

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, April 8, 2019, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Hafsa Said, Wyle Elimam, Deborah Tewelde, Randa Salih – Racial Sensitivity Training

Policy and Governance

01	Review of Board Policy 6009 - Student Bullying Prevention and Intervention	P. Rubenschuh
16	Review of Board Policy 1008 - Equity and Inclusion	P. Rubenschuh
20	Review of Board Policy 6000 - Safe Schools	P. Rubenschuh
26	Review of Board Policy 6008 - Student Discipline	P. Rubenschuh
44	Review of Board Policy 6001 - Code of Conduct (Student)	P. Rubenschuh
52	Review of Board Policy 1006 - Supporting Students with Prevalent Medical Conditions (previously Anaphylaxis Management)	S. Miller

Reports

55	West Waterloo Elementary Boundary Study Phase 2	M. Gerard
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Board Reports

	Student Senate Update	Student Trustees
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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



STUDENT BULLYING PREVENTION AND INTERVENTION

Legal References:	<p><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>Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Safe Schools: Creating a Positive School Climate;</i> <i>Ontario Regulation 474/00 – Access to School Premises;</i> <i>Ontario Regulation 472/07 – Suspension and Expulsion of Pupils;</i> <i>Trespass to Property Act.</i></p>
Related References:	<p><i>Caring and Safe Schools in Ontario;</i> <i>Realizing the Promise of Diversity, Ontario’s Equity and Inclusive Education Strategy;</i> <i>Board Policy 6000 – Safe Schools;</i> <i>Board Policy 6008 – Student Discipline;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 1008 – Equity and Inclusion;</i> <i>AP1200 Student Bullying Prevention and Intervention;</i> <i>AP1260 Student Discipline;</i> <i>School Board Police Protocol; and</i> <i>Threat Risk Assessment Protocol; and</i> <i>Traumatic Response Protocol.</i></p>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<i>February 2014, April 20 2015, April 8, 2019</i>
Reviewed:	<i>June 19, 2017</i>

1.0 Preamble

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

- 1.3 The impact of bullying can lead to long-term social and emotional problems not only for the victims of bullying, but for the bully and those who watch or are aware it is happening. Bullies have an increased risk of becoming adults who engage in illegal activities, substance abuse, dating/relationship violence, child abuse and elder abuse. As a society, for many decades bullying was either viewed as a relatively harmless “rite of passage” or ignored altogether. It has taken high-profile acts of school violence and youth suicide to change the public perception of bullying behaviour, and to reach an understanding of what it actually is: a form of physical, emotional and/or psychological abuse.
- 1.4 At the Waterloo Region District School Board we believe it is everyone’s responsibility to stop bullying behaviour which is why we partner with parents/guardian/caregiver, community organizations and agencies to put a stop to bullying. Principals are required by legislation to review annually with all staff the “*duty to respond*” to all incidents that can negatively affect school climate, including bullying; the “*duty to report*” all suspected bullying activities; bullying definitions, means and forms; as well as education around the difference between rough play, conflict and bullying. Serious incidents of bullying are defined as, but not limited to, racist, homophobic, sexual and sexist remarks, body image, disability, slurs, jokes or graffiti that could lead to suspension and/or expulsion. All incidents of bullying will result in a consideration of suspension and/or expulsion pursuant to sections 306(1) and 310(1) of the Education Act.

2.0 Definitions of Bullying

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

2.2 Cyber-bullying

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

- 2.2.1 Creating a web page, a blog or use of social media tools, in which the creator assumes the identity of another person;
- 2.2.2 Impersonating another person as the author of content or messages posted on the internet; and
- 2.2.3 Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

2.3 Positive School Climate

- 2.3.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.
- 2.3.2 The following are some characteristics of a positive school climate:
- Students, staff members, and parents feel safe, and are safe, included, and accepted.
 - All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
 - Students are encouraged and given support to be positive leaders and role models in their school community.
 - Open and ongoing dialogue takes place between the principal, staff members, parents/guardians/caregivers, and students. All partners are actively engaged.
 - The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
 - Every student is inspired and given support to succeed in an environment of high expectations.
 - Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

