Board’s efforts to engage students, families, staff and communities in pursuing student achievement and success for all.

BACKGROUND:

The French Immersion program began in the Waterloo Region District School Board in 1977 in response to an identified need. Since that time, the program has continued to expand. It is the practice of the Waterloo Region District School Board to consider implementing the French Immersion program in school communities when a sufficient demand exists as defined in *Administrative Procedure 1000*.

The grade one component of the French Immersion program represents approximately 25% of the total grade one enrolment in the Waterloo Region District School Board. French Immersion grade one classes are organized to accommodate the greatest number of students and, as a result, for the 2015-2016 school year, there was a position in the program available for all families willing to transport their child.

Learning Services currently employs an online registration process for grade 1 French Immersion. The online process has proven to be an effective means of registering students, resulting in fewer concerns from parents. In an attempt to further refine the registration process, eliminate the “first come, first served” past practice, and to provide a more equitable model for all families to access the program, a change was made to the registration practice for the 2014-2015 school year. The new registration process for the French Immersion program continues to give priority placement to home school students; however, all families who registered for the French Immersion program between January 7, 2016 and January 31, 2016 will be considered for home school placement or their preferred location when space permits.

In the event that there are too many registrants for the number of available spots at a French Immersion site, a lottery system is used to assist in the creation of the grade one French Immersion classes. The only exception to the lottery process is for students who already have a sibling enrolled in the French Immersion program at the home school. These students are granted priority placement in the program. This change to French Immersion registration is reflected in *Administrative Procedure 1000*.

In 2005, the Ministry of Education determined that primary classes throughout the province of Ontario were to be capped at 20 students, with an exception of 10% that could be organized at 23 students. Prior to 2005, grade one French Immersion classes in the Waterloo District School Board were organized at 26 students. As a result of the ministry expectations, and the flexibility to have a percentage of primary classes at 23 students in January 2009, the Waterloo Region District School Board Executive Committee granted permission for grade one French Immersion classes to be organized at 23 students in school sites where the numbers demonstrated a need. This was done to allow for the greatest number of students to be accommodated in the program.

Prior to September 2009, Kitchener-Waterloo C&VS was the only secondary school offering French Immersion to students who completed the elementary French Immersion program. In order to make it possible for more students in the Cambridge area to continue in French Immersion beyond grade 8, Galt C.I. began offering French Immersion, in addition to Extended French. In the years since the addition of this program offering, steady increases in secondary French Immersion enrolment have been realized.

Due to a high demand in the Cambridge and south-west Kitchener communities, Saginaw P.S. and Jean Steckle P.S. began delivering grade 1 of the French Immersion program in September 2015.

STATUS:

In 2001, the French Immersion program operated at 21 elementary school sites. At present, the number of elementary schools offering the program is 43. For 2016-17, two new sites will begin offering French Immersion. Breslau P.S. will offer one class of Grade 1 French Immersion and Vista Hills P.S. will open with French Immersion in Grades 1-6.

Since 2008, enrolment in the elementary French Immersion program has increased from 3861 to 6275 – an increase of 38 %.

At present, there are 6275 students enrolled in the elementary French Immersion program (Appendix A). At the secondary level, there are 981 students currently enrolled in the Extended French and French Immersion programs (Appendix B). This represents an increase of 17 % over the secondary enrolment in 2014-15.

As of January 31, 2016, a total of 1161 requests for the French Immersion program have been registered for the 2016-2017 school year. To date, 1073 students have been accommodated. Appendix C lists the sites selected to offer grade one of the French Immersion program in September 2016. Students may continue to register for the program until October 7, 2016.

If all designated sites open with full grade one classes, 95 student spaces will be available across the district for families interested in transporting their child to a French Immersion site. These spaces will be offered to families on waiting lists based on position established by lottery. At present, there is a total of 88 French Immersion home school and out-of-area students on waiting lists.

