

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE AND AGENDA**

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1<sup>st</sup> Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, November 21, 2016, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

Don Chapman re Category III Off-Campus Trip to Vimy Ridge

**Policy and Governance (30 minutes)**

- 1** Review of Board Policy 1001 – Health Support Services
- 3** Review of Board Policy 1005 – Safe Arrival
- 5** Review of Board Policy 3006 – Student Trustees
- 8** Review of Board Policy 5001 – Appointment of Principals and Vice-Principals
- 10** Review of Board Policy 6001 – Code of Conduct (Final Approval)

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

- |  |             |
|--|-------------|
| Category III Off-Campus Trip Update (Verbal Report)                      | M. Gerard   |
| Elementary Summer Learning Program (Verbal Report)                       | E. Ranney   |
| <b>17</b> Proposed New Board Policy 4021 – Use of Volunteers             | J. Bryant   |
| <b>20</b> Generative Discussion: Amendments to Bylaw 1.10.2 - Invocation | Chairperson |

**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](mailto:Jayne.Herring@wrdsb.on.ca)



## HEALTH SUPPORT SERVICES

Legal References:

Related References: *Protocol - External Student Service Provider;*  
*Administrative Procedure 1460 - Administration of Medication;*  
*Administrative Procedure 1470 - Anaphylactic Management Plan;*  
*Administrative Procedure 1510 - Health Information-Other Health Support Services;*  
*Administrative Procedure 1530 -Diabetes Management;*

Effective Date: *January 1, 2010*

Revisions: *January 12, 2015*

Reviewed: *October 19, 2015*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board that provision of Board approved and specified support services be accepted by employees as part of the total education program for the pupils concerned, and that the Principal shall ensure the sensitivities of employees, who may be involved in the provision of health support services, are met to the greatest degree possible, recognizing that:
  - 1.1.1 The Ontario Government has stated that responsibility for ensuring the provision of health support services to pupils in school settings is to be shared by the Ministry of Health and Long Term Care, Ministry of Education, and Ministry of Children and Youth Services.;
  - 1.1.2 Responsibility for certain specific health support services during school hours including administration of oral medication, specified services to physically disabled pupils, and speech remediation, correction and habilitation programs has been assigned to school boards;
  - 1.1.3 The Ministry of Education has directed that every school board have a protocol for the provision of services from regulated health professionals, regulated social service professionals, and paraprofessionals.



## HEALTH SUPPORT SERVICES

Legal References:

Related References: *Protocol - External Student Service Provider;*  
*Administrative Procedure 1460 - Administration of Medication;*  
*Administrative Procedure 1470 - Anaphylactic Management Plan;*  
*Administrative Procedure 1510 - Health Information-Other Health Support Services;*  
*Administrative Procedure 1530 -Diabetes Management;*

Effective Date: *January 1, 2010*

Revisions: *January 12, 2015*

Reviewed: *October 19, 2015, November 21, 2016*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board that provision of Board approved and specified support services be accepted by employees as part of the total education program for the pupils concerned, and that the Principal shall ensure the sensitivities of employees, who may be involved in the provision of health support services, are met to the greatest degree possible, recognizing that:
  - 1.1.1 The Ontario Government has stated that responsibility for ensuring the provision of health support services to pupils in school settings is to be shared by the Ministry of Health and Long Term Care, Ministry of Education, and Ministry of Children and Youth Services.;
  - 1.1.2 Responsibility for certain specific health support services during school hours including administration of oral medication, specified services to physically disabled pupils, and speech remediation, correction and habilitation programs has been assigned to school boards;
  - 1.1.3 The Ministry of Education has directed that every school board have a protocol for the provision of services from regulated health professionals, regulated social service professionals, and paraprofessionals.



## SAFE ARRIVAL

Legal References: *Education Act*

Related References: *Ministry of Education Policy/Program Memorandum No. 123  
AP 1520 Safe Arrival Program*

Effective Date: *May 31, 1999*

Revisions: *May 30, 2005*

Reviewed: *October 19, 2015*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, as directed by Policy/Program Memorandum No. 123 from the Ministry of Education to implement a safe arrival program, which requires that:
- 1.1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
  - 1.1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;
  - 1.1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
  - 1.1.4 schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;
  - 1.1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.