2.4 Means and Forms of Bullying

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

- 2.4.1 *Physical bullying* includes behaviors such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.
- 2.4.2 *Verbal bullying* includes behaviors such as: name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments, or sexual harassment.
- 2.4.3 *Social bullying* includes behaviors such as: rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships.
- 2.4.4 *Electronic or Cyber-bullying* includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.
- 2.4.5 *Racial bullying* includes behaviors such as: treating people disrespectfully because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names, or telling racist jokes.
- 2.4.6 *Religious bullying* comprises treating people disrespectfully because of their religious background or beliefs, saying bad things about a religious background

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

or belief, name calling or telling jokes based on others' religious beliefs and practices.

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

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

2.5 Rough Play vs. Conflict vs. Bullying

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

2.5.2 Staff are reminded that, in resolving issues in a healthy manner, students often need adult assistance to resolve rough play or conflict, and that rough play or conflict resolved in a healthy manner is much less likely to result in bullying.

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

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

3.0 Reporting of Bullying Incidents by Students

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

4.0 Reporting of Bullying Incidents by Parents/Guardians/Caregivers

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

5.0 Responding to Bullying by Board Staff

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

6.0 Reporting of Bullying Incidents by Board Staff

- 6.1 All bullying incidents must be reported using the appropriate form (*IS-15-03 Safe Schools Incident Reporting Form*). Bullying incidents must be reported by the end of the school

day and as soon as possible after the incident. Where immediate action is required, the report can be made verbally, with submission of the written form by the following day.

7.0 Principals Response to Reports of Bullying

- 7.1 After a report is submitted, the Principals will investigate any reports of inappropriate behaviour and specifically bullying, and communicate the results of the investigation to the employee. Principal must acknowledge the receipt of the report to the employee who reported. The receipt will identify if further action is being taken or if no action is required.
- 7.2 If no action is taken, it is not necessary to retain the report.
- 7.3 If action is taken, the report will be kept for a period of one year in the student's OSR; however the names of all other students on the form (co-aggressors and victims) must be removed. No record of the incident shall be placed in the victim's or victims' OSRs.
- 7.4 Principals are required to inform parent/guardians/caregivers of victims, as a result of any incident for which suspension/expulsion is being considered, in respect of all bullying conduct and all other incidents referenced in section 306(1) and 310(1) of the *Education Act*.
- 7.6 When notifying the parent/guardian/caregiver of the victim, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to their child, the steps being taken to keep their child safe, including the nature of the discipline in response to the incident, and the supports that will be provided for the student in response to the harm that resulted from the incident. Principals must not share the name of the student who caused harm or any identifying information with the parent / guardian / caregiver of the victim, except to the extent that it is necessary to comply with the requirements of subsection 300.3(4) of the *Education Act*.
- 7.7 Principals must not inform the parents/guardians/caregivers of the student who caused harm when, in the Principal's discretion, doing so would put the student at risk of harm from the parent/guardian/caregiver. If the Principal decides not to notify the parent/guardian/caregiver for this reason, the Principal must document the rationale for the decision and advise the Supervisory Officer. The Principal is required to inform the teacher or, if appropriate, the other staff member who reported the harm of this decision. In addition, the principal shall not inform the parent of a student who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.
- 7.8 When notifying the parent/guardian/caregiver of the student who caused harm, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to the other child, the nature of any disciplinary measures taken in response to the incident, and the supports that will be provided to the student in response to his or her engagement in the activity. Principals must not share the name of the student who was harmed or any identifying information with the parent/guardian/caregiver of the student who caused the harm, except to the extent that it is necessary to comply with the requirements of subsection 300.3(6) of the *Education Act*.
- 7.9 When notifying a parent/caregiver/guardian under these sections, the principal shall invite the parent/caregiver/guardian to have a discussion with the principal about the supports that will be provided for his or her child.

8.0 Supports for Victims and for Students who Bully

- 8.1 All WRDSB staff must take allegations of homophobia, sexual harassment, gender-based violence, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously. Incidents of this nature must be dealt with in a sensitive, supportive and timely manner.

