

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 12, 2018, at 7:00 p.m.****

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Alyssa Holstock – Nut Free Schools

Policy and Governance

01	Review of Board Policy 1006 – Anaphylaxis Management	M. Weinert
03	Review of Board Policy 4005 – Procurement	M. Gerard
07	Review of Board Policy 4008 – Segregation of Duties and Cheque Signing Authority	M. Gerard
15	Review of Board Policy 6000 – Safe Schools	P. Rubenschuh
21	Review of Board Policy 6008 – Student Discipline	P. Rubenschuh

Reports

	Elementary Summer Learning Program	E. Ranney
39	Ad Hoc French Immersion Review Committee Update	M. Gerard/B. Lemon
41	Motion Re: Flag Policy Amendment	Trustee C. Watson
43	Motion Re: Special Education Funding Letter to Ministry of Education	Trustee C. Watson
44	Motion Re: Naloxone Kits in Schools	Trustee C. Watson

Board Reports

Discussions

Board Policy G201 – Trustee Code of Conduct

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
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie.Reidel@wrdsb.ca



ANAPHYLAXIS MANAGEMENT

Legal References: *Sabrina's Law, 2005*

Related References: *AP 1460 Administration of Medication*
AP 1470 Anaphylaxis Management Plan

Effective Date: *November 28, 2005*

Revisions: *June 9, 2014*

Reviewed: ~~*September 14, 2015, October 17, 2016,*~~ ***February 12, 2018***

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



ANAPHYLAXIS MANAGEMENT

Legal References:	<i>Sabrina's Law, 2005</i>
Related References:	<i>AP 1460 Administration of Medication AP 1470 Anaphylaxis Management Plan</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 9, 2014</i>
Reviewed:	<i>September 14, 2015, October 17, 2016</i>

1. Preamble

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



Legal References:	<i>Public Sector Accountability Act (2010)</i> Canadian Free Trade Agreement (CFTA) Comprehensive Economic and Trade Agreement (CETA)
Related References	<i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</i> <i>Board Policy 4008 - Signing Authority and Segregation of Duties</i> <i>Board Policy 4015 - Procurement Cards</i> <i>Board Policy 4018 - Fraud Management</i> <i>Administrative Procedure 4360 - Principals of Business Conduct For Board Employees</i> <i>Administrative Procedure 4015 - Ethical Purchasing of Apparel</i> <i>Administrative Procedure 4570 - Procurement</i> <i>Administrative Procedure 4680 - Vendor Qualification</i>
Effective Date:	March 30, 1998
Revision:	November 14, 2016, February 12, 2018
Reviewed:	

1. Policy Statement

- 1.1. It is the policy of the Waterloo Region District School Board (**WRDSB**) to provide a procurement service that meets the needs of learners, educators, and staff, recognizing that:
- 1.1.1. Sound and ethical business practices shall be followed by all persons who acquire products and/or services on behalf of the **WRDSB**, including all departments, schools, school funds, school councils and any other related organizations. These practices include:
 - Adherence to the Board's Supply Chain Code of Ethics as outlined in Appendix 1; and
 - Adherence to the Broader Public Sector (BPS) Procurement Directive as issued by the Ministry of Finance; and,
 - **Adherence to national and international trade agreements.**
 - 1.1.2. The **WRDSB** will purchase products and services which take into account environmental, health and safety factors, and will not knowingly purchase goods and/or services from manufacturers who operate in contravention of local and international labour law and standards.
 - 1.1.3. The Manager, Procurement & Risk Services is empowered to act as the Agent for all purchases of goods and services, and disposition/disposal of surplus supplies, furniture and equipment, in accordance with established guidelines for the **WRDSB** and is appointed as the signing authority by the **WRDSB** for procurement commitments.

Waterloo Region District School Board
Supply Chain Code of Ethics

Goal: To ensure an ethical, professional and accountable Waterloo Region District School Board supply chain.

I. Personal Integrity and Professionalism

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between the WRDSB, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

II. Accountability and Transparency

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

III. Compliance and Continuous Improvement

All individuals involved in purchasing or other supply chain-related activities must comply with this Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.¹

¹ Sources: Broader Public Sector (BPS) Procurement Directive . Purchasing Management Association of Canada Code of Ethics, Ontario Public Buyers Association, Plexxus and Toronto District School Board.



Legal References:	<i>Public Sector Accountability Act (2010)</i>
Related References	<i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance Board Policy 4008 - Signing Authority and Segregation of Duties Board Policy 4015 - Procurement Cards Board Policy 4018 - Fraud Management Administrative Procedure 4360 - Principals of Business Conduct For Board Employees Administrative Procedure 4015 - Ethical Purchasing of Apparel Administrative Procedure 4570 - Procurement Administrative Procedure 4680 - Vendor Qualification</i>
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1. Policy Statement

1.1. It is the policy of the Waterloo Region District School Board (Board) to provide a procurement service that meets the needs of learners, educators, and staff, recognizing that:

- 1.1.1. Sound and ethical business practices shall be followed by all persons who acquire products and/or services on behalf of the Board, including all departments, schools, school funds, school councils and any other related organizations. These practices include:
- Adherence to the Board's Supply Chain Code of Ethics as outlined in Appendix 1; and
 - Adherence to the Broader Public Sector (BPS) Procurement Directive as issued by the Ministry of Finance and outlined in the Board's Administrative Procedures to ensure fair and equal treatment of all qualified suppliers resulting in the best value being realized by the Board.
- 1.1.2. The Board will purchase products and services which take into account environmental, health and safety factors, and will not knowingly purchase goods and/or services from manufacturers who operate in contravention of local and international labour law and standards.
- 1.1.3. The Manager, Procurement & Risk Services is empowered to act as the Agent for all purchases of goods and services, and disposition/disposal of surplus supplies, furniture and equipment, in accordance with established guidelines for the Board and is appointed as the signing authority by the Board for procurement commitments.

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November 14, 2016



SEGREGATION OF DUTIES AND SIGNING AUTHORITY

Legal References:	<i>Public Sector Accountability Act (2010)</i>
Related References:	<i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance Board Policy 4005 - Procurement Board Policy 4018 - Fraud Management Administrative Procedure 4360 - Principles of Business Conduct For Board Employees Administrative Procedure 4315 - Fraud Management Administrative Procedure 4380 - Travel, Meals and Hospitality Expenditures Administrative Procedure 4400 - One-Over-One Approvals Administrative Procedure 4570 - Procurement</i>
Effective Date:	<i>November 29, 2010</i>
Revisions:	<i>November 14, 2016, February 12, 2018</i>

1. Preamble

1.1 Segregation of duties and the delegation of authority are essential controls within the purchase-to-pay process. Together, they ensure integrity of the process by reducing exposure to inappropriate, unauthorized or unlawful expenditures.

2. Segregation of Duties

2.1 Segregation of duties prevents any one person from controlling the entire purchasing process by segregating approvals for the key stages of the supply chain process.

2.2 The Waterloo Region District School Board (Board) will segregate a minimum of three (3) of the following five procurement roles below:

Roles	Explanation	Who
Requisition	Authorize the placement of an order to purchase	Customer requesting the product or service
Budget	Authorize that funding is available to cover the cost of the order	Cost Centre budget holder or Budget Services
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Procurement role within Procurement Services
Receipt	Authorize that the order was physically received, correct and complete	Individual receiving the goods
Payment	Authorize release of payment to the supplier	Accounts Payable role within Financial Services

3. Approvals Authority

The following charts identify the approvals required for various levels of operating and capital Procurement activity. These authority levels must be complied with for all items purchased within the Board.

Approvals for all procurements must be based on the total estimated value including any agreed upon renewals.

3.1. Requisition Approval Authority Schedule

Note: Technology equipment or facilities related items may require additional operational (non-monetary) approvals from the appropriate department (Information Technology Services, Facility Services) prior to procurement.

Total Purchase Amount	Delegated Authority level
Less than or equal to \$50,000	Principal/Manager (Online requisition processing may be delegated to Administrative staff)
Less than \$100,000	Coordinating Superintendents, Superintendents, Controllers, Senior Managers
Greater than or equal to \$100,000	Coordinating Superintendent, Business Services & Treasurer of the Board, or Director of Education
EXCEPTIONS:	
Less than or equal to \$1,000,000 Computer Hardware & Software	Superintendent, Student Achievement & Well-Being (with IT portfolio)
Less than \$1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to \$1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.2. Budget Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
The budget is approved and authorized annually by the Board. Budget Services allocates the approved amounts to schools and departments. Authorized employees may procure up to their budget approval only. If items exceed the allocated budget in the respective areas, the following approvals are required.	
Lesser of 10% or less than \$10,000 over budget	Manager, Budget Services, or designate
Between \$10,000 and less than \$50,000 over budget but not greater than 10% of Budget	Controller, Financial Services