## SAFE ARRIVAL

Legal References:	<i>Education Act</i>
Related References:	<i>Ministry of Education Policy/Program Memorandum No. 123 AP 1520 Safe Arrival Program</i>
Effective Date:	<i>May 31, 1999</i>
Revisions:	<i>May 30, 2005</i>
Reviewed:	<i>October 19, 2015, <b>November 21, 2016</b></i>

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, as directed by Policy/Program Memorandum No. 123 from the Ministry of Education to implement a safe arrival program, which requires that:
- 1.1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
  - 1.1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;
  - 1.1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
  - 1.1.4 schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;
  - 1.1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.



## STUDENT TRUSTEES

Legal References:	<i>Education Act; Ontario Regulation 7/07</i>
Related References:	<i>Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees; Administrative Procedure 1580 Off-Campus – Categories I, II &amp; III; Student Senate – Terms of Reference</i>
Effective Date:	<i>May 1998</i>
Revisions:	<i>November 17, 2014, March 7, 2016</i>
Reviewed:	

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, in accordance with the legislative requirements contained in the Education Act and related regulations, to recognize the benefits that accrue when students are involved in the planning of their education through participation in the role of Student Trustee. This policy outlines the roles and responsibilities of the Student Trustee(s) in the Waterloo Region District School Board.

### 2. Eligibility, Qualifications and Disqualification

- 2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division student in a Waterloo Region District Secondary School and have secured parental permission if they are under the age of majority or;
- 2.1.1 Is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1.
- 2.2 It is recommended that candidates:
- Have demonstrated success in and commitment to their academic studies;
  - Have demonstrated an interest and prior involvement in school, extra-curricular and/or community-based activities;
  - Have demonstrated strong communication skills and an ability to effectively liaise with fellow students;
  - Have demonstrated critical thinking skills and creativity in developing ideas and implementing solutions;
- 2.3 A Student Trustee shall resign their position in the event that:
- The student fails to maintain the required qualifications (as outlined in 2.1 above);
  - The student fails or is unable to comply with the terms of office outlined in this policy;
  - The student is required to serve a sentence of imprisonment in a penal or correctional institution.
- 2.4 Any vacancy created by the disqualification of a Student Trustee shall be filled by the candidate receiving the next highest number of votes in the selection process. The Board may decide not to fill a vacated position provided that one Student Trustee continues to serve the term of office.

### 3. Election Process

- 3.1 Before the end of each school year, all secondary schools will identify a student(s) who will serve as the school's representative on the Board's Student Senate. This student shall be identified by student selection or election according to procedures approved by the school's principal.
- 3.2 All students serving on the Board's Student Senate are eligible to put their names forward as candidates for the position of Student Trustee.
- 3.3 No later than the Friday of the first week of June in each school year, a meeting shall be conducted at the direction of the current Student Trustees for the purpose of electing incoming Student Trustees.
- 3.4 When one of the two current Student Trustees is running for re-election, he/she will not participate in the meeting or any prior preparation. The remaining Student Trustee will chair the election process.
- 3.5 The board shall have at least one but not more than two Student Trustees. These Trustees will be introduced to the board before the end of June at a Board/COW Meeting.
- 3.6 If only two Student Trustee candidate applications are received and these candidates have met the criteria as outlined in the published process, these two shall be acclaimed.
- 3.7 Within 30 days after the date of the election or by-election of Student Trustees, the Board shall provide the Ministry with the name(s) of the elected candidates(s).

### 4. Terms of Office

- 4.1 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 4.2 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 4.3 Student Trustees shall be reimbursed for expenses while on Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 4.4 Student Trustees may serve up to two terms if elected in accordance with the Selection Process regulations.
- 4.5 Responsibilities of the Student Trustees include the following:
  - 4.5.1 Receive and review agenda packages and attend public and In Camera sessions of the Board and Committee of the Whole, as well as other committee meetings, as deemed appropriate by the Chair (excluding In Camera Meetings of the Board or Committees of the Board pertaining to matters concerning the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian).
  - 4.5.2 Participate in public discussions of the Board.
  - 4.5.3 Have his/her vote recorded for the purpose of public record and for accountability to the student body; however, it is recognized that "A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees." [Education Act, Section 55 (2)]
  - 4.5.4 Prepare motions or amendments to motions to be submitted by a Trustee on their behalf.
  - 4.5.5 May be required to serve on ad hoc committees as required by the Board.
  - 4.5.6 Act with the decorum and expectations of all elected Trustees.