- 8.2 All staff must support students who disclose they are being bullied by providing programs, interventions or other supports and by making available information on community agencies that can provide professional support.
- 8.3 Schools will develop specific plans to protect students who have been bullied and must outline a process for parents/guardians/caregivers to follow if they are not satisfied with the supports their children receive.
- 8.4 If it is deemed necessary that students need to be separated to protect a student or to preserve school safety, it is preferable if the victim remains in the home school, unless parents make a specific request for a move.

9.0 Supports for Bystanders

- 9.1 When bullying does happen, it is imperative to debrief the incident with bystanders. This is a teachable moment and the best tool for building empathy. See *AP1200 - Student Bullying Prevention and Intervention* for debriefing suggestions.
- 9.2 The Board shall provide programs, interventions or other supports to these individuals who witness bullying.
- 9.3 Students are more likely to challenge bullying situations if active intervention by all members of the school community in bullying situations is valued and encouraged.

10.0 Prevention Strategies

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

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

11.0 Bullying Prevention and Intervention Plan

- 11.1 The Board will support schools in the development and implementation of site-specific **the Board's** Bullying Prevention and Intervention Plans, **which** that will provide consultation opportunities with all stakeholders, including students, principals, teachers and all other staff, parents/guardians/caregivers, volunteers, school councils and community members. Such plans will be based on the Ministry of Education's most recent Model Bullying Prevention and Intervention Plan and will comply with the Board's policies and procedures regarding Bullying Prevention and Intervention.
- 11.2 When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.

12.0 Bullying Awareness and Prevention Week

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

13.0 Communication of the Policy

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

14.0 Access to Information

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



STUDENT BULLYING PREVENTION AND INTERVENTION

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Reviewed:	February 22, 2016

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

- 1.3 The impact of bullying can lead to long-term social and emotional problems not only for the victims of bullying, but for the bully and those who watch or are aware it is happening. Bullies have an increased risk of becoming adults who engage in illegal activities, substance abuse, dating/relationship violence, child abuse and elder abuse. As a society, for many decades bullying was either viewed as a relatively harmless “rite of passage” or ignored altogether. It has taken high-profile acts of school violence and youth suicide to change the public perception of bullying behaviour, and to reach an understanding of what it actually is: a form of physical, emotional and/or psychological abuse.
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- 2.1.3 Creating a negative environment at a school for another individual, and
- 2.1.4 the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”)
- 2.1.5 For the purposes of the definition, “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.
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For the purposes of the definition, “bullying” includes bullying by electronic means (commonly known as cyber-bullying), including,
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- 2.2.2 Impersonating another person as the author of content or messages posted on the internet; and
- 2.2.3 Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- 2.3 **Positive School Climate**
- 2.3.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.
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- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

2.4 Means and Forms of Bullying

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

- 2.4.1 *Physical bullying* includes behaviors such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.
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2.5 Rough Play vs. Conflict vs. Bullying

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

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3.0 Reporting of Bullying Incidents by Students

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

4.0 Reporting of Bullying Incidents by Parents/Guardians/Caregivers

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

5.0 Responding to Bullying by Board Staff

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

6.0 Reporting of Bullying Incidents by Board Staff

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

7.0 Principals Response to Reports of Bullying

- 7.1 After a report is submitted, the Principals will investigate any reports of bullying and communicate the results of the investigation to the employee. Principal must acknowledge the receipt of the report to the employee who reported. The receipt will identify if further action is being taken or if no action is required.
- 7.2 If no action is taken, it is not necessary to retain the report.
- 7.3 If action is taken, the report will be kept for a period of one year in the student's OSR; however the names of all other students on the form (co-aggressors and victims) must be removed. No record of the incident shall be placed in the victim's or victims' OSRs.
- 7.4 Principals are required to inform parent/guardians/caregivers of victims, as a result of any incident for which suspension/expulsion is being considered, in respect of all bullying conduct and all other incidents referenced in section 306(1) and 310(1) of the *Education Act*.
- 7.5 Principals must not inform the parents/guardians/caregivers of a victim when, in the Principal's discretion, doing so would put the victim at risk of harm from the parent/guardian/caregiver. If the Principal decides not to notify the parent/guardian/caregiver for this reason, the Principal must document the rationale for the decision and advise the Supervisory Officer. The Principal is required to inform the teacher or, if appropriate, the other staff member who reported the harm of this decision.
- 7.6 When notifying the parent/guardian/caregiver of the victim, the Principal must disclose the nature of the incident that caused harm, the nature of the harm to their child and the steps being taken to keep their child safe, including the nature of the discipline in response to the incident. Principals must not share the name of perpetrator or any identifying information with the parent/guardian/caregiver of the victim, except to the extent that it is necessary to comply with the requirements of subsection 300.3(4) of the *Education Act*.