3.3. Commitment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
Less than or equal to \$1,000	Principal/Manager (May include purchases Request for Cheque or Procurement Cards)
Greater than \$1,000 and less than or equal to \$50,000	Procurement Specialist/Project Coordinator
Greater than \$50,000 and less than or equal to \$100,000	Senior Procurement Specialist
Greater than \$100,000 and less than \$1,000,000	Manager of Procurement and Risk Services
Greater than or equal to \$1,000,000	Two signatures required: Manager of Procurement and/or Controller, Financial Services and/or Coordinating Superintendent, Business Services & Treasurer of the Board

3.4. Receipt Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
Less than \$10,000	The Board utilizes "positive receiving" for smaller value purchase orders. The Requisitioner/Budget Holder is accountable for ensuring all items ordered and charged to their budget have been received in good order. Any exceptions should be immediately reported to the Accounts Payable department.
Greater than or equal to \$10,000	Principal/Manager
EXCEPTIONS:	
Less than \$10,000 Construction Project	Facility Services Project Coordinators
Greater than or equal to \$10,000 and less than \$1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to \$1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.5. Payment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
PAYMENTS WITH MATCHING PURCHASE ORDER	
Less than or equal to \$5,000	Accounts Payable Clerk
Greater than \$5,000 and less than or equal to \$25,000	Accounting Officer
Greater than \$25,000 and less than \$50,000	Manager of Accounting Services
Greater than or equal to \$50,000	Controller, Financial Services
PAYMENTS – NO PURCHASE ORDER	Must have Requisition Approval Signature
Less than or equal to \$1,000	Accounts Payable Clerk
Greater than \$1,000 and less than or equal to \$5,000	Accounting Officer
Greater than \$5,000 and less than \$25,000	Manager of Accounting Services
Greater than or equal to \$25,000	Controller, Financial Services
EXPENSE REIMBURSEMENTS	
Less than \$1,000	Principal, Vice-Principal, Controller, Manager, Supervisor and Coordinator
Greater than or equal to \$1,000 and less than \$3,000	Coordinating Superintendent, Business Services & Treasurer of the Board
Greater than or equal to \$3,000	Director of Education

Note: All Capital Payments require additional approval by the Budget Officer responsible prior to payment.

3.6. Monthly Report to Board Chairperson

On a monthly basis, the **Coordinating** Superintendent, Business Services & Treasurer of the Board will prepare and submit a report to the Chairperson of the Board listing all issued payments over \$50,000.

4. Segregation of Approvals

In all cases, at least three of the authorization roles must be from different authorized positions.



SEGREGATION OF DUTIES AND SIGNING AUTHORITY

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Roles	Explanation	Who
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Less than or equal to \$50,000	Principal/Manager (Online requisition processing may be delegated to Administrative staff)
Less than \$100,000	Superintendent/Senior Manager
Greater than or equal to \$100,000	Senior Superintendent, Superintendent, Business Services & Treasurer of the Board or Director
EXCEPTIONS:	
Less than or equal to \$1,000,000 Computer Hardware & Software	Chief Information Officer
Less than \$1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to \$1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.2. Budget Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
The budget is approved and authorized annually by the Board. Budget Services allocates the approved amounts to schools and departments. Authorized employees may procure up to their budget approval only. If items exceed the allocated budget in the respective areas, the following approvals are required.	
Lesser of 10% or less than \$10,000 over budget	Budget Services
Between \$10,000 and less than \$50,000 over budget but not greater than 10% of Budget	Controller, Financial Services

3.3. Commitment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
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Greater than or equal to \$10,000 and less than \$1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to \$1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.5. Payment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
PAYMENTS WITH MATCHING PURCHASE ORDER	
Less than or equal to \$5,000	Accounts Payable Clerk
Greater than \$5,000 and less than or equal to \$25,000	Accounting Officer
Greater than \$25,000 and less than \$50,000	Manager of Accounting Services
Greater than or equal to \$50,000	Controller, Financial Services
PAYMENTS – NO PURCHASE ORDER	Must have Requisition Approval Signature
Less than or equal to \$5,000	Accounting Officer
Greater than \$5,000 and less than \$25,000	Manager of Accounting Services
Greater than or equal to \$25,000	Controller, Financial Services
EXPENSE REIMBURSEMENTS	
Less than \$1,000	Principal, Vice-Principal, Controller, Manager, Supervisor and Coordinator
Greater than or equal to \$1,000 and less than \$3,000	Superintendent, Business Services & Treasurer of the Board
Greater than or equal to \$3,000	Superintendent, Business Services & Treasurer of the Board or Director

Note: All Capital Payments require additional approval by the Budget Officer responsible prior to payment.

3.6. Monthly Report to Board Chairperson

On a monthly basis, the Superintendent, Business Services & Treasurer of the Board will prepare and submit a report to the Chairperson of the Board listing all issued payments over \$50,000.

4. Segregation of Approvals

In all cases, at least three of the authorization roles must be from different authorized positions.



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;</i> and <i>School Board Police Protocol.</i>
Effective Date:	<i>August 23, 2002</i>
Revisions:	March 9, 2015 , September 19, 2016, February 12, 2018
Reviewed:	

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 (**WRDSB**), 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 and other adults. This involves a sustained long-term commitment to put this into practice and change school culture.

1.1 WRDSB is committed to ensuring all of our schools offer a positive learning environment, including:

- 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 **supporting staff in applying progressive discipline procedures in a bias-free manner, honouring the principles of human rights and social justice**
- 1.1.7 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;
- 1.1.8 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;
- 1.1.9 providing properly maintained buildings;

- 1.1.10 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 WRDSB 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 WRDSB, 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 WRDSB’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 WRDSB 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.

WRDSB 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.

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

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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>
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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** 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 and in doing so, taking into account linguistic, ethnocultural, and accessibility considerations.



STUDENT DISCIPLINE

Legal References:	<i>Education Act, as amended;</i> <i>Ontario Human Rights Code;</i> <i>Canadian Charter of Rights and Freedoms;</i> <i>Provincial Code of Conduct.</i>
Related References:	<i>Ontario Regulation 472/07;</i> <i>Ministry of Education Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Ministry of Education Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Board Policy 6000 – Safe Schools;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 6009 – Bullying Prevention and Intervention;</i> <i>Administrative Procedure 1300 – Delegation of Authority (new)</i> <i>Administrative Procedure 1260 – Student Discipline;</i> <i>Administrative Procedure 1620 – Alternative Suspension Program;</i> <i>School Board Police Protocol, 2016;</i> <i>Traumatic Response Protocol, 2013; and</i> <i>Threat Risk Assessment Protocol.</i>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<i>March 23, 2015, October 17, 2016</i>
Reviewed:	February 12, 2018

1. Preamble

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

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

Duty to Respond

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

Duty to Report

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

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

2. Progressive Discipline

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

3. Positive Practices

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

- Bullying prevention and intervention programs;
- Mentorship programs;
- Student success strategies;
- Character development;
- Citizenship development;
- Student leadership; and
- Promoting healthy student relationships;
- Healthy lifestyles.

3.4 Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counselling;
- Conflict resolution/Dispute resolution;
- Restorative Practices;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- Student success strategies.

3.5 WRDSB recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of consequences.

3.6 In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

4. Progressive Discipline Consequences

4.1 Progressive discipline may include early and/or ongoing intervention strategies, such as:

- Contact with the student's parent(s)/guardian(s);
- Verbal reminders;
- Visual Cues to the desired behaviour;
- Review of expectations set out in the school's Code of Conduct;
- Written work assignment with a learning component related to the incident;
- Behaviour Contract;
- Volunteer service to Child Youth Worker;
- Peer mentoring;
- Conflict mediation and resolution;
- Restorative interventions;
- Consultation with school and/or board support staff;
- Referral to community agency for counseling; and
- Review of Program needs.

4.2 Progressive discipline may also include a range of interventions, supports and consequence when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the student's parent(s)/guardian(s), student and principal;
- Referral to a community agency for additional support, counselling or treatment;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class with planned learning activities;

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

5. Suspension

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

- 5.4 A principal who suspends a student under section 306 shall make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

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

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

7. Mitigating Factors

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

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

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

9. Expulsion

- 9.1 The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in one of the activities listed below, for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.
- 9.2 The infractions for which a principal may consider recommending to the Board that a student be expelled from the student's school or from all schools of the Board include:
- 9.2.1 Possessing a weapon, including possessing a firearm or knife;
- 9.2.2 Using a weapon to cause or to threaten bodily harm to another person;
- 9.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 9.2.4 Committing sexual assault;
- 9.2.5 Trafficking in weapons, illegal or restricted drugs;
- 9.2.6 Committing robbery;
- 9.2.7 Giving alcohol to a minor;
- 9.2.8 Bullying or Cyberbullying, if:
- The student has previously been suspended for engaging in bullying, and
 - The student's continued presence in the school creates an unacceptable risk to the safety of another person.
- 9.2.9 Any activity listed under subsection 5.1 that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g. socio-economic status, appearance).
- 9.2.10 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- 9.3 The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society;
- 9.4 Any such infractions about which a board staff member or a third party service provider becomes aware must be reported to the principal or designate in accordance with school district procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

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

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

- 10.3.3 Withdraw the suspension and expunge the record or the suspension, even if the suspension has already been served.

11. Principal Investigation

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

12. Appeal

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

13. Superintendent of Education

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

14. Discipline Committee

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

15. Supports for Students Who Have Been Harmed:

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

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STUDENT DISCIPLINE

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

1. Preamble

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

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

Duty to Respond

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

Duty to Report

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

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

2. Progressive Discipline

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

3. Positive Practices

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

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

4. Progressive Discipline Consequences

- 4.1 Progressive discipline may include early and/or ongoing intervention strategies, such as:
- Contact with the student's parent(s)/guardian(s);
 - Verbal reminders;
 - Visual Cues to the desired behaviour;
 - Review of expectations set out in the school's Code of Conduct;
 - Written work assignment with a learning component related to the incident;
 - Behaviour Contract;
 - Volunteer service to Child Youth Worker;
 - Peer mentoring;
 - Conflict mediation and resolution;
 - Restorative interventions;
 - Consultation with school and/or board support staff;
 - Referral to community agency for counseling; and
 - Review of Program needs.
- 4.2 Progressive discipline may also include a range of interventions, supports and consequence when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the student's parent(s)/guardian(s), student and principal;
 - Referral to a community agency for additional support, counselling or treatment;
 - Detentions;
 - Withdrawal of privileges;
 - Withdrawal from class with planned learning activities;

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

5. Suspension

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

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

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

7. Mitigating Factors

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

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

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

9. Expulsion

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

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

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

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

11. Principal Investigation

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

12. Appeal

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

13. Superintendent of Education

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

14. Discipline Committee

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

15. Supports for Students Who Have Been Harmed:

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

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



Report to Committee of the Whole

February 12, 2018

Subject: French Immersion Review Committee Update

Recommendation

This report is for the information of the Board.

Status

The French Immersion Review Committee consists of the following members:

- **Trustees:** Ted Martin, Courtney Waterfall, Cindy Watson
- **Student Trustees:** George Kenyon, Kimia Shaban
- **Students:** Prachi Hambir, Marin Taylor, Alina Cirlova, Allison McDowell, Mary-Jane Miller
- **French Immersion Parents:** Kerri Gettliffe, Melissa Jenkins, Mandi Bond
- **Non-French Immersion Parents:** B. Hutzal, Laurie Tremble
- Bill Lemon, Superintendent, Student Achievement & Well-Being (Co-Chair)
- Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board (Co-Chair)

The members in attendance at each meeting are as follows:

Members

Member's Name	Nov 15/17	Nov 29/17	Dec 14/17	Jan 17/18
Ted Martin, Trustee	X	X	X	X
Courtney Waterfall, Trustee	X		X	X
Cindy Watson, Trustee	X	X		X
George Kenyon, Student Trustee	X			
Kimia Shaban, Student Trustee	X	X		
Prachi Hambir, Student	X	X		X
Marin Taylor, Student	X	X	X	X
Alina Cirlova, Student	X	X		
Allison McDowell, Student	X	X	X	
Mary-Jane Miller, Student		X		X
Mandi Bond, FI Parent		X	X	
Kerri Gettliffe, FI Parent		X		
Melissa Jenkins, FI Parent		X		
Laurie Tremble, Non FI Parent			X	X
Brent Hutzal, Non FI Parent	X	X	X	

Member's Name	Nov 15/17	Nov 29/17	Dec 14/17	Jan 17/18
Bill Lemon, Superintendent, Student Achievement & Well-Being (Co-Chair)	X	X	X	X
Matthew Gerard, Coordinating Superintendent, Student Achievement & Well-Being (Co-Chair)	X	X	X	X

X – Present

Others In Attendance

Member's Name	Nov 15/17	Nov 29/17	Dec 14/17	Jan 17/18
Kathi Smith, Trustee	X	X		
Lauren Agar, Manager of Planning			X	X

X – Present

The committee has met monthly to discuss French Immersion staffing challenges, equitable access for students and transportation, and the pros and cons of a French Immersion magnet school. The committee analyzed the strengths and opportunities related to the French Immersion program and potential recommendations to improve the program have started to emerge.

Although the committee has met monthly, the complexity of the review necessitates that the group continue to meet to formalize its recommendations. The committee's recommendations will be brought forward to the Committee of the Whole in April 2018.

Background

By way of a Board of Trustees motion passed on June 12, 2017 and further ratified at their meeting on June 26, 2017, the French Immersion Review Committee was formed. The French Immersion Review Committee was mandated to review French Immersion and the Extended French Program models and delivery for elementary and secondary students. The review is to include staffing challenges, equitable access for each and every student, transportation and the advantages and disadvantages of a French Immersion Magnet School. The French Immersion Review Committee Terms of Reference require a report to the Board of Trustees with recommendations by the end of February 2018.

Financial implications

No financial implications.

Communications

No communication is necessary at this time.

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being
 Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
 in consultation with Coordinating Council.



Report to Committee of the Whole

February 12, 2018

Subject: Motion to Amend Board Policy 1000 – Display of Flags

Recommendation

That the Waterloo Region District School Board amend Board Policy 1000 – Display of Flags; and

That the amendment ensures that all flag requests other than the National Flag of Canada, Provincial Flag of Ontario, or flags flown at half mast, come to trustees for approval.

Status

This report contains a Notice of Motion served by Trustee C. Watson at the June 26, 2017, Board Meeting and was supported by Trustees J. Hendry and C. Harrington.

Background

Board Policy 1000 – Display of Flags was last reviewed on November 14, 2016, and can be found as Appendix A.

Financial implications

No financial implications.

Communications

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Cindy Watson, Trustee
in consultation with Coordinating Council



Waterloo Region
District School Board

Board Policy 1000

DISPLAY OF FLAGS

Legal References:	<i>Education Act: Ontario Regulation 298 – Operation of Schools, General</i>
Related References:	
Effective Date:	<i>February 23, 1998</i>
Reviewed:	November 14, 2016
Revisions:	

1. Preamble

It is the policy of the Waterloo Region District School Board, in compliance with the legislative requirements contained in Ontario Regulation 298 (Operation of Schools--General), under the Education Act, to:

- 1.1 require that flags be treated with dignity and respect;
- 1.2 require that every school fly both the National Flag of Canada and the Provincial Flag of Ontario on such occasions as the board directs;
- 1.3 require that every school display in the school the National Flag of Canada and the Provincial Flag of Ontario;
- 1.4 require that, when directed by the Board or at the discretion of the Director of Education, or designate, the flag be flown at half mast as a sign of mourning.



Report to Committee of the Whole

February 12, 2018

Subject: Motion to Request Special Education Funding

Recommendation

That the Waterloo Region District School Board write a letter to the Ministry of Education requesting a thorough review of the Special Education funding formula, and that additional funding be provided to school boards for resources to help support students with high risk behaviours.

Status

This report contains a Notice of Motion served by Trustee C. Watson at the November 27, 2017, Board Meeting and was supported by Trustees N. Waddell and C. Harrington.

Financial implications

No financial implications.

Communications

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Cindy Watson, Trustee
in consultation with Coordinating Council



Report to Committee of the Whole

February 12, 2018

Subject: Motion to Provide Naloxone Kits in Schools

Recommendation

That the Waterloo Region District School Board provides Naloxone kits in its rural schools, secondary schools and alternative programs; and

That the Waterloo Region District School Board provides Naloxone kits in its elementary schools.

Status

This report contains a Notice of Motion served by Trustee C. Watson at the November 27, 2017, Board Meeting and was supported by Trustees C. Waterfall and C. Harrington.

Background

A report including the estimated annual cost of Naloxone kits was presented to Trustees on November 20, 2017.

Financial implications

Please see Appendix A for the estimated annual cost.

Communications

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Cindy Watson, Trustee
in consultation with Coordinating Council

Naloxone – Financial Analysis

Narcan (Naloxone Kits)	Sites	Units per Site	Cost per Unit	Extended Cost
Elementary	105	1	\$ 145	\$ 15,225
Secondary	16	3	\$ 145	\$ 6,960
Alternative	20	2	\$ 145	<u>\$ 5,800</u>
			Sub-Total	\$ 27,985
Staff Training (Release Time)			Staff	
Elementary			4	\$ 43,050
Secondary			9	\$ 12,800
Alternative			20	<u>\$ 5,600</u>
			Sub-Total	\$ 61,450
Training Materials and Staff Deployment				<u>\$ 30,000</u>
			Total	<u>\$ 119,435</u>