COMMUNICATIONS:

Once the organization of grade one classes for the French Immersion program for the 2016-2017 school year has been completed, each of the schools offering the program will be provided with a list of students who have been accepted into the program. Each school will then notify the families of the accepted students and Learning Services staff will facilitate communication between waiting list registrants and the approved schools.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

THE WATERLOO REGION DISTRICT SCHOOL BOARD FRENCH IMMERSION ENROLMENT FOR SEPTEMBER 2015

SCHOOL	Gr. 1	Gr. 1/2	Gr. 2	Gr. 2/3	Gr. 3	Gr. 3/4	Gr. 4	Gr. 4/5	Gr. 5	Gr. 5/6	Gr. 6	Gr. 7	Gr. 7/8	Gr. 8	TOTAL
Abraham Erb	23		30			14	9	6	20						102
Baden	35		20		16		26	5	19		23		14	11	169
Bridgadon	46			23	17	20	6	16		17	10		24	23	202
Centennial (W)												80		91	171
Clemens Mill	23		36		20		44			17	7	30	33	27	237
Crestview	23		18			18	16		15		15				105
Doon									18			29		24	71
Driftwood	22			24	19			17	7	9	16				114
Edna Staebler	60		38	14	6	18	19	23		17	7				235
Elgin	22		17		14		15			14	7				89
Elizabeth Ziegler	45		39	4	15	22	24		11	13	27		22		222
Empire	44		36	7	11	35	7	14	24		25	8	16		227
Franklin	44		38	6	12	19	6	16	26		23	8	16	24	238
Hespeler	46		39		38			21	7	12		23	26	22	256
Highland	46		39	5	12		23	23		16	9	28			201
JW Gerth	65		38	6	12	18		20							159
J. F. Carmichael	22			18	14		8	11			22		22		117
John Mahood	23		17			25	20			22					107
Keastway	23		19		19				19	25			18		123
Laurelwood	23		40	8	11		16	7	22	30		8	19	19	225
Lester B. Pearson	41		38			21	23		5	19			25	20	215
MacGregor												96		67	163
Mary Johnston	45			24	16		17	24		21	7	15	20		189
Millen Woods	23			22	16		13	9		15	12		12	14	136
Moffat Creek	21		20		22										63
N.A. MacEachern	23		19	15	5	20			21	5		9	17		134
Park Manor											18	22		13	53
Ryerson	21		20		17		18			18					94
Sandhills	44		34		23	18	5	20			12	20			176
Sandowne	23		19		20		16			14					92
Sheppard	43		20	21	16		20	21		10	8		23	30	212
Southridge	22		40		20	11	10		15	6		7	15		146
St. Andrew's											40	35		34	109
Stanley Park												78		79	157
Suddaby	23		19		18		18			17	24				119
Tait	23		22		21										66
W. T. Townshend	42		42		38		27			27			31		207
Westheights												85		77	162
Westmount	22			20	17		6	17		14	11			17	124

Westvale	23			22	17	19			17			20			23					141
Williamsburg	40		20			19	9	13		15	8		7	16						147
TOTAL	1114		777	239	216	454	279	301	292	232	230	280	222	288	328	519	14	11	479	6275

TOTAL ENROLMENT ELEMENTARY: February 2016

**THE WATERLOO REGION DISTRICT SCHOOL BOARD
EXTENDED FRENCH / IMMERSION ENROLMENT
JANUARY 31, 2016**

SECONDARY

SCHOOL	PROGRAM	Gr. 9	Gr. 10	Gr. 11	FEF / FIF		TOTAL
Forest Heights C.I.	Extended	27	12	13	11		63
Galt C.I.	Extended			20	22		42
Galt C.I.	Immersion	58	53	30		23	164
Grand River C.I.	Extended	20	26	28	20		94
Kitchener-Waterloo C.I.	Extended						
Kitchener-Waterloo C.I.	Immersion	140	121	96		57	414
Waterloo C.I.	Extended	55	50	55	44		204
TOTAL		300	262	242	97	80	981

TOTAL ENROLMENT SECONDARY: 981

TOTAL ENROLMENT ELEMENTARY: 6275

TOTAL ENROLMENT, SECONDARY + ELEMENTARY: 7256

NOTE:

- Small classes are combined for instruction.