- 4.5.7 Comply with the Board's Administrative Procedure for Off-Campus Trips (AP 1580) when travelling on Board business.
- 4.5.8 As appropriate, be provided with resources such as secretarial support, telephone voice-mail and intranet electronic communications (WaterWorks).
- 4.5.9 Notify the Board during public meetings of any direct or indirect conflict of interest they may have in any matter being discussed by the Board.
- 4.5.10 Comply with legislation governing the attendance of Trustees at public meetings of the Board.
- 4.5.11 Provide co-chair leadership throughout the year to the Board's Student Senate including calling meetings no less than four times per year, including the meeting to elect Student Trustees for the following term of office.
- 4.5.12 Review with Student Senate the policy and procedure annually to ensure they best reflect the progressive work of the Student Senate.
- 4.5.13 A Trustee mentor and his/her alternate will be identified each year by the Chair of the Board to liaise and guide the Student Trustees throughout their term of office. The Trustee mentor will be assigned seating next to the Student Trustees at the Board table.



## APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *September 21, 2015*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.



## APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *September 21, 2015, **November 21, 2016***

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.



## Board Policy 6001

# CODE OF CONDUCT

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

### 1. Preamble

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

### 2. Roles and Responsibilities

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

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

### 3. Standards of Behaviour

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

All members of the school community must:

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

#### 3.2 Safety:

All members of the school community must not:

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

### 4. Development of School Codes of Conduct

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



## Board Policy 6001 CODE OF CONDUCT

Legal References: *Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils*

Related References: **Board Policy 6000 – Safe Schools**  
*Board Policy 6008 – Student Discipline;*  
*Board Policy 6009 – Student Bullying Prevention and Intervention;*  
*Board Policy G201 - Trustee Code of Conduct*  
*Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies;*  
*Administrative Procedure 1260 – Student Discipline;*  
*Administrative Procedure 1620 – Alternative Suspension Program;*  
*Administrative Procedure 3760 – Staff Discipline.*

Effective Date: *June 25, 2001*

Revisions: *February 1, 2008; June 16, 2008; October 27, 2008, November 14, 2014, October 17, 2016, **November 21, 2016***

Reviewed:

### 1. Preamble

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

### 2. Roles and Responsibilities

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

- members of the school community in order to establish their commitment and support;
- 2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, safety and well-being;
  - 2.1.6 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
  - 2.1.7 provide opportunities for students, parents and staff to acquire the knowledge, skills and attitudes necessary to support cognitive, physical, mental and social well-being to support academic excellence in a safe learning and teaching environment;
  - 2.1.8 whenever possible, collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices with other school boards.
- 2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:
- 2.2.1 demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
  - 2.2.2 communicating regularly and meaningfully with all members of their school community;
  - 2.2.3 holding everyone under their authority accountable for their own behaviour and actions;
  - 2.2.4 empowering students to be positive leaders in their school and community.
- 2.3 Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:
- 2.3.1 help students work to their full potential and develop their self-worth;
  - 2.3.2 communicate regularly and meaningfully with parents;
  - 2.3.3 maintain consistent high standards of behaviour for all students;
  - 2.3.4 demonstrate respect for all students, staff, parents, volunteers and members of the school community;
  - 2.3.5 prepare students for the full responsibilities of citizenship;
  - 2.3.6 empower students to be positive leaders in their school and community.
- 2.4 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- 2.4.1 comes to school prepared, on time and ready to learn;
  - 2.4.2 shows respect for himself/herself, for others and for those in authority;
  - 2.4.3 refrains from bringing anything to school that may compromise the safety of others;
  - 2.4.4 follows the established rules and takes responsibility for his or her own actions.
- 2.5 Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:
- 2.5.1 show an active interest in their child's school work and progress;
  - 2.5.2 communicate regularly with the school;
  - 2.5.3 help their child be appropriately dressed and prepared for school;
  - 2.5.4 ensure that their child attends school regularly and on time;
  - 2.5.5 promptly report to the school their child's absence or late arrival;

- 2.5.6 show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;
  - 2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff;
  - 2.5.8 encourage and assist their child in understanding and following the rules of behaviour.
- 2.6 This policy plays an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

### 3. Standards of Behaviour

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

All members of the school community must:

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

#### 3.2 Safety:

All members of the school community must not:

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

3.2.15 commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

#### 4. Development of School Codes of Conduct

- 4.1 The Board will require a principal to review annually the existing School Code of Conduct in consultation with the school council, as well as considering input received from a variety of stakeholders that are represented on their respective Safe, Caring and Inclusive School Team (i.e. students, staff, parents, and other members of the school community).
- 4.2 The principal will share with members of School Council and the Safe, Caring and Inclusive Schools Team the procedures and timelines for this review.
- 4.3 The principal will establish and communicate the plan that outlines how these standards will be shared to everyone within their respective school community.

DRAFT



## USE OF VOLUNTEERS

Legal References:

Related References: *AP1415 – Use of Volunteers*  
*AP3770 – Criminal Reference Checks*

Effective Date: *November 21, 2016*

Revisions:

Reviewed:

### 1. Preamble

It is the policy of the Waterloo Region District School Board to welcome the use of volunteers within our schools with an understanding of the following:

- 1.1 Volunteers are individuals who willingly give of their time and talent within a school setting;
- 1.2 Volunteers will not receive any type of remuneration;
- 1.3 Volunteerism is a form of community engagement;
- 1.4 Under certain circumstances, volunteers may act as supervisors for extracurricular activities, after being screened, trained, and only upon the approval of the school Principal.

**Report to Committee of the Whole  
January 18, 2016**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT: Use of Volunteers Review**

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

**PURPOSE/STRATEGIC PLAN:**

The following report has been developed as a result of a request from Trustees on November 16, 2015, to examine the use of volunteers within the Waterloo Region District School Board. This report relates to the Board's strategic directions of engaging students, families, staff and communities, fostering wellness and well-being, and pursuing student achievement and success for all.

**BACKGROUND:**

The last review regarding the use of volunteers occurred during the 2014-2015 school year. During this review, the practices of sixteen (16) school boards were examined. It was determined that a wide range of practices exist amongst school boards.

Outcomes of this review included greater clarity around the requirements for Police Vulnerable Sector Checks (PVSC), as well as the development of Administrative Procedure 1415 – Use of Volunteers. This procedure outlines the responsibilities of principals and teachers when contemplating the use of volunteers. Also included in the procedure are considerations when making use of volunteers. These include the following expectations of volunteers:

- Submitting an original copy of a PVSC;
- Adherence to established board and school procedures, including the School Code of Conduct;
- Being responsible to the Principal and under the supervision of the teaching staff;
- Working co-operatively with the school team;
- Respecting confidentiality;
- Being prompt, dependable and regular in attendance and give advance notice to teachers when unable to attend.

**STATUS:**

The Board provides a wide range of extracurricular activities to students. These fulsome opportunities exist in both elementary and secondary schools. When examining the extracurricular experiences that are offered throughout the province, it can be noted that schools in the WRDSB offer a very robust array of experiences for students. Samples of these extracurricular activities are provided below:

Academics

- DECA
- Skills Canada competitions
- Math competitions (Galway, Pascal Cayley, Fermat)

Arts

- Choirs (grade level choirs, chamber choirs, senior National Music Festival)
- Bands (strings, brass, ensembles)
- Drama (seasonal celebrations, school-wide drama presentations)
- Visual Art and anime clubs

Athletics

- Intramurals
- Waterloo County Secondary School Athletics Association (WCSSAA)
- Waterloo Region District Senior School Physical and Health Educators' Association (WRDSSPHEA)

Clubs

- Chess club
- Scrapbooking club
- Outdoor Education club

An environmental scan of the practices throughout the province was a component of this current review. Similar to the review conducted in 2014-2015, a wide range of practices still exist. Though many boards require staff to be present at an extracurricular event, there are some boards that permit volunteers to lead extracurricular activities without staff present.

If the WRDSB were to move in this direction, changes to existing Board procedures would need to be made to allow parents and community members to volunteer to run extracurricular activities in the absence of a teacher supervisor. These changes would need to envision situations where a single volunteer is required to lead an extracurricular activity, as well as situations where a large number of volunteers would be required. These changes would include:

1. Supervision and Student Safety:

As these volunteers would not be supervised during the time they are interacting with students, a thorough screening process of potential volunteers would need to be developed. The PVSC acts as a screening mechanism, but there are limitations to its scope. A component of this screening process would need to include the evaluation of volunteer's skills, reliability and experiences. A training program for the volunteer(s) would also need to be developed and implemented. A mechanism for severing the volunteer/school relationship would also need to be developed for circumstances where performance expectations were not being met.

2. Organizational Structures:

For some activities, the organization and scheduling of events is coordinated and led by staff. In cases where the organizational structure of an event is not initiated by a staff member, an alternative means for accessing volunteers to initiate, lead, and support the organization of an activity would need to be developed.

3. Equity of Access:

A process would need to be developed to ensure that students have equity of access. Some schools would be more easily able to engage volunteers, while other schools would not have the same level of volunteerism.

A trend was noted through the review that boards across the Province have continued to experience higher levels of litigation and discipline issues associated with the use of volunteers, especially those who do not require staff supervision. The Ontario School Boards' Insurance Exchange (OSBIE) requires school boards to undertake "due diligence" when determining their use of volunteer practices; it is the school boards' responsibility to determine what due diligence constitutes. Currently, the Board uses acceptable practices to mitigate risk (PVSC, supervision of volunteers by a staff member, education of volunteers regarding School Code of Conduct). Removal of these practices would increase the Board's risk to litigation. Another noted impact would be to the school principal. The responsibility to supervise volunteers would be an additional workload consideration for principals.

**COMMUNICATIONS:**

A communication plan has not been developed at this time.

**FINANCIAL IMPLICATIONS:**

No financial implications.

**RECOMMENDATION:**

No recommendation. For information only.

 **Director of Education**

**Report to Committee of the Whole  
November 21, 2016**



**Waterloo Region  
District School Board**

*Inspired learners – Tomorrow's leaders*

**SUBJECT:** Notice of Bylaw Amendment: Article 4.10 – Opening Exercises

**ORIGINATOR:** This report was prepared by Manager of Corporate Services Jayne Herring on behalf of Chairperson Kathleen Woodcock.

**PURPOSE:**

To consider changes to Board Bylaw Article 4.10 – Opening Exercises and specifically, amendments to Section 4.10.2 Invocation as recommended at the Committee of the Whole Meeting of May 9, 2016.

**BACKGROUND:**

At the February 29, 2016, Board Meeting, Trustees engaged in a generative discussion around the concept of revising the current invocation. During the discussion, trustees agreed by consensus that some form of revision to the Invocation could take place. As a result of this discussion, trustees requested that the process for Bylaw amendments be initiated and a final course of action would be determined during the discussion.

Notice of the proposed amendments to Board Bylaw 4.10 – Opening Exercises was served and approved by a majority vote at the April 25, 2016, Board Meeting.

The members of the Agenda Development Committee determined that consideration of this amendment would take place at the May 9, 2016, Committee of the Whole Meeting.

**STATUS:**

At the May 9, 2016, Committee of the Whole Meeting, trustees recommended deferral of this motion due to time constraints and consideration was re-scheduled to occur on November 21, 2016.

At the November 21, 2016, Committee of the Whole Meeting trustees will discuss and recommend amendments to Board Bylaw 4.10.2 - Invocation.

The current Bylaw reads as follows:

4.10.2 Invocation - Following the singing of the national anthem, O Canada, all Board meetings will be opened with the reciting of the following sentence:

*“In preparation for this evening's meeting, let us pause for thirty seconds of silent reflection - to commit our hearts and our heads, and help one another to make the careful and thoughtful decisions that will further the education of all our students.”*

To adopt an amendment, alteration or addition to Board Bylaws will require the support of two-thirds of all members of the Board present at the November 21, 2016, Committee of the Whole Meeting.

**COMMUNICATIONS:**

No communication is required at this time.

**FINANCIAL IMPLICATIONS:**

No financial implications.

**RECOMMENDATION:**

**That the Waterloo Region District School Board consider amendments to Board Bylaw 4.10.2 – Invocation as discussed at the November 21, 2016, Committee of the Whole Meeting.**