

SEPTEMBER 19, 2016

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, September 19, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Policy and Governance (30 minutes)

- 1** Review of Board Policy 1004 – Harassment
- 5** Review of Board Policy 1009 – Violence in the Workplace
- 9** Review of Board Policy 6000 – Safe Schools
- 15** Review of Board Policy 6002 - Compulsory Student Enrolment
- 17** Review of Board Policy 6004 – Outdoor Education/Off Campus Education

Reports (Business Services Focus)

- | | | |
|-----------|---|-------------|
| 19 | Internet Content Filtering Report (and revised BP2012 – Access to Digital Technology) | M. Schinkel |
| 24 | Bank Borrowing Resolution | M. Gerard |
| 27 | Major Capital Projects Quarterly Report | M. Gerard |

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



Board Policy 1004 HARASSMENT

Legal References:	<i>Occupational Health and Safety Act Ontario Human Rights Code Education Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy Board Policy 1008 - Equity and Inclusion Board Policy 1009 - Violence in the Workplace Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Administrative Procedure 1200 – Student Bullying and/or Harassment Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>January 10, 2011 June 11, 2012</i>
Reviewed:	<i>September 14, 2015</i>

1. Preamble:

The Waterloo Region District School Board (“the Board”) is committed to providing a safe working and learning environment where all individuals are treated with dignity and respect, free from sexual, racial, ethno cultural, or other harassing or discriminatory behaviour.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace. The Board will not tolerate harassment of any kind from any person in the workplace.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

2. Definitions

2.1. Harassment

The *Ontario Human Rights Code* defines ‘harassment’ as:

“Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.”

The *Ontario Occupational Health and Safety Act* defines ‘workplace harassment’ as:

“Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.”

Reasonable corrective direction or discipline cannot be construed as harassment.

3. Application

- 3.1. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers harassment by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from harassment and discrimination, are dealt with under other appropriate legislation, regulations, and Board policy and procedures including but not limited to: the Education Act (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Student Bullying Prevention and Intervention Policy (6009), and Administrative Procedure 1200 - Student Bullying and/or Harassment.

4. Guidelines

- 4.1. The Board is committed to develop and maintain a program to implement this policy with respect to harassment, and to meeting the requirements of the *Occupational Health and Safety Act* and *Ontario Human Rights Code*.
- 4.2. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of harassment or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment.
- 4.3. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



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“Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.”

The *Ontario Occupational Health and Safety Act* defines ‘workplace harassment’ as:

- a)** *“Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,*
- or**
- b) *Workplace sexual harassment.”***

Workplace Sexual Harassment

The *Ontario Occupational Health and Safety Act* defines 'workplace sexual harassment' as:

- a) "Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome."

Reasonable corrective direction or discipline cannot be construed as harassment.

3. Application

- 3.1. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers harassment by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
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VIOLENCE IN THE WORKPLACE

Legal References:	<i>Ontario Occupational Health and Safety Act</i> <i>Education Act</i> <i>Safe Schools Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy</i> <i>Board Policy 1004 - Harassment Policy</i> <i>Board Policy 1008 - Equity & Inclusion Policy</i> <i>Board Policy 6000 - Safe Schools</i> <i>Board Policy 6001 - Code of Conduct</i> <i>Administrative Procedure 2330 - Management Process for Students</i> <i>Causing a Risk-of-Injury</i> <i>Administrative Procedure 3780 - Violence in the Workplace</i>
Effective Date:	<i>May, 2007</i>
Revisions:	<i>January 31, 2011</i> <i>June 11, 2012</i>
Reviewed:	<i>September 14, 2015</i>

1. Preamble

The Waterloo Region District School Board (“the Board”) is committed to providing a working and learning environment free from workplace violence including domestic violence that may pose a risk in the workplace, where all individuals are treated with dignity and respect.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments. Any act of violence in the workplace is unacceptable conduct and for this reason, the Board will not tolerate any incidents of this kind against or by any employee or any other person.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

2. Definitions:

2.1. Workplace Violence

As defined by the *Occupational Health and Safety Act*, workplace violence is:

- a) *the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,*
- b) *an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker,*
- c) *a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.*

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- 3.1. This policy applies to all Board employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board, but who nevertheless work on or are invited onto Board premises. This policy also covers workplace violence by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate legislation, regulations and Board policy and procedure including but not limited to the Education Act (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Equity and Inclusion Policy (1008), and Administrative Procedure 2330 - Management Process for Student Behaviours Causing a Risk of Injury.