- 7.7 The Board shall provide programs, interventions or other supports to persons who have engaged in bullying. Intervention for students who demonstrate bullying behaviour will be consistent with a progressive discipline approach that utilizes a continuum of supports and consequences to address inappropriate behaviour. Interventions will build upon strategies that promote positive behaviour, ranging from early interventions to more intensive interventions which could include possible referral to community or social agencies. For students with special needs, interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the IEP. Mitigating and other factors must also be taken into consideration.
- 7.8 Bullying is an activity for which suspension and possible expulsion must be considered pursuant to sections 306(1) and 310(1) of the Education Act.

8.0 Supports for Victims

- 8.1 All WRDSB staff must take allegations of homophobia, sexual harassment, gender-based violence, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously. Incidents of this nature must be dealt with in a sensitive, supportive and timely manner.
- 8.2 All staff must support students who disclose they are being bullied by providing programs, interventions or other supports and by making available information on community agencies that can provide professional support.
- 8.3 Schools will develop specific plans to protect students who have been bullied and must outline a process for parents/guardians/caregivers to follow if they are not satisfied with the supports their children receive.
- 8.4 If it is deemed necessary that students need to be separated to protect a student or to preserve school safety, it is preferable if the victim remains in the home school, unless parents make a specific request for a move.

9.0 Supports for Bystanders

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

10.0 Prevention Strategies

- 10.1 **Code of Conduct** – All WRDSB staff will familiarize themselves with both the Board Code of Conduct and the School's Code of Conduct which set out standards for behaviour. Schools will incorporate into their Code of Conduct the stipulations of this policy, associated procedures and the responsibilities for staff, students and parents/guardians/caregivers as outlined in this policy.
- 10.2 **Safe, Caring & Inclusive Schools Team** – Every school will have a SCIS Team consisting of an administrator, teacher, paraprofessional, parent/guardian/caregiver and a student. The team will meet a minimum of 3 times per year for the purpose of monitoring the school climate. Members will review the data from biennial surveys of students, staff, and parents, and recommend appropriate measures to address areas of concern. The Chair of this team must be a staff member.
- 10.3 **Positive School Climate** – A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included.
- 10.4 **Collaborations with Community Agencies** - The Waterloo Region District School Board pursues collaborations with community organizations and agencies to work towards the elimination of bullying.

- 10.5 **Training** – Bullying Awareness and Prevention Training will be provided to staff and students on an on-going basis, and, at a minimum, annually.
- 10.6 **Leadership Activities** – All students should participate in bullying prevention and leadership initiatives within their own school, such as daily classroom teaching with curriculum links, character education initiatives, mentorship programs, citizenship development, student leadership, student success strategies, healthy lifestyles initiatives and social skills development.
- 10.7 **Teaching Strategies** – Teaching strategies will support the school-wide Ministry of Education bullying prevention strategies by integrating prevention and intervention strategies into curriculum. Teaching strategies will focus on developing healthy relationships by promoting inclusion, respect and empathy. Prevention messaging will be reinforced through programs addressing discrimination based on age, race, sexual orientation, gender identity, gender expression, faith, special needs, ethnicity, social status and family circumstances.

11.0 Bullying Prevention and Intervention Plan

- 11.1 The Board will support schools in the development and implementation of site-specific Bullying Prevention and Intervention Plans that will provide consultation opportunities with all stakeholders, including students, principals, teachers and all other staff, parents/guardians/caregivers, volunteers, school councils and community members. Such plans will be based on the Ministry of Education's most recent Model Bullying Prevention and Intervention Plan and will comply with the Board's policies and procedures regarding Bullying Prevention and Intervention.
- 11.2 When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.

12.0 Bullying Awareness and Prevention Week

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

13.0 Communication of the Policy

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

14.0 Access to Information

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



EQUITY AND INCLUSION

Legal References:	<i>Ontario Human Rights Code;</i> <i>Education Act;</i> <i>Canadian Charter of Rights and Freedoms.</i>
Related References:	Policy/Program Memorandum No. 119; Ontario's Equity and Inclusive Education Strategy, 2008; <i>Administrative Procedure 1200 – Student Bullying Prevention and Intervention;</i> <i>Administrative Procedure 1230 - Faith and Religious Accommodations;</i> <i>Administrative Procedure 1540 - Religious and Cultural Days of Significance in Schools;</i> <i>Administrative Procedure 1580 - Off-Campus - Categories I, II & III;</i> <i>Administrative Procedure 3340 - The Selection of Teaching Personnel for Positions of Added Responsibility: Principal and Vice Principal;</i> <i>Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment;</i> <i>Administrative Procedure 4860 - Pupil Accommodation Review;</i> <i>Board Policy 1010 - Accessibility for Ontarians With Disabilities;</i> <i>Board Policy 6000- Safe Schools;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 6008 – Student Discipline;</i> <i>Board Policy 6009 – Student Bullying Prevention and Intervention;</i> <i>Board Policy 6010 – Student Dress Code; and</i> <i>WRDSB - Equity and Indigenous Action Plan</i>
Effective Date:	May 29, 2006
Revisions:	May 30, 2016, October 16, 2017
Reviewed:	May 30, 2016, April 8, 2019

1. Preamble

- 1.1 The Waterloo Region District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations in accordance with the Ontario Human Rights Code (the Code), the Education Act, and the Canadian Charter of Rights and Freedoms. The Board and its staff are committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (the Strategy) and the Ontario Ministry of Education Policy/Program Memorandum No. 119. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.
- 1.2 The Board values the contribution of all members of our diverse community of students, staff, parents/guardians/caregivers, and community groups to our overall goal and key priorities. The Board supports the diversity of students, staff, and parents/guardians/caregivers who make up the school community.

- 1.3 The Board's policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities for students, staff and community partners. The Board will identify and remove systemic and attitudinal barriers and biases to learning and employment opportunities that have a discriminatory effect on any individual.

2. Areas of Focus

- 2.1 The Board will provide a safe, inclusive environment free from inequity, discrimination and harassment, by addressing the following eight major areas of focus:
- 2.1.1 **POLICIES, PROGRAMS, GUIDELINES AND PRACTICES**
Serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of the Board's operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.
 - 2.1.2 **SHARED AND COMMITTED LEADERSHIP**
Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the Ministry, Board and schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.
 - 2.1.3 **SCHOOL-COMMUNITY RELATIONSHIPS**
Establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.
 - 2.1.4 **INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES**
Implement an inclusive curriculum and review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize their learning potential.
 - 2.1.5 **FAITH AND RELIGIOUS ACCOMMODATION**
Acknowledge each individual's right to follow or not to follow religious beliefs and practices, which shall be free from discriminatory or harassing behaviour. Commit to taking all reasonable steps to provide faith and religious accommodations to staff and students.
 - 2.1.6 **SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT**
Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.
 - 2.1.7 **PROFESSIONAL LEARNING**
Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Code.
 - 2.1.8 **ACCOUNTABILITY AND TRANSPARENCY**
Assess and monitor Board progress in implementing the Strategy; to embed the principles into all Board policies, programs, guidelines, and practices; and to communicate these results to the community.



EQUITY AND INCLUSION

Legal References:	<i>Ontario Human Rights Code;</i> <i>Education Act;</i> <i>Canadian Charter of Rights and Freedoms.</i>
Related References:	Policy/Program Memorandum No. 119 Ontario's Equity and Inclusive Education Strategy, 2008 <i>Administrative Procedure 1200 – Student Bullying Prevention and Intervention</i> <i>Administrative Procedure 1230 - Faith and Religious Accommodations</i> <i>Administrative Procedure 1540 - Religious and Cultural Days of Significance in Schools</i> <i>Administrative Procedure 1580 - Off-Campus - Categories I, II & III</i> <i>Administrative Procedure 3340 - The Selection of Teaching Personnel for Positions of Added Responsibility: Principal and Vice Principal</i> <i>Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i> <i>Administrative Procedure 4860 - Pupil Accommodation Review</i> <i>Board Policy 1010 - Accessibility for Ontarians With Disabilities</i> <i>Board Policy 6000- Safe Schools</i> <i>Board Policy 6001 – Code of Conduct</i> <i>Board Policy 6008 – Student Discipline</i> <i>Board Policy 6009 – Student Bullying Prevention and Intervention</i> <i>Board Policy 6010 – Student Dress Code</i>
Effective Date:	<i>May 29, 2006</i>
Revisions:	<i>September 15, 2014, May 30, 2016</i>
Reviewed:	<i>May 30, 2016</i>

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- 1.2 The Board values the contribution of all members of our diverse community of students, staff, parents, and community groups to our overall goal and key priorities. The Board supports the diversity of students, staff, and parents that make up the school community.
- 1.3 The Board's policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities for students, staff and community partners. The Board will identify and remove systemic and attitudinal barriers and biases to learning and employment opportunities that have a discriminatory effect on any individual.

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2.1.2 SHARED AND COMMITTED LEADERSHIP

Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the ministry, boards and schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.

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Establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

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Implement an inclusive curriculum and review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

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Acknowledge each individual's right to follow or not to follow religious beliefs and practices, which shall be free from discriminatory or harassing behaviour. Commit to taking all reasonable steps to provide faith and religious accommodations to staff and students.

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Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Code.

2.1.8 ACCOUNTABILITY AND TRANSPARENCY

Assess and monitor Board progress in implementing the "Strategy"; to embed the principles into all Board policies, programs, guidelines and practices; and to communicate these results to the community.



SAFE SCHOOLS

Legal References:	<i>Education Act, as amended; Ontario Human Rights Code; Canadian Charter of Rights and Freedoms; Provincial Code of Conduct; Ontario Regulation 472/07.</i>
Related References:	<i>Policy and Procedure Memorandum 144 – Bullying Prevention and Intervention; Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour; Board Policy 6001 - Code of Conduct; Board Policy 6009 – Bullying Prevention and Intervention; Board Policy 6008 – Student Discipline; Administrative Procedure 1200 – Bullying Prevention and Intervention; Administrative Procedure 1260 – Student Discipline; Administrative Procedure 3720 – Racial, Religious & Ethno-cultural Harassment; Traumatic Response Protocol, 2013; Threat Risk Assessment Protocol, 2012; and School Board Police Protocol.</i>
Effective Date:	<i>August 23, 2002</i>
Revisions:	<i>September 19, 2016, February 12, 2018</i>
Reviewed:	April 8, 2019

1. Preamble

- 1.1 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.
- 1.2 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.
- 1.3 WRDSB is committed to ensuring all of our schools offer a positive learning environment, including:
 - 1.3.1 significantly reducing the incidence of violence in Waterloo Region schools;
 - 1.3.2 significantly reducing the incidence of bullying;
 - 1.3.3 preparing students to conduct their lives in non-violent ways;
 - 1.3.4 enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations;
 - 1.3.5 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;

- 1.3.6 supporting staff in applying progressive discipline procedures in a bias-free manner, honouring the principles of human rights and social justice;
 - 1.3.7 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;
 - 1.3.8 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;
 - 1.3.9 providing properly maintained buildings;
 - 1.3.10 complying with provincial legislation.
- 1.4 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.
- 1.5 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”.
- 1.6 It is the policy of the Waterloo Region District School Board to hold the following expectations:
- 1.6.1 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.
 - 1.6.2 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.
 - 1.6.3 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.
 - 1.6.4 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.
 - 1.6.5 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.
 - 1.6.6 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.

- 1.6.7 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.
 - 1.6.8 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.
 - 1.6.9 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.
 - 1.6.10 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.
- 1.7 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.
- 1.8 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.
- 1.9 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.



Board Policy 6000

SAFE SCHOOLS

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



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, April 8, 2019</i>
Reviewed:	<i>February 12, 2018</i>

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.

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- 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-15-03). ~~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;
 - Promoting healthy student relationships; and
 - 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 Possession of cannabis;**
 - 5.1.4 Being under the influence of alcohol and/or restricted drugs;
 - 5.1.5 Being under the influence of cannabis;**
 - 5.1.6 Giving cannabis to a minor;**
 - 5.1.7 Swearing at a teacher or at another person in a position of authority;
 - 5.1.8 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;
 - 5.1.9 Bullying or Cyberbullying;
 - 5.1.10 Any other act that is an activity for which a principal may suspend a pupil under a policy of the board;
 - 5.1.11 Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or**
 - 5.1.12 Any act considered by the principal to be contrary to the Board or school Code of Conduct.**
- 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 Giving cannabis to a minor;**
- 9.2.9 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.
- 9.2.10 Any activity listed in Section 306(1) 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).**
- 9.2.11 An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;**
- 9.2.12 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;**
- 9.2.13 Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;**
- 9.2.14 Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;**
- ~~9.2.15 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~~ Student Achievement & Well-Being

- 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.



STUDENT DISCIPLINE

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- 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.



Board Policy 6001 CODE OF CONDUCT

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

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

Effective Date: *June 25, 2001*

Revisions: *October 17, 2016, November 21, 2016, April 8, 2019*

Reviewed: *May 14, 2018*

1. Preamble

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

2. Roles and Responsibilities

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

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

- 2.5 Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:
- 2.5.1 show an active interest in their child's school work and progress;
 - 2.5.2 communicate regularly with the school;
 - 2.5.3 help their child be appropriately dressed and prepared for school;
 - 2.5.4 ensure that their child attends school regularly and on time;
 - 2.5.5 promptly report to the school their child's absence or late arrival;
 - 2.5.6 show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;
 - 2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff; and
 - 2.5.8 encourage and assist their child in understanding and following the rules of behaviour.
- 2.6 This policy plays an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship:

All members of the school community must:

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

3.2 Safety:

All members of the school community must not:

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

4. Development of School Codes of Conduct

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



Board Policy 6001

CODE OF CONDUCT

Legal References:	<i>Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils</i>
Related References:	<i>Board Policy 6000 – Safe Schools Board Policy 6008 – Student Discipline; Board Policy 6009 – Student Bullying Prevention and Intervention; Board Policy G201 - Trustee Code of Conduct Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies; Administrative Procedure 1260 – Student Discipline; Administrative Procedure 1620 – Alternative Suspension Program; Administrative Procedure 3760 – Staff Discipline.</i>
Effective Date:	<i>June 25, 2001</i>
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Reviewed:	<i>May 14, 2018</i>

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

2. Roles and Responsibilities

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

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

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

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship:

All members of the school community must:

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

3.2 Safety:

All members of the school community must not:

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

4. Development of School Codes of Conduct

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



ANAPHYLAXIS MANAGEMENT SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS

(Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizure Disorder and/or Other)

Responsibility:	<i>Superintendent, Human Resource Services</i>
Legal References:	PPM 161 <i>Sabrina's Law, 2005</i> Ryan's Law, 2015 MFIPPA
Related References:	Board Policy 1008 Equity and Inclusion <i>AP 1460 Administration of Medication</i> <i>AP 1470 Anaphylaxis Management Plan</i> AP 1530 Diabetes Management AP 1467 Asthma Management Plan AP 1463 Epilepsy and Seizure Disorder Management Plan
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 9, 2014, April 8, 2019</i>
Reviewed:	<i>October 17, 2016, February 12, 2018</i>

1. Preamble

1.1 In accordance with PPM 161 and to promote the safety and well-being of students and as required by Sabrina's Law and Ryan's Law, it is the policy of the Waterloo Region District School Board (WRDSB) to establish and maintain Administrative Procedures for students with anaphylactic/severe allergic reactions and for students diagnosed with asthma.

1.2 In accordance with PPM 161 and to promote the safety and well-being of students, it is the policy of the WRDSB to establish and maintain Administrative Procedures for students diagnosed with Diabetes, Epilepsy and Seizure Disorder and/or any other Prevalent Medical Conditions.

~~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. Responsibilities of the Principