

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, February 8, 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 2003 – Early Learning and Child Care
- 3** Review of Board Policy 3001 – Travel, Meals and Hospitality Expenses - Trustees
- 7** Review of Board Policy 3005 – Expressions of Sympathy
- 9** Review of Board Policy 4003 – Trespassing
- 11** Review of Board Policy 4004 – Emergency Needs – Expenditures
- 13** Review of Board Policy 4006 – Parking on School Board Property
- 15** Review of Board Policy 6000 – Safe Schools

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

- Ontario Secondary School Literacy Test - Student Support Strategies (Verbal Report) A. Mercier
- 21** Accommodation Review and Community Planning and Facility Partnerships Policies M. Gerard/D. Cuomo
- 38** Motion – Trustee C. Watson re Amendment to Board Policy 1012 – Faith and Religious Accommodations

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



EARLY LEARNING AND CHILD CARE

Legal References:	<i>Education Act, section 258</i>
Related References:	<i>Board Policy 1011 – Facility Partnerships Administrative Procedure 4990 – Facility Partnerships Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships</i>
Effective Date:	<i>May 30, 2005</i>
Revisions:	<i>May 12, 2014</i>
Reviewed:	

1. Preamble

It is the policy of the Waterloo Region District School Board to support and encourage the inclusion of not-for-profit early learning and child care programs on the site of, adjacent to, or in each of the schools within its jurisdiction at no additional cost to the Board. This policy will be implemented in accordance with Administrative Procedure 4990 regarding the establishment of facility partnerships.



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TRAVEL, MEALS AND HOSPITALITY EXPENDITURES – TRUSTEES

Legal References:	<i>Education Act, Section 171(1)17: Powers of Boards - Membership Fees and Travelling Expenses;</i> <i>Education Act, Section 191(2): Travel Expenses</i> <i>Broader Public Sector Expenses Directive (Effective April 1, 2011);</i> <i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines;</i> <i>Ministry Memo 2009:B8 – Trustee Expense Guideline.</i>
Related References:	<i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenses;</i> <i>FS-07-AS5 - Request for Reimbursement of Expenses.</i>
Effective Date:	<i>March 2007</i>
Revisions:	<i>October 2007, January 2010, June 2014, January 2015</i>
Reviewed:	

1. Preamble

- 1.1 The policy that follows outlines the role and responsibilities of members of the Waterloo Region District School Board where a trustee is to be reimbursed for purchases they have made on behalf of the Board for travel, meals, hospitality, out-of-pocket expenses or professional development.
- 1.2 The Education Act deems one-third of the annual honorarium paid to trustees to cover a trustee's out-of-pocket expenses. In addition, the Act also provides for a Board to reimburse trustees for expenses.

2. Travel, Meals and Hospitality Expenditures

- 2.1 It is the policy of the Board to pay or reimburse trustees for out-of-pocket expenses incurred while on board business as outlined in the Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.
- 2.2 The Board will reimburse trustees for travel, meals, accommodation expenses, other business expenses, hospitality expenditures and professional development fees incurred in carrying out their responsibilities while representing the interest of students, the community or the Board. Expenses related to political activities or events are not reimbursed.
- 2.3 All expenses to be reimbursed must be reasonable and relevant to the business activity of the Board. The expenditures must be reasonable and transparent, with appropriate accountability and relate to the goals and objectives of the Board's Strategic Plan. Requests for employee time or other board resources, which are for trustee personal use, are not permitted.
- 2.4 For an expense to be paid or reimbursed it must have the appropriate authorizations and approvals as set out in Administrative Procedure 4380.
- 2.5 The Board assumes no obligation to reimburse expenses that do not comply with this policy.

- 2.6 A detailed breakdown of trustee expenses and any required explanation must be posted quarterly on the Board website.
- 2.7 It is the policy of the Board to include the total amount reimbursed to trustees in a public report published annually in November for the previous budget year.



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Legal References:	<i>Education Act, Section 171(1)17: Powers of Boards - Membership Fees and Travelling Expenses</i> <i>Education Act, Section 191(2): Travel Expenses</i> <i>Broader Public Sector Expenses Directive (Effective April 1, 2011)</i> <i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines</i> <i>Ministry Memo 2009:B8 – Trustee Expense Guideline</i>
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Revisions:	<i>January 2015</i>
Reviewed:	February 8, 2016

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EXPRESSIONS OF SYMPATHY

Legal References:

Related References:

Effective Date: *Feb 23, 1998*

Revisions: *May 30, 2005*

Reviewed: *June 9, 2014*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to offer a tangible expression of sympathy to members of the immediate family upon the death of a trustee, employee, or student attending a school under the jurisdiction of the Board, recognizing it has a genuine interest in and concern for the welfare of all members of its educational team, particularly in time of bereavement.

2. Regulations

- 2.1 On behalf of the Board, a joint letter of condolence will be sent from the Chairperson and Director of Education to the immediate family upon the death of a trustee, employee, or student attending a school under the Board's jurisdiction.
- 2.2 The letter will indicate that as an expression of Board sympathy, a general planting of trees memorializing individuals covered by the Board's policy will be undertaken.
- 2.3 Memorial trees will be planted at times and locations to be determined by the Board's grounds keeping staff in consultation with the family.
- 2.4 On behalf of the Board, a joint letter of condolence will be sent from the Chairperson and Director of Education to the immediate family upon the death of community members who have contributed significantly to the education of students in the Region of Waterloo.



EXPRESSIONS OF SYMPATHY

Legal References:

Related References:

Effective Date: *Feb 23, 1998*

Revisions: *May 30, 2005*

Reviewed: June 9, 2014, **February 8, 2016**

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Board Policy 4003 TRESPASSING

Legal References:	<i>Trespass to Property Act, R.S.O. 1990 Education Act Ontario Regulation 474/00 - Access to School Premises</i>
Related References:	<i>Board Policy 6000 – Safe Schools Board Policy 6001 – Code of Conduct</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>March 17, 2014 October 27, 2003</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to give appropriate notice regarding access to and the use of school premises, and to authorize the Director of Education to designate members of the Board's employees and other duly authorized agents to act with the authority of an occupier in compliance with legislation contained in the Trespass to Property Act and Ontario Regulation Access to School Premises recognizing that:
 - 1.1.1 school premises exist for unique and specific purposes;
 - 1.1.2 the Board must safeguard school premises for those purposes on behalf of the public;
 - 1.1.3 persons entering school premises without authority or using them to engage in prohibited activities may endanger such premises;
 - 1.1.4 the Trespass to Property Act gives a school board all the rights and duties of an occupier in respect of its school premises;
 - 1.1.5 unless invited or otherwise directed by the school principal (or designate), all persons who enter school premises and who are not students or staff members of that school, must report to the main office of the school promptly upon arrival and obtain the principal's (or designate's) permission to remain on the school premises.



TRESPASSING

Legal References:	<i>Trespass to Property Act, R.S.O. 1990 Education Act Ontario Regulation 474/00 - Access to School Premises</i>
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EMERGENCY NEEDS - EXPENDITURES

Legal References:	<i>Education Act</i>
Related References:	<i>Waterloo Region District School Board Annual Budget</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>December 9, 2007, November 10, 2014</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, recognizing the Board may encounter situations requiring funding of emergency needs, to:
 - 1.1.1 empower the Director of Education, or designate, to authorize a disbursement for which no provision was made in the budget, up to the balance in the reserve fund established for the purpose of emergency needs;
 - 1.1.2 direct that a report describing such action be distributed to trustees within twenty-four hours of the emergency situation, or as soon thereafter as practicable, as well as at the next regular meeting of the Board;
 - 1.1.3 ensure that an emergency expenditure under this policy will be made only for purposes of: protecting the health or ensuring the safety of persons; preserving, repairing, providing or protecting facilities that are essential for the provision of approved services and programs; and, providing, repairing or replacing equipment or furnishings necessary to provide approved programs and services.



EMERGENCY NEEDS – EXPENDITURES

Legal References:	<i>Education Act</i>
Related References:	<i>Waterloo Region District School Board Annual Budget</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>December 9, 2007, November 10, 2014</i>
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PARKING ON SCHOOL BOARD PROPERTIES

Legal References: *Education Act: Trespass to Property Act*

Related References:

Effective Date: *March 30, 1998*

Revisions: *April 14, 2014*

Reviewed:

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to permit the use of its parking lot by its public provided that:
 - 1.1.1 the site administrator approves the request;
 - 1.1.2 the use does not interfere with school requirements, maintenance work or snow removal;
 - 1.1.3 the parking is done at their own risk and there is no cost to the Board;
 - 1.1.4 there is adherence to any restrictions posted with appropriate signage on the property. Failure to comply may result in costs which will be charged to the vehicle owner.



PARKING ON SCHOOL BOARD PROPERTIES

Legal References: *Education Act: Trespass to Property Act*

Related References:

Effective Date: *March 30, 1998*

Revisions: *April 14, 2014, **February 8, 2016***

Reviewed:

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- 1.1 It is the policy of the Waterloo Region District School Board to permit the use of its parking lot by its public provided that:
- 1.1.1 the site administrator approves the request **or a permit for facility use is in place through the Rentals group in the Facilities Department;**
 - 1.1.2 the use does not interfere with school requirements, maintenance work or snow removal;
 - 1.1.3 the parking is done at their own risk and there is no cost to the Board;
 - 1.1.4 there is adherence to any restrictions posted with appropriate signage on the property. Failure to comply may result in costs which will be charged to the vehicle owner.



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

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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.

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- 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.
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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/guardians/caregivers and in doing so, taking into account linguistic, ethnocultural, and accessibility considerations.

DRAFT

**Report to Committee of the Whole
February 8, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Accommodation Review and Community Planning and Facility Partnerships Policies

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Dennis Cuomo, Manager of Planning; and Lauren Agar, Senior Planner, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To provide drafts of the new policies related to Pupil Accommodation Reviews, and Community Planning and Facility Partnerships.

This report relates to two of the Waterloo Region District School Board's (Board's) strategic directions of promoting forward-thinking and engaging students, families, staff and communities.

BACKGROUND:

On March 26, 2015, the Ministry of Education released a revised Pupil Accommodation Review Guideline (PARG). At the same time, the Community Planning and Partnerships Guideline (CPPG) was also released. The CPPG is intended to replace the former Facility Partnerships Guideline. The new PARG and CPPG replace the previous versions dated June 26, 2009 and February 11, 2010 respectively.

Boards are expected to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new PARG and CPPG before announcing any new pupil accommodation reviews. The PARG and CPPG continue to represent a framework of minimum standards for school boards to meet in developing their pupil accommodation review and community planning and facility partnerships policies.

STATUS:

There are several changes to the PARG that have been incorporated into draft Board Policy 4000 and Administrative Procedure 4860 Pupil Accommodation Review, including:

1. Requirements for school boards to consult with municipal governments and other community partners on underutilized space
2. Changes to the Accommodation Review Committee (ARC) structure
3. Changes to timelines for the accommodation review process
4. Changes to school board staff reporting requirements
5. Introduction of transition plan requirement
6. Introduction of optional modified accommodation review process
7. Introduction of additional exemptions

The CPPG replaces the Facility Partnerships Guideline as a result of feedback on the new PARG. According to Memorandum 2015:B09,

The Ministry of Education is building in a more formal consultation between school boards and municipal governments and other community partners in the planning process around underutilized school space, as well as green space/parkland. These changes are being made to help ensure that municipalities and other community partners are made more aware of a school board's plans and available school space on a regular basis, and well before a school is considered for inclusion in a pupil accommodation review.

Board Policy 1011 Facility Partnerships has been revised to incorporate key components of the CPPG and has been renamed. The key highlights of the revisions include:

1. Board Policy 1011 Facility Partnerships has been renamed to Board Policy 1011 Community Planning and Facility Partnerships to reflect that in addition to encouraging facility partnerships, the Board also supports effective planning with community partners, including land use and green space/park planning.
2. Updated list of organizations to notify when key information on facility partnerships is available or planning is changed or updated.
3. In addition to the annual meeting between the Board and community partners, the Board and community partners have the option to meet at a staff-level to discuss potential partnership and planning opportunities.
4. In addition to the annual meeting between the Board and community partners, the Board is encouraged to continue discussions with affected municipalities and other community organizations as they explore options to address underutilized space issues in schools within specific areas of their school board. These discussions will inform proposals that school board staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process.

COMMUNICATIONS:

Engagement is scheduled to take place with the Special Education Advisory Committee (SEAC) on March 2, 2016 and with the Parent Involvement Committee (PIC) on March 8, 2016. The draft policies will be shared with both and their feedback and input will be gathered and considered prior to finalizing the policies for approval by Board.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**



Board Policy 1011

FACILITY PARTNERSHIPS

Legal References:	<i>Education Act, Ontario Regulation 444/98 Education Act, subsection 171(1), paragraph 44 Education Act, subsection 171.1(2), paragraph 4 Education Act, sections 183, 94, 196</i>
Related References:	<i>Administrative Procedure 4990 – Facility Partnerships Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships Board Policy 1007 Education Development Charges – Alternative Accommodation</i>
Effective Date:	<i>May 2010</i>
Revisions:	<i>January 2015, November 23, 2015</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) is committed to providing the best educational facilities and learning environments to support student participation and achievement while recognizing the need to manage its facilities in a fiscally responsible manner.
- 1.2 The Board acknowledges that changes in enrolment, funding and operational realities may result in the need to establish more facility partnerships with community partners; in unoccupied space in Board facilities.
- 1.3 The Board recognizes that facility partnerships are not intended to be used as a method to keep schools open where enrolment does not sustain a suitable and equitable range of learning opportunities for students.

2 Policy

- 2.1 The Board encourages facility partnership decisions that are transparent, sustainable and supportive of student achievement and safety.
- 2.2 The Board endorses cooperative and collaborative partnerships that support a strong, vibrant and sustainable publicly funded education system.
- 2.3 The Board will work with community partners in order to share facilities to benefit the Board, students and the community, and to optimize the use of public assets owned by the Board.
- 2.4 The Board will support facility partnerships where possible, by maintaining a procedure to facilitate partnerships with community partners, specifically in new and existing school facilities where students are being taught, as required by the Facility Partnership Guideline issued by the Ministry of Education, dated February 11, 2010.



COMMUNITY PLANNING AND FACILITY PARTNERSHIPS

Legal References:	<i>Education Act, Ontario Regulation 444/98; Education Act, subsection 171(1), paragraph 44 Education Act, subsection 171.1(2), paragraph 4 Education Act, sections 183, 194, 196</i>
Related References:	<i>Administrative Procedure 4990 – Community Planning and Facility Partnerships Policy 1007 Education Development Charges – Alternative Accommodation Community Planning and Partnerships Guideline, Ministry of Education (March 2015) Policy 4000 – Pupil Accommodation Review (Consolidation or Closure) Policy 4002 – Community Use of Schools</i>
Effective Date:	<i>May 2010</i>
Revisions:	<i>February 8, 2016</i>
Reviewed:	

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) recognizes that cooperative and collaborative relationships between school boards and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system.
- 1.2 Facility partnerships are successful when community planning is well-informed, well-coordinated, transparent, sustainable and supportive of student achievement.
- 1.3 Facility partnerships can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.
- 1.4 The Board has the authority to make decisions regarding its facilities and the use of its properties that are consistent with the *Education Act*. It is the role and responsibility of the Board to determine what facilities are suitable and not suitable for facility partnerships, what entities are suitable and not suitable partners, and when to enter into a partnership.
- 1.5 Collaborative community planning and facility partnerships are most effective when community partners work with and notify the Board in a timely manner when looking for space or considering new construction.
- 1.6 Strong partnerships between the Board and community partners can and do exist with and without co-location.
- 1.7 This Policy applies to arrangements for regular and consistent use of Board facilities where such uses are operating during the normal school day (i.e., Monday to Friday 6 AM to 6 PM) or 24 hours a day, 7 days per week. For all other uses of Board facilities refer to *Board Policy 4002 – Community Use of Schools*.
- 1.8 Facility sharing between publicly funded school boards through co-ownership, lease, or other arrangement is a priority for the Ministry of Education and the Board.

- 1.9 The Board has committed to developing a policy and procedure to facilitate community and facility partnerships, as required by the *Community Planning and Partnership Guideline* issued by the Ministry of Education, dated March 2015.

2. Guiding Principles

- 2.1 Within the context of supporting student achievement well-being, the Board is committed to:
- Reducing facility operating costs;
 - Improving services and supports available to students;
 - Strengthening relationships between school boards, community partners and the public;
 - Optimizing the use of public infrastructure through increased flexibility and utilization; and
 - Providing a foundation for improved service delivery for communities within the Board's jurisdiction.
- 2.2 The Board will consider opportunities to share facilities with community partners when building new schools, undertaking significant renovations, when considering the use of unoccupied space in schools, and when considering schools that may close and the future disposition of sites.
- 2.3 The Board will identify which schools are suitable for facility partnerships based on the criteria outlined in this Policy.
- 2.4 There are circumstances where the Board may not consider unused space to be surplus. This may be related, but not limited to enrolment fluctuations, program changes or the size of space. In such cases, the Board may choose to enter into license or joint use agreements for the space that is unused.
- 2.5 To establish facility partnerships and support effective planning with community partners regarding land-use and green space/park planning, the Board will reach out to community organizations to share planning information on a regular basis. Similar information will be shared with community organizations prior to commencing a pupil accommodation review.

3. Identifying Suitable Space for Partnership Opportunities

- 3.1 The Board shall have the sole discretion to identify, on an annual basis, school buildings and sites suitable and available for community partnerships, and which future capital projects present an opportunity for co-building with community partners.
- 3.2 Schools or sites already declared surplus in accordance with Ontario Regulation 444/98 are no longer candidates for planning and partnership opportunities.
- 3.3 The Board's Long-Term Accommodation Plan will address future facility needs for students, and will be presented to approved and potential partners in the discussion of partnership opportunities.

4. Public Notification Process

- 4.1 The Board shall develop a list of entities to notify when key information regarding community planning or facility partnerships is changed or updated. At a minimum, the notification list will include those in *Ontario Regulation 444/98 – Disposition of Surplus Real Property*.

- 4.2 The Board shall hold at least one meeting per year to potential community planning and facility partnership opportunities with the various levels of government, the public, and community agencies as defined within *Administrative Procedure 4990 – Community Planning and Facility Partnerships*.
- 4.3 The annual community planning and facility partnerships meeting may be a stand-alone meeting or may be held as part of a scheduled Committee of the Whole or Board Meeting.
- 4.4 The Board shall notify the entities on the notification list and the general public about the annual community planning and facility partnerships meeting, in accordance with the Ministry of Education's *Community Planning and Partnership Guideline*.
- 4.5 In addition to the annual community planning and facility partnerships meeting, the Board will hold additional staff-level meetings to discuss additional information with relevant entities.
- 4.6 The Board will inform stakeholders of potential facility partnership opportunities on its public website.

5. Partnership Selection & Proposals

- 5.1 The Board will consider and at its sole discretion determine the eligibility of applicants for partnership. *Administrative Procedure 4990 – Community Planning and Facility Partnerships* outlines the process for selecting new partners.
- 5.2 Entities that provide competing education services, such as tutoring services, JK-12 private schools or private colleges, or those offering academic credits that are not government-funded are not eligible partners.
- 5.3 When sharing unused space or co-building new facilities, the following minimum criteria will be used to determine the eligibility of a partnership:
- protects the health and safety of students;
 - is appropriate for the school setting;
 - does not compromise the student achievement and well-being strategy;
 - complies with local bylaws (e.g., zoning and site use restrictions);
 - enables the Board to recover all costs for the operation and maintenance of the space;
 - the facility condition is appropriate;
 - the building can be configured such that the space used by partners is separated from the space used by students; and
 - does not compromise the Board's pupil accommodation strategies (i.e., prevent the Board from building, renovating, and/or closing schools or from disposing of surplus assets when required).
- 5.4 In addition to the criteria outlined in Section 5.3, the partner must:
- Agree to operate in accordance with Board policies.
 - Be willing to enter into a lease, license, or joint-use/facility partnership agreement and cover the costs of preparing such an agreement.
Be able to bear all costs of minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by the partner.
- 5.5 Expressions of interest from community partners will be reviewed and evaluated for compatibility with this Policy before the Superintendent of Business Services makes a recommendation to the Board of Trustees regarding a facility partnership.

6. Cost Recovery & Partnership Agreements

- 6.1 In every instance the entire professional, capital, maintenance, operating cost and applicable taxes associated with developing, constructing and operating the space to be occupied by the partner, will be borne by the partner. This includes a proportional amount for joint-use or shared space, as well as property taxes (if applicable), capital renewal, land, legal and administrative costs incurred by the Board.
- 6.2 Joint use or facility partnership agreements will be reviewed on an annual basis, subject to the needs of the school(s) and the Board.

7. Policy, Procedure, & Guideline Integration and Alignment

- 7.1 *Administrative Procedure 4990 – Community Planning and Facility Partnerships* has been developed in accordance with this Policy. Any community partnership process that the Board undertakes must have due regard to *Board Policies, Administrative Procedures*, and to the Ministry's *Community Planning & Partnership Guideline (CPPG)*.



PUPIL ACCOMMODATION REVIEW (Consolidation or Closure)

Legal References:	<i>Education Act, s.8 (1), paragraph 26</i>
Related References:	<i>Ministry of Education Memorandum 2009:B7 Pupil Accommodation Review Guideline; Administrative Procedure 4860</i>
Effective Date:	<i>September 1998</i>
Revisions:	<i>June 2002, May 2007, November 2009, December 2014</i>
Reviewed:	<i>December 2014</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (the “Board”) is committed to providing the best educational facilities and learning environments to support student participation and achievement while at the same time recognizing the need to manage its facilities in a fiscally responsible manner.
- 1.2 The Board acknowledges that changes in enrolment – declining, increasing and shifting population – funding and operational realities, educational policies and curriculum, provincial legislation and physical limitations of buildings and building infrastructures, may result in the need to consolidate, close or relocate a school or school program.
- 1.3 The Board recognizes meaningful community dialogue and participation to ensure a fair, open and constructive process.
- 1.4 The Policy:
 - provides direction for trustees, staff, municipalities and the public for the conducting of pupil accommodation reviews to determine the future of a school or grouping of schools;
 - establishes the process for undertaking such reviews, as required by the *Pupil Accommodation Guideline* issued by the Ministry of Education, dated June 26, 2009 (2009:B7);
 - does not apply to boundary reviews undertaken to align enrolment with school capacity that will not result in a school closure (refer to Section 5 of this policy for Exceptions).

2. Pupil Accommodation Review (Consolidation or Closure) Process

- 2.1 A pupil accommodation review may be considered when one or more of the following circumstances exist:
 - an emerging trend within an area under the jurisdiction of the Board to accommodate existing and projected students in fewer educational facilities;
 - due to declining enrolment, a school or group of schools is unable, or projected to be unable, to:
 - provide a suitable and equitable range of learning opportunities for students;
 - under normal staffing allocations, organize with split classes of no more than two grades;
 - reorganization involving the school or group of schools could enhance program and learning opportunities for students;

- any combination of teaching or learning spaces or school site at a school or group of schools is not suitable to provide the programs and accessibility needed to serve the community, and retrofitting and/or enlarging the facility may be cost prohibitive;
 - one or more of the schools is experiencing higher building maintenance expenses than average for the system and/or is in need of major capital improvements;
 - safety and/or environmental concerns are associated with the building, the school site or its locality in one or more of the schools;
 - the Board has received a formal request from a school community or communities requesting a review of their pupil accommodation facilities.
- 2.2 The Director of Education will present a report to the Board of Trustees identifying a school, or group of schools, where the circumstances are such that there is a need to consider the possible consolidation, closure or program relocation in respect of one or more of the subject schools.
- 2.3 The Board of Trustees may, upon consideration of the Director's report, authorize the undertaking of a pupil accommodation review for a school, or grouping of schools, in the area identified.
- 2.4 If a pupil accommodation review is approved, the Board of Trustees will direct the establishment of an Accommodation Review Committee (ARC).
- 2.5 The pupil accommodation review is to be led by the ARC. Wherever possible, the pupil accommodation review will consider a group of schools within the Board's planning area, since their proximity with each other may facilitate viable and practical solutions.
- 2.6 The ARC and Board administration will be responsible for:
- School Information Profile(s);
 - public information and access;
 - community consultation and public meetings;
 - ARC Accommodation Report and recommendations.
- 2.7 The Board will provide the ARC with Terms of Reference that describe the ARC's mandate (Administrative Procedure 4860, Section 4). The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the education and accommodation criteria for examining schools under review and accommodation options. The Terms of Reference will also describe the procedures for the ARC, including: meetings, material, support, and analysis to be provided by Board administration, and the material to be produced by the ARC. The Board will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified through the Board's Capital Plan.
- 2.8 Board administration will prepare School Information Profile(s) for the school(s) under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. The school Information Profile includes data for each of the following considerations about the school(s):
- Value to the student
 - Value to the school board
 - Value to the community
 - Value to the local economy
- 2.9 The ARC will deliver its Accommodation Report to the Board's Director of Education and present it to the Board of Trustees. The Director of Education will have the Accommodation Report posted on the Board's website Board administration will examine the ARC Accommodation Report and present the administration analysis and

recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s).

- 2.10 If the Board of Trustees votes to close a school or schools, it must outline clear timelines around when the school(s) will close. The Board's resolution will also outline specific timelines for approved actions. Those actions will be communicated to the parties affected, the broader community and the Ministry of Education, immediately following the decision.

3. Accommodation Review Committee (ARC)

- 3.1 In establishing an Accommodation Review Committee (ARC) the Board is inviting the participation of:
- Up to two parents from the school, or schools under consideration;
 - The principal(s) from each school under consideration;
 - The school area Superintendent(s) of Education;
 - Facilities staff (Planning);
 - Study area municipal representation;
 - Up to two community representatives (may be, but not limited to, non-parent, business, municipal, community organization Waterloo Region Association of Public School Councils [WRAPSC], Special Education Advisory Committee [SEAC])

Other support staff may be called on as deemed appropriate. If circumstances warrant, and a majority of the abovementioned ARC members vote in favour, additional members may be added to the ARC.

- 3.2 The Accommodation Review Committee (ARC) responsibilities

3.2.1 School Information Profile(s)

ARCs are to discuss and consult on the School Information Profile(s) prepared by Board administration for the schools(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

3.2.2 Public Information and Access

The Board and the ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

3.2.3 Accommodation Options

The ARC may create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report.

ARCs may recommend accommodation options that include new capital investment. In these instances, Board administration will advise on the availability of funding. Where no funding exists, the ARC, with the support of the Board administration, will propose how students would be accommodated.

The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation.

As the ARC considers the accommodation options, the needs of all students in the schools of the ARC are to be considered objectively and fairly, based on the School Information Profile(s) and the objectives and Reference Criteria outlined in the Terms of Reference.

3.2.4 Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

The ARC will consult on the customized School Information Profile prepared by Board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback on the accommodation options and the ARC's Accommodation Report to the Board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available.

ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

3.2.5 ARC Accommodation Report to the Board

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference.

It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board of Trustees.

4. Timelines for an Accommodation Review Process

- 4.1 After the Board has announced its intent to conduct an accommodation review of a school or schools, there must be no less than thirty (30) calendar days notice prior to the first of a minimum of four (4) public meetings.
- 4.2 Beginning with the first public meeting, the public consultation period must be no less than ninety (90) calendar days.
- 4.3 After the ARC completes its Accommodation Report, it is to make the document publicly available and submit the document to the Board's Director of Education. After the submission of the ARC Accommodation Report, there must be no less than sixty (60) calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations. Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods.

- 4.4 The Board will hold at least one Special Delegation meeting after the ARC Accommodation Report has been submitted to the Director of Education and prior to the meeting where the Board of Trustees will vote on the recommendation.

5. Application of the Pupil Accommodation Review Policy

- 5.1 In accordance with the *Pupil Accommodation Review Guideline* established by the Ministry of Education, the Board is not obligated to undertake an accommodation review:
- where a replacement school is to be rebuilt by the Board on the existing site or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies
 - when a lease is terminated;
 - when the Board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years
 - when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or under construction or repair.

PUPIL ACCOMMODATION REVIEW (Consolidation or Closure)

Legal References: *Education Act, s.8 (1), paragraph 26*
Ontario Regulation 444/98

Related References: *Pupil Accommodation Review Guideline, Ministry of Education (March 2015)*
Community Planning and Partnerships Guideline, Ministry of Education (March 2015)
Administrative Review of Accommodation Review Process, Ministry of Education
Administrative Procedure 4860 – Pupil Accommodation Review

Effective Date: *September 1998*

Revisions: *November 2009, December 2014, February 8, 2016*

Reviewed:

1. Preamble

- 1.1 The Waterloo Region District School Board (the “Board”) is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs.
- 1.2 The Board ensures that decisions regarding school consolidations or closures are made with the involvement of an informed local community, and are based on a broad range of criteria regarding the quality of the learning experience for students.
- 1.3 These decisions are made by the Board of Trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources.
- 1.4 The Board is responsible for providing schools and facilities for students and for operating and maintaining these schools and facilities as effectively as possible to support student achievement and well-being.
- 1.5 In some cases, to address changing student populations, the Board may consider undertaking pupil accommodation reviews that may result in school consolidations and closures.
- 1.6 The Board supports a fair and transparent process for undertaking pupil accommodation reviews including meaningful community dialogue and participation among all stakeholders.
- 1.7 This Policy outlines the process the Board will follow to complete a pupil accommodation review or modified pupil accommodation review that is consistent with the Ministry of Education *Pupil Accommodation Review Guideline*, March 2015.

2. Guiding Principles

- 2.1 The guiding principles of this Policy include, but are not limited to:
- 2.1.1 student achievement;
 - 2.1.2 student well-being; and
 - 2.1.3 school board financial stability and sustainability.
- 2.2 Prior to commencing an accommodation review, the Board is committed to:
- 2.2.1 Developing a long-term capital and accommodation plan, informed by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.
 - 2.2.2 Investigating alternative accommodation strategies that support the guiding principles outlined in Section 2.1, including but not limited to:
 - 2.2.2.1 moving attendance boundaries to balance enrolment between over utilized and underutilized schools (achieved through a boundary study - must be less than 50% of the school's enrolment);
 - 2.2.2.2 relocation/redistribution of programs to balance enrolment between over utilized and underutilized schools (must be less than 50% of the school's enrolment);
 - 2.2.2.3 offering to lease underutilized space within a school to a coterminous school board;
 - 2.2.2.4 finding community partners who can pay the full cost of operating the underutilized space; and/or
 - 2.2.2.5 decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.
- 2.3 If none of the alternative accommodation strategies outlined in Section 2.2.2 are deemed viable, the Board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures.
- 2.4 The selection of a school or group of schools for an accommodation review will be considered if one or more of the following conditions apply:
- current and projected enrolment within the attendance area requires fewer classrooms than available at the school;
 - current and projected enrolment within the attendance area exceeds the number of classrooms available at the school and to construct additional spaces is cost-prohibitive;
 - current and projected enrolment within the attendance area exceeds the number of classrooms available at the school and more than 50% of the students are eligible for transportation;
 - there are safety and/or environmental concerns related to the building(s), site(s) or location(s);
 - the school is operating in a leased facility;
 - the school is unable to deliver core curriculum in a fair and equitable way;
 - declining enrolment has created a negative impact on learning opportunities for students at the school;
 - program and learning opportunities could be enhanced by reorganization involving the school or group of schools;
 - teaching and/or learning spaces are not suitable to deliver the curriculum needed to serve the students and the community and retrofitting is cost prohibitive;
 - the school is experiencing increased building maintenance expenses and/or requires major capital improvements; or
 - the consolidation of two or more schools meets the goals and objectives of the long-term capital and accommodation capital plan.

- 2.5 Reviews of pupil accommodation will conform with Board policy made pursuant to the *Community Planning and Partnerships Guideline* issued by the Ministry of Education.

3. Intended Outcomes

- 3.1 Decisions regarding school consolidations and closures will be made within the context of supporting the Board Improvement Plan for Student Achievement (BIPSA) and making the most effective use of school buildings and education funding.
- 3.2 The Board of Trustees will make the final decision regarding any pupil accommodation review.
- 3.3 The accommodation review process as outlined in *Administrative Procedure 4860 – Pupil Accommodation Review* will allow the Board of Trustees to make an informed decision regarding the future and renewal of a family of schools, through consultation with an informed local community, based on a broad range of criteria including, but not limited to:
- the impact of the current and projected enrolment on program/curriculum delivery and the operation of the school(s);
 - the current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery; and
 - the impact on the student, the Board, the community, local and regional municipalities and community partners.
- 3.4 At the conclusion of the review process, including consideration for the Board's long-term capital and accommodation plan, the Board of Trustees will:
- 3.4.1 accept the recommendation(a) in the staff report as presented;
 - 3.4.2 reject the recommendation(s) in the staff report;
 - 3.4.3 modify the recommendation(s) in the staff report; or
 - 3.4.4 approve a different outcome.
- 3.5 If a pupil accommodation review results in a school closure decision, the Board will decide the appropriate course of action regarding its property holdings. The Board may decide to:
- 3.5.1 declare that school as surplus, potentially leading to the future disposition of the property (all dispositions are governed by O. Reg. 444/98);
 - 3.5.2 decide to use a closed school for other school board purposes; or
 - 3.5.3 hold the property as a strategic long-term asset due to a projected future need for the facility.

4. Parameters

The following parameters apply to all accommodation reviews conducted pursuant to this Policy. All decisions under this Policy will comply with the following parameters:

- 4.1 The pupil accommodation review process shall consist of the following:
- 4.1.1 The completion of School Information Profile(s) prior to the commencement of a review;
 - 4.1.2 The preparation of and submission of an initial staff report to the Board of Trustees;
 - 4.1.3 Board of Trustees approval to undertake an accommodation review process (for a modified accommodation review process refer to Section 4.4);
 - 4.1.4 The establishment of an Accommodation Review Committee (including its Terms of Reference);
 - 4.1.5 Consultation with the Regional Municipality of Waterloo, each of the affected local municipalities, and community partners that expressed an interest prior to the pupil accommodation review;

- 4.1.6 A minimum of two (2) public meetings to consult with individuals from the school(s) under review and the broader community;
 - 4.1.7 The preparation and submission of a final staff report to the Board of Trustees, including a Community Consultation section;
 - 4.1.8 An opportunity for public delegations to be heard by the Board of Trustees;
 - 4.1.9 The presentation of the final staff report, including a compilation of feedback from public delegations (if any);
 - 4.1.10 A final decision by the Board of Trustees; and
 - 4.1.11 The establishment of a Transition Committee.
- 4.2 Schools should only be subject to a pupil accommodation review only once in a five-year period, unless circumstances including but not limited to the following necessitate a review:
- 4.2.1 The school is unable to deliver core curriculum in a fair and equitable way due to a significant change in enrolment has;
 - 4.2.2 There are safety and/or environmental concerns related to the building(s), site(s) or location(s);
 - 4.2.3 The school requires time-sensitive building maintenance expenses and/or major capital improvements that are may be cost-prohibitive; and/or
 - 4.2.4 Special circumstances have resulted in the Board's inability to use the building(s), site(s) or location(s) to accommodate students.
- 4.3 This Policy applies only to schools offering elementary or secondary regular day school programs.
- 4.4 A modified pupil accommodation review process may be approved and initiated by the Board where two (2) or more of the following conditions are present:
- the distance to the nearest available accommodation (Board elementary or secondary school) is less than five (5) kilometres;
 - the utilization rate of the facility is less than or equal to 50% of the on-the-ground capacity of the school (calculated as enrolment divided by on-the-ground capacity);
 - the number of students enrolled at the school is less than or equal to 125 students; or
 - the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes 50% or more of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years);
 - there are no more than three (3) schools subject to the pupil accommodation review process; or,
 - the entire student population (and boundary) of a school that is subject to a pupil accommodation review process can be accommodated in another school.
- 4.5 The modified pupil accommodation review process consists of the following steps:
- 4.5.1 The completion of School Information Profile(s) prior to the commencement of a review;
 - 4.5.2 The preparation of and submission of an initial staff report to the Board of Trustees;
 - 4.5.3 Board of Trustees approval to undertake a modified accommodation review process (for a regular accommodation review process refer to Section 4.1);
 - 4.5.4 Consultation with the Regional Municipality of Waterloo, each of the affected local municipalities, and community partners that expressed an interest prior to the pupil accommodation review;
 - 4.5.5 A minimum of one (1) public meeting meetings to consult with individuals from the school(s) under review and the broader community;
 - 4.5.6 The preparation and submission of a final staff report to the Board of Trustees, including a Community Consultation section;
 - 4.5.7 An opportunity for public delegations to be heard by the Board of Trustees;

- 4.5.8 The presentation of the final staff report, including a compilation of feedback from public delegations (if any);
- 4.5.9 A decision by the Board of Trustees; and
- 4.5.10 The establishment of a Transition Committee.

4.6 In all cases any minimum timelines set out in the Ministry of *Education's Pupil Accommodation Review Guideline* (version in effect at the time of the announced decision to initiate an accommodation review) will be followed.

5. Exemptions

5.1 There are specific circumstances where the Board is not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board;
- where a replacement school is to be built on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board;
- when a lease for the school is terminated;
- when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years);
- when a school is being repaired or renovated, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

5.2 In the case of an exemption, the Board will inform each of the school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees.

5.3 Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school or schools under consideration for such exemption.

5.4 Within five (5) business days following the date of the Board of Trustees' decision to proceed with an exemption, the Board will provide written notice to:

- the Regional Municipality of Waterloo, and each of the affected local municipalities through the Clerks Department (or equivalent); and
- other community partners that expressed an interest prior to the pupil accommodation review.

5.5 Within five (5) business days following the date of the Board of Trustees' decision to proceed with an exemption, the Board will also provide written notice to:

- the Conseil scolaire Viamonde's Director of Education;
- the Waterloo Catholic District School Board's Director of Education;
- the Conseil scolaire de district catholique Centre-Sud's Director of Education; and
- the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

5.6 A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

**Report to Committee of the Whole
February 8, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Motion – Trustee C. Watson re Amendment to Board Policy 1012 – Faith and Religious Accommodations

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

PURPOSE/STRATEGIC PLAN:

The purpose of the report is to provide the wording of a motion that Trustee C. Watson originally served at the September 14, 2015, Committee of the Whole Meeting regarding internet content filtering, which also contained a recommendation to amend Board Policy 1012 – Faith and Religious Accommodations.

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

BACKGROUND:

At the Committee of the Whole Meeting of September 14, 2015, Trustee Watson served a notice of motion which was referred to Agenda Development Committee and scheduled for consideration at the Committee of the Whole Meeting of November 23, 2015. The original motion read:

That the Waterloo Region District School Board amend Board Policy 1012 - Faith and Religious Accommodations under Section 1.6 to include 'Digital Resources and Technology'; and

That staff explore enterprise level firewall appliances that are user friendly and affordable, and that filter content at the internet gateway for each school; and

That a written report be presented to trustees by the end of November 2015.

At the November 23, 2015, Committee of the Whole Meeting, trustees voted to postpone consideration of the motion and amended the motion to allow for staff to provide a written report by the end of January 2016. Trustees also determined at the meeting of November 23, 2015, that the request for an amendment to Board Policy 1012 – Faith and Religious Accommodations Policy, would be considered after the staff report was presented.

STATUS:

At the January 25, 2016, Board Meeting staff provided a written report which fulfilled the intent of the original motion, but the following section of the motion remains outstanding and as requested by trustees, is being presented for consideration at the February 8, 2016, Committee of the Whole Meeting. A copy of Board Policy 1012 – Faith and Religious Accommodations is attached to the report as Appendix A.

That the Waterloo Region District School Board amend Board Policy 1012 - Faith and Religious Accommodations under Section 1.6 to include "Digital Resources and Technology."

FINANCIAL IMPLICATIONS:

There are no financial implications for consideration at this time.

RECOMMENDATION:

That the Waterloo Region District School Board amend Board Policy 1012 - Faith and Religious Accommodations under Section 1.6 to include 'Digital Resources and Technology.'

 **Director of Education**



Board Policy 1012

FAITH AND RELIGIOUS ACCOMMODATIONS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	<i>Policy 1008 – Equity and Inclusion; PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”; PPM No. 112, “Education about Religion in the Public Elementary and Secondary Schools”; PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”. The Multifaith Information Manual (4th edition)- Ontario Multifaith Council</i>
Effective Date:	<i>December 13, 2010</i>
Revisions:	
Reviewed:	January 2015

1. Preamble

- 1.1 The Waterloo Region District School Board acknowledges each individual’s right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on faith or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The Waterloo Region District School Board understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The Faith and Religious Accommodation Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The Board believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The Board acknowledges the presence of students and staff who study and work in the school system not having religious affiliations. The Board assures these members that religious accommodation guidelines and procedures will not interfere or compromise their rights and privileges.
- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the Board works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.
- 1.5 The Board does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or Board. These areas may include, but are not limited to:

- 1.6.1 Observance of major religious holy days and celebrations
- 1.6.2 Prayer and rituals
- 1.6.3 Dietary requirements and fasting
- 1.6.4 Religious attire
- 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities

2. Definitions

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances define "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code states that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

- 2.1 Accommodation: The Waterloo Region District School Board defines faith based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a Board requirement, qualification or practice in accordance with the *Ontario Human Rights Code* to the point of undue hardship.
- 2.2 Creed: The Ontario Human Rights Commission defines creed as a professed system and confession of faith, including practices, beliefs, and observances that are part of a religion. Religion is broadly accepted to include non-deistic bodies of faith, such as the spiritual faiths/practices of Aboriginal cultures. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.
According to the Ontario Human Rights Commission, every person has the right to be free from discrimination or harassing behaviour that is based on religion or where the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Code.
Creed does not include secular, moral beliefs, ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that profess to have a religious basis that contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).
- 2.3 Undue Hardship: Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the Policy and Guidelines on Disability and the Duty to Accommodate). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.
Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons

for the decision and the objective evidence that was depended upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario Human Rights Code.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.