4. Guidelines

- 4.1. The Board, as the employer, will comply with all aspects of the Occupational Health and Safety Act that apply to the organization.
- 4.2. The Board is committed to developing and maintaining a program to implement this policy with respect to workplace violence. It is recognized that when working with students, including students with special needs, the Board may be required to implement proactive measures to promote a violence-free workplace.
- 4.3. The Board will assess the risk of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the Occupational Health and Safety Act.
- 4.4. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence.
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Effective Date:	<i>May, 2007</i>
Revisions:	<i>January 31, 2011</i> <i>June 11, 2012</i>
Reviewed:	September 19, 2016

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Board Policy 6000

SAFE SCHOOLS

Legal References:	<i>Education Act, as amended;</i> <i>Ontario Human Rights Code;</i> <i>Canadian Charter of Rights and Freedoms;</i> <i>Provincial Code of Conduct;</i> <i>Ontario Regulation 472/07;</i>
Related References:	<i>Policy and Procedure Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Board Policy 6001 - Code of Conduct;</i> <i>Board Policy 6009 – Bullying Prevention and Intervention;</i> <i>Board Policy 6008 – Student Discipline;</i> <i>Administrative Procedure 1200 – Bullying Prevention and Intervention;</i> <i>Administrative Procedure 1260 – Student Discipline;</i> <i>Administrative Procedure 3720 – Racial, Religious & Ethnocultural Harassment;</i> <i>Traumatic Response Protocol, 2013;</i> <i>Threat Risk Assessment Protocol, 2012; and</i> <i>School Board Police Protocol.</i>
Effective Date:	<i>August 23, 2002</i>
Revisions:	<i>February 2014, March 9, 2015</i>

1. Preamble

A safe, inclusive and accepting school environment is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. At the Waterloo Region District School Board, we are committed to providing all students with the supports they need to learn, grow and achieve.

Building a positive and inclusive school climate requires a focused effort on developing healthy and respectful relationships throughout the whole school and surrounding community, among and between students, staff, parents/guardians/caregivers and other adults. This involves a sustained long-term commitment to put this into practice and change school culture.

1.1 The Board is committed to ensuring all of our schools offer a positive learning environment. The Board is committed to:

- 1.1.1 significantly reducing the incidence of violence in Waterloo Region schools;
- 1.1.2 significantly reducing the incidence of bullying;
- 1.1.3 preparing students to conduct their lives in non-violent ways;
- 1.1.4 enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations;
- 1.1.5 enabling staff to develop the skills, confidence, and knowledge necessary to recognize and handle violent or potentially violent incidents and to educate students about violence prevention;
- 1.1.6 ensuring that victims, potential victims, witnesses and perpetrators will know that the school will act to stop or prevent violence or bullying, providing appropriate supports;
- 1.1.7 encouraging the whole community (including students, parents/guardians/caregivers, staff, community organizations, agencies and services, business and labour and other groups) to support violence and bullying prevention and intervention initiatives and to play an active role in promoting violence prevention;
- 1.1.8 providing properly maintained buildings;
- 1.1.9 complying with provincial legislation.

- 1.2 Safe schools initiatives involve the setting of acceptable standards of behaviour and the management of inappropriate behaviour, trespass issues, occupational health and safety requirements, physical plant issues, plus other components necessary for the creation of a safe learning and working environment.
- 1.3 Board policies and procedures are an integral part of the continuum for ensuring safe, secure learning environments where students are assisted in developing self-discipline and social skills requisite to their future academic and interpersonal success as “life-long learners who strive for excellence in a changing world”.
- 1.4 It is the policy of the Waterloo Region District School Board to hold the following expectations:
- 1.4.1 The Learning Environment - Schools are expected to provide a secure and nurturing environment in which the social, emotional, intellectual, and physical growth of each person may flourish in an atmosphere of shared responsibility, mutual respect and appreciation.
 - 1.4.2 Student Behaviour - Within a school environment, students are expected to develop the self-discipline and the social skills necessary to progress academically and to act in ways that respect the needs, feelings, heritage and rights of all. All students are expected to act in a manner consistent with the standards of behaviour identified in the provincial standards of behaviour identified in Board Policy 6001.
 - 1.4.3 Student Misbehaviour - Notwithstanding the mandatory consequences identified in the provincial Code of Conduct, in circumstances where students cannot function effectively, it is the responsibility of the Board, in partnership with the parents of the students, to seek and to provide the support and alternatives, within the educational system and/or within the community, that meet the students’ individual needs, while safeguarding the learning environment and rights of others.
 - 1.4.4 Traumatic Events – Trauma is defined as an event or situation that causes distress or disruption to individuals or a group. It is recognized that traumatic events impact our students, staff and school community. Appropriate resources will be deployed when a trauma affects the learning and working environment.
 - 1.4.5 Threat/Risk Assessment – Threat is defined as an expression of intent to inflict harm or damage. Risk is defined as an indication of the potential to inflict harm or damage. All schools will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. In consultation with central board staff, a multi-dimensional assessment will occur.
 - 1.4.6 Staff Behaviour - Staff are expected to conduct themselves in a professional manner and in a manner consistent with their duties. The safety and well-being of students is one of our greatest duties. Inappropriate behaviour will be dealt with by the appropriate supervisor in a manner consistent with established procedures and practices. All staff are expected to act in a manner consistent with the provincial standards of behaviour identified in Board Policy 6001, and to be positive role models to students.
 - 1.4.7 Staff Misbehaviour - Staff will be subject to disciplinary action when their behaviour fails to meet the expected standards. Progressive discipline is the general approach to be followed by the appropriate supervisor.
 - 1.4.8 Volunteer/Visitor Behaviour - Volunteers and visitors are subject to the Board’s Code of Conduct, and inappropriate behaviour may result in limiting the volunteer/visitor’s access to the school.
 - 1.4.9 Volunteer/Visitor Misbehaviour - All visitors and volunteers are subject to the authority of the principal while at a school or taking part in a school based activity.
 - 1.4.10 Staff Development - The Waterloo Region District School Board recognizes that staff development is vital to the success of its safe schools initiative. It is the expectation of the Board that school staff will receive basic training in Behaviour Management Systems Training and all members of each school’s Emergency Response Team will receive advanced training in such techniques.

The Board is committed to providing staff training and workshops for school administrators in the application of procedures, guidelines and policies of the safe schools initiative and continued training in race relations, family violence, sexual abuse, harassment issues, and other safe schools issues.

The Board is also committed to training its teaching staff and resource personnel in the area of violence and bullying prevention and intervention, and professional

development will be provided on bullying prevention and strategies for promoting positive school climate at least annually.

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



SAFE SCHOOLS

~~Responsibility: Executive Officer,
Executive Superintendent of Education.~~

Legal References: *Education Act, as amended;
Ontario Human Rights Code;
Canadian Charter of Rights and Freedoms;
Provincial Code of Conduct;
Ontario Regulation 472/07;*

Related References: *Policy and Procedure Memorandum 144 – Bullying Prevention and Intervention;
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Positive Student Behaviour;
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Administrative Procedure 1260 – Student Discipline
Administrative Procedure 3720 – Racial, Religious & Ethnocultural Harassment;
Traumatic Response Protocol, 2013;
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School Board Police Protocol.*

Effective Date: *August 23, 2002*

Revisions: *March 9, 2015*

Reviewed: **September 19, 2016**

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 - 1.4.3 Student Misbehaviour - Notwithstanding the mandatory consequences identified in the provincial Code of Conduct, in circumstances where students cannot function effectively, it is the responsibility of the Board, in partnership with the parents of the students, to seek and to provide the support and alternatives, within the educational system and/or within the community, that meet the students’ individual needs, while safeguarding the learning environment and rights of others.
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schools initiative and continued training in race relations, family violence, sexual abuse, harassment issues, and other safe schools issues.

The Board is also committed to training its teaching staff and resource personnel in the area of violence and bullying prevention and intervention, and professional development will be provided on bullying prevention and strategies for promoting positive school climate at least annually.

- 1.4.11 Access to Information - 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, ethnocultural, and accessibility considerations.

DRAFT



COMPULSORY STUDENT ENROLMENT

Legal References:	<i>Education Act</i>
Related References:	<i>Education Act</i>
Effective Date:	February 23, 1998
Revisions:	June 24, 2002, March 17, 2014, June 15, 2015
Reviewed:	

1.0 Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to offer, on the first school day of September in that year:
 - 1.1.1 Junior kindergarten to any child who has attained the age of four years on the 31st day of December in that *calendar year*;
 - 1.1.2 Senior kindergarten to any child who has attained the age of five years on the 31st day of December in that calendar year.
- 1.2 Attendance in both the junior kindergarten and senior kindergarten programs are not compulsory unless, consistent with the Education Act, a child has registered and attended either a junior or senior kindergarten program, at which point, they are considered compulsory school age regardless of their age, and their attendance is compulsory.
- 1.3 Junior kindergarten and senior kindergarten programs operate Monday through Friday of each week and follows the school year calendar. If parents intend to adjust their child's schedule to assist with their transition into the full-day kindergarten program, parents are to do so in consultation with the school administrator. If the student is not attending full-time by October 31, the student will be placed on the appropriate register, based on minutes of instruction.
- 1.4 In compliance with legislation contained in the Education Act, it is the policy of the Waterloo Region District School Board to enroll in school every child who attains the age of six on or before the first school day in September of that calendar year (compulsory school-age), on the first school day in September of that year.
- 1.5 The Waterloo Region District School Board, while acknowledging that full time attendance in junior kindergarten and senior kindergarten programs is not mandated, and that parents/guardians are the primary educators of their child(ren), promotes full time attendance whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment, and benefit from the social/emotional opportunities.



COMPULSORY STUDENT ENROLMENT

Legal References:	<i>Education Act</i>
Related References:	<i>Education Act</i>
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 - 1.1.2 Senior kindergarten to any child who has attained the age of five years on the 31st day of December in that calendar year.
- 1.2 Attendance in both the junior kindergarten and senior kindergarten programs are not compulsory unless, consistent with the Education Act, a child has registered and attended either a junior or senior kindergarten program, at which point, they are considered compulsory school age regardless of their age, and their attendance is compulsory.
- 1.3 Junior kindergarten and senior kindergarten programs operate Monday through Friday of each week and follows the school year calendar. If parents intend to adjust their child's schedule to assist with their transition into the full-day kindergarten program, parents are to do so in consultation with the school administrator. If the student is not attending full-time by October 31, the student will be placed on the appropriate register, based on minutes of instruction.
- 1.4 In compliance with legislation contained in the Education Act, it is the policy of the Waterloo Region District School Board to enroll in school every child who attains the age of six on or before the first school day in September of that calendar year (compulsory school-age), on the first school day in September of that year.
- 1.5 The Waterloo Region District School Board, while acknowledging that full time attendance in junior kindergarten and senior kindergarten programs is not mandated, and that parents/guardians are the primary educators of their child(ren), promotes full time attendance whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment, and benefit from the social/emotional opportunities.



OUTDOOR EDUCATION/ OFF CAMPUS EDUCATION

Legal References:	<i>Education Act</i>
Related References:	<i>Education Funding (B5) Memo, March 29, 2012</i> <i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>May 30, 2005, June 9, 2014, June 15, 2015</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to endorse student participation in well-planned off campus and outdoor educational projects consistent with financial resources available, recognizing that:
 - 1.1.1 current educational thought emphasizes the importance of outdoor education as a holistic method of education used to enrich the school curriculum through effective utilization of the natural environment;
 - 1.1.2 it is desirable to encourage teachers and students to learn through practical experience and observation outside the classroom, as well as in the classroom;
 - 1.1.3 outdoor learning activities for students provided by the Waterloo Region District School Board should be offered in collaboration with community agencies and partners, where possible.



OUTDOOR EDUCATION/ OFF CAMPUS EDUCATION

Legal References:	<i>Education Act</i>
Related References:	<i>Education Funding (B5) Memo, March 29, 2012</i> <i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009</i> <i>Administrative Procedure 1580 – Off-Campus – Categories 1, 11 & 111</i> <i>Administrative Procedure 1590 – Transportation – Off-Campus</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>June 15, 2015, September 19, 2016</i>
Reviewed:	

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**Report to Committee of the Whole
September 19, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Internet Content Filtering

ORIGINATOR: This report was prepared by Mark Schinkel, Senior Superintendent of Student Achievement and Well-Being in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

This report and the actions contemplated in the report relate, in particular, to two of our board's identified strategic priorities outlined in the Board's Strategic Plan:

- Our Students are First – Each and Every One
- Our Staff, Families and Caregivers are Partners in Every Student's Learning Journey

Our efforts to provide appropriate levels of protection and educational opportunity through internet content access and filtering place a priority on our students and the current motion before the board responds to concerns brought forward by participants in the learning journey of our students. This report reflects our shared concern for ensuring that access to WRDSB WiFi is safe and secure.

BACKGROUND:

This report is provided in response to a motion brought forward during the Board Meeting of June 27, 2016. The motion was moved by Trustee C. Watson and seconded by Trustee N. Waddell.

That the Waterloo Region District School Board amend Board Policy 2012 - Access to Digital Resources and Technology, to include stronger graduated filtering for elementary grades as well as multi-language filtering; and

That professional development concerning computer technology and filtering techniques be made mandatory including occasional teachers; and

That the policy be amended using the lens of the Equity & Inclusion Advisory Group guidelines; and

That the amended policy and a report outlining the costs incurred, be provided to the Board by the end of September 2016.

The context for this motion includes questions raised by various delegations to the board and other sources that suggest a need to examine our current internet content filtering practices and technology to ensure that Waterloo Region District School Board (WRDSB) WiFi access is safe for students and provided in a manner consistent with WRDSB policies and procedures.

A previous Request for Information (RFI) was conducted and a report was brought forward to the board confirming that our current technology, software internet content filtering solutions are competent, capable and widely used in the Ontario education sector. The RFI also pointed out that our "current ITS technical staff responsible are fully qualified and possess a wealth of knowledge and experience managing and maintaining our URL Filtering system".

Further, the board has heard that a "certificate program" is being implemented that will permit greater levels of "graduated" or differentiated filtering for various defined user groups. Once fully implemented, more precise identification and tracking of users will be made possible.

Previous reports to the board have established that our existing internet content filtering practices and capacity restrict access to the following categories of websites (among many others):

- Adult/Sexually Explicit Material (Adult, Nudity)
- Chat and Instant Messaging, Dating
- Gambling
- Games
- Social Network and Streaming Services (exceptions include YouTube, FaceBook and Twitter)
- Custom blocking with specified URLs

It is also widely acknowledged that our system and, indeed all systems, are imperfect and are functioning in a dynamic environment (technological eco-system) that is changing constantly, globally interconnected, and highly complex. Our learning needs to be continuous and we must ensure ongoing monitoring, vigilance and capacity to adapt. Further, it is widely understood that there are many factors that will govern the user's experience of our board's WiFi system and that Internet Content Filtering is only one aspect of a comprehensive approach. Equally important are contributing factors such as digital citizenship education, strong policies and procedures related to inappropriate use of the system, school and home monitoring of student access, mechanisms for reporting abuse, opportunities for feedback to advise of inappropriate use or potential risks, etc.

STATUS:

The previous decision to implement a "certificate program" that sets the stage for differentiated or graduated filtering is close to completion. The concept of "graduated filtering" implies that decisions will be made to provide differentiated access to different user groups (e.g., visitors, elementary students, secondary students, staff). Our current practice invokes a standard set of restrictions on every user of WRDSB WiFi and does not differentiate user groups. It should be noted that the standard set of restrictions currently in place are rigorous and widely accepted by and consistent with other public school boards in Ontario.

At present, decisions about what to restrict or allow in terms of internet content are made following extensive consultation and adapted in response to feedback from educators and administrators across the system. However, these decisions are not made through a formalized, commonly understood process undertaken by a defined group or governed by established terms of reference. It is acknowledged that students and our educational community would benefit from the establishment of a structure established for the purpose of monitoring and guiding our internet content filtering practice. Toward that end, staff will establish a working group and defined process and report back to the board on our progress at a future date. This will assist us in defining various user groups and in making decisions around continued access to sites that, while widely acknowledged as having strong educational benefit, are currently raising concerns and not restricted (e.g., YouTube, Facebook, Twitter, etc.).

With respect to the specifics of the motion considered in this report, follow-up action by staff in response to the motion is provided below:

That the Waterloo Region District School Board amend Board Policy 2012 - Access to Digital Resources and Technology, to include stronger graduated filtering for elementary grades as well as multi-language filtering;

As outlined in Appendix A, staff suggest that the Board amend Policy 2012 to include the addition of the following clause to the first bulleted point under Section 2.4 of Board Policy 2012:

"This will include the provision of effective, multi-language internet content filtering capacity in order to support differentiated and/or age-appropriate graduated filtering options for various user groups."

That professional development concerning computer technology and filtering techniques be made mandatory including occasional teachers;

The content of any proposed professional development for teachers related to "computer technology and filtering techniques" will become more apparent once a working group has been established and decisions have been made around any changes to our existing content filtering practices. The training would either reinforce existing practice or explain new practices scheduled for implementation. It is anticipated that such training could be undertaken by creating an instructional video (potentially to include a guide and/or access

to an online guide) to be shown to teachers and administrators during established staff meetings and also made available to other groups through the staff intranet. There is a challenge associated with providing “mandatory” training to current Occasional Teachers in that the subject is not addressed in current collective agreements. However, it would be possible to require Occasional Teacher candidates to complete training prior to employment.

That the policy be amended using the lens of the Equity & Inclusion Advisory Group guidelines;

The proposed amendment to Board Policy 2012 does not adversely impact any of the areas or groups identified in the Ontario Human Rights Code (an important lens considered in all deliberations of the Equity and Inclusion Advisory Group). The proposal has been reviewed and approved by our Equity and Inclusion Officer.

That the amended policy and a report outlining the costs incurred, be provided to the Board by the end of September 2016.

The cost of implementing the certificate program was contemplated in previous budgets and the current budget. The work is being completed by existing staff.

Any decisions to add staff resources to support more complicated analysis, monitoring and reporting with regard to internet access and utilization or for the implementation of complex graduated filtering would come at the cost associated with augmenting our existing staff complement (pay scale: \$85,736 - \$100,028 plus benefits).

It is estimated that a training video could be produced at a cost of approximately \$15,000. Accurately costing such a project is difficult without knowing the scope, content and delivery plan for such training.

COMMUNICATIONS:

As decisions are made with regard to any changes in the implementation of graduated internet content filtering practices, information will be provided to our education community through board and school websites and flowing through administrators to staff and students.

FINANCIAL IMPLICATIONS:

An outline of financial implications is provided in the body of this report.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**



ACCESS TO DIGITAL RESOURCES AND TECHNOLOGY

Legal References:

Related References: *AP4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies*

Effective Date: *March 2014*

Revisions: *June 15, 2015*

Reviewed: **September 19, 2016**

1. Preamble

- 1.1 The Waterloo Region District School Board Policies will provide a technology environment that allows networked access for staff and students for the purposes of learning, conducting business and participating in training and professional development through the use of desktop computers and mobile devices. Access will be provisioned to allow staff and students to use personally owned technology on the WRDSB network (BYOD). Any changes to access will be communicated to stakeholder groups through the defined Board communication protocols.
- 1.2 The Board recognizes the importance of access to information, research, digital resources, internet based resources and a variety of online tools to facilitate learning and Board business. To that end, the Board will continue to provide fair and equitable access to technology where necessary to support in class learning.
- 1.3 The Board's Technology Plan is designed to guide and support the expanding use of technology tools to equip our students with the necessary tools to develop 21st Century skills necessary in our modern society. As evidenced through research findings, the Board acknowledges that the use of technology facilitates and enhances learning through communication, collaboration, creativity, citizenship and critical questioning/thinking.

2. Network Access and Monitoring:

- 2.1 Provide networked access in hardwired and wireless configurations.
- 2.2 Govern access to the network by provisioning user accounts to all staff and students.
- 2.3 Expect that staff and students will use the network in accordance with governing protocols including:
 - AP4070, Responsible Use Procedure for Information, Communication and Collaboration Technologies;
 - the WRDSB Digital Code of Conduct;
 - the WRDSB Digital Citizenship framework;
 - the WRDSB Character Development framework
- 2.4 Monitor the network for:
 - Appropriate use and, when necessary, take appropriate action to maintain the safety and privacy of WRDSB staff, students and assets. **This will include the provision of effective, multi-language internet content filtering capacity in order to support differentiated and/or age-appropriate graduated filtering options for various user groups.**

- Data traffic congestion and take action to increase capacity as funds and resources are available.
- 2.5 Use equipment that complies with CSA and Health Canada and World Health standards, Safety Code 6.
- Conduct periodic reviews of equipment as needed to ensure compliance.
 - Periodically check with relevant health agencies for updated advisories.

Report to Committee of the Whole or Board
September 19, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Bank Borrowing Resolution**

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Karen Newland, Controller, Financial Services; and Tracy Williams, Accounting Officer, and in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To obtain Board approval for a borrowing resolution according to Section 243 of the Education Act.

This report relates to all three of the Waterloo Region District School Board's (Board's) strategic priorities: our students are first – each and every one, our staff, families and caregivers are partners in every student's learning journey, and our culture of innovations builds students' confidence and success as they face the future by ensuring the financial resources are in place to meet expenditures.

BACKGROUND:

In the normal course of business, the Board borrows money to meet its current operating expenditures. This is necessary because of differences in cash flow. The timing of the collection of revenue from the municipalities and province does not coincide with payment schedules for the expenditures of the Board. The Education Act allows borrowing up to the uncollected amount of revenues of the Board. The borrowing limit for 2016 was set at \$50M.

STATUS:

Administration works with the Board's banker, CIBC, to negotiate arrangements which will accommodate the borrowing requirements of the Board, both on a current and a long-term basis. The day-to-day banking needs are also reviewed. Banking terms minimize service costs to the Board and ensure that borrowing rates are the best available in the industry to afford the Board the lowest overall banking and financing costs.

With the growth in the Board's overall budget over the last number of years due to full day kindergarten implementation and the extensive capital and maintenance program being undertaken by the Board, the borrowing limit was increased to \$50M effective September 2012. For the last four fiscal years, the \$50M borrowing limit has been sufficient to meet the Board's cash flow needs. There is no evidence to support a further increase to the borrowing limit.

The attached Borrowing Resolution is required by the bank pursuant to the relevant sections of the Education Act to cover the Board's borrowing for operating expenditure purposes.

COMMUNICATIONS:

A certified copy of the Board Resolution will be forwarded to CIBC.

FINANCIAL IMPLICATIONS:

The Board provides for the anticipated interest costs in its annual budget estimates.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board adopt the Resolution, as outlined in Appendix A of the report titled Bank Borrowing Resolution, dated September 19, 2016 authorizing the borrowing of money to meet current expenditures of the Waterloo Region District School Board for the fiscal year 2017.

 **Director of Education**

RESOLUTION**A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF WATERLOO REGION DISTRICT SCHOOL BOARD (the "Board")**

- A. In accordance with subsection 243(1) of Education Quality Improvement Act (the "Act"), the Board considers it necessary to borrow the amount of up to \$50,000,000.00 to meet, until current revenue has been received, the current expenditures of the Board for their fiscal year 2017.
- B. Pursuant to subsection 243(3) of the Act, the total amount borrowed pursuant to this resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the fiscal year.
- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.
- D. The amount borrowed for current expenditures is within the Board's Debt to Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chairman or Vice-Chairman and the Treasurer are authorized on behalf of the Board to borrow from time to time from Canadian Imperial Bank of Commerce ("CIBC") a sum or sums not exceeding in the aggregate of \$50,000,000.00 to meet, until current revenue is collected, the current expenditures of the Board for the year (including the amounts required for the purposes mentioned in subsection 243 (1) and 243 (2) of the Act) plus interest at a rate to be agreed upon from time to time with CIBC.
2. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all of the moneys collected or received in respect of the current revenues of the Board.
3. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year, less any current revenue already collected.

We hereby certify that the foregoing is a true and complete copy of a Resolution of the Board in the Province of Ontario, duly passed at a meeting of the Board and that this Resolution is in full force and effect.

Dated this 19th day of September, 2016.

Waterloo Region District School Board

Per: _____

The Chairperson or Vice-Chair

Treasurer

**Report to Committee of the Whole
September 19, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Major Capital Projects – Quarterly Update Report

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

PURPOSE/STRATEGIC PLAN:

To provide up-to-date information to the Waterloo Region District School Board (Board) with regard to major capital projects.

The strategic plan is supported by building new schools, harnessing the latest technologies, providing an excellent learning environment which promotes forward thinking and champions quality public education.

The three strategic priorities that are used to guide the work of the Board are: our students are first – each and every one; our staff, families and caregivers are partners in every student's learning journey and our culture of innovation builds students' confidence and success as they face the future.

BACKGROUND:

The major capital projects listed on Appendix A have been approved by the Board.

STATUS:

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

Vista Hills Public School and the new Riverside Public School both gained occupancy on time for staff and students to begin the 2016-17 school year. Some work will continue at these sites in the coming weeks to finalize the schools and tend to any minor deficiencies.

For Chicopee Hills Public School, the foundation permit was finally issued by the City of Kitchener (City) on August 25, 2016 more than 16 weeks after the construction tender closed for the school. Construction is now in progress on the school foundation. The site servicing (sewers and roads) work has also been awarded and this work has now begun. The Board is awaiting the full building permit to be issued by the City. This is contingent on the acceptance of a memorandum of understanding. This project has now been elevated to having risk of not being completed for September 5, 2017.

COMMUNICATIONS:

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

FINANCIAL IMPLICATIONS:






The updated projects are listed on Appendix A.

RECOMMENDATION:

No recommendation. For information only.



 **Director of Education**

Major Capital Projects Quarterly Update Report 1-Sep-2016

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
Vista Hills P.S. (new)	Complete		New School	21-Oct-13	25-Apr-14	Yes	No	+VG	Yes	Yes	Yes	\$12,732,439	September 2016
New Riverside P.S. (new-rebuild)	Complete		New School	21-Oct-13	25-Apr-14	Yes	No	K+	Yes	Yes	Yes	\$15,723,001	September 2016
Chicopee Hills P.S. (new)	Site Plan Approval		New School	19-Sep-11	07-Jul-11	Yes	No	BJC	No	No	Yes	\$12,951,869	September 2017
Groh P.S. (new)	Construction		New School	18-Mar-13	24-Jan-13	Yes	No	CS&P	Yes	Yes	Yes	\$12,859,506	September 2017
P.S. in South West Kitchener (Rosenberg III) (new)	Design		New School	11-May-15	30-Oct-15	No	No	WFP	No	No	No	\$15,543,455	September 2018

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

Dashboard Definitions

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