Grade One French Immersion Classes for September 2016

When selecting sites for grade one classes of the French Immersion program, the following procedural guidelines have been followed:

- Due to the enrolment cap of 23 on grade one French Immersion classes, a minimum of 18 students is required to open a class in any site with an existing French Immersion program, contingent on the availability of physical space at the school site. A minimum of 36 students is required to open two classes at any given site where space allows, unless overflow space is required to provide space for out-of-area applicants in a particular region.
- A minimum of 20 students is required to open a class at a school site that currently does not have an existing French Immersion program, contingent on the availability of physical space and a number of other factors at the school site.
- Siblings of students presently enrolled in French Immersion classes are considered home school students upon application to the program.
- When forming class lists, a lottery system is used with those who registered between January 7 and 31, 2016. During the lottery, those students who live within the boundary with siblings are entered into the classes first, then those without siblings who live within the boundary and finally those that live outside of the boundary. After January 31, 2016, all registrants are added to the class list on a first-come, first-served basis.
- Every effort is made to accommodate students with their first-choice site selection. If the first-choice site has already been filled to a maximum of 23 students, students are placed in the lottery at their second and/or third choice site (space permitting). Should no space be available in the applicant's selected sites, the applicant is placed on a waiting list at one of their choice sites.
- Some sites are considered overcrowded and require 18 home school applicants and are not able to accommodate out of area students. These sites are marked with an asterisk (*) in the following chart.

DRAFT - Recommended For Approval (2016)

School	No. of Classes	Total No. of Students	Home School Students	Out of Area Students	Home School Waiting List	Out of Area Waiting List
Abraham Erb	1	23	21	2		2
Baden*	1	21	21			
Breslau	1	19	19			
Brigdadoon	2	46	36	10	3	1
Clemens Mill*	1	23	23			
Crestview	1	20	18	2		
Driftwood Park	2	35	25	10		
Edna Staebler*	1	22	22			
Elgin	1	17	10	7		
Elizabeth Ziegler	2	36	25	11		
Empire*	3	55	55			
Franklin	1	23	22	1		5
Hespeler	2	37	25	12		
Highland	2	44	35	9		
Jean Steckle*	2	36	36			
JF Carmichael	1	22	22			
John Mahood	1	20	18	2		
JW Gerth*	2	46	46		3	
Keatsway*	1	19	19			
Laurelwood*	2	35	35			
Lester B. Pearson*	2	38	38			
Mary Johnston	2	35	32	3		
Millen Woods	1	23	23		1	6
Moffat Creek*	1	15	15			
N.A.MacEachern	1	23	23		6	1
Ryerson*	1	23	23		4	
Saginaw	1	16	14	2		
Sandhills	1	23	23			
Sandowne	1	23	21	2		4
Sheppard*	2	37	37			
Southridge*	1	18	18			
Suddaby	2	40	35	5		
Tait	1	23	18	5		
Vista Hills	1	23	23		1	2
W.T. Townshend	2	35	25	10		
Westmount	1	23	16	7		
Westvale	2	33	32	1		
Williamsburg*	1	23	23		6	
System Total	54	1073	972	101	24	21

**Overview of Grade 1 French Immersion Registration Data
As of January 31, 2016**

Total Number of Registrants	1161
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Home School Registrants Placed in Classes	972
Out-of-Boundary Registrants Placed in Classes	101
Total Number of Registrants Placed in Classes	1073

Immersion Home School Registrants on Waiting Lists	24
Out-of-Boundary Registrants on Waiting Lists	21
Registrants Requesting Non-Immersion School Sites Only	43
Registrants not Accommodated by February 1, 2016	88

Spaces available for waiting list students willing to transport to an alternate site.	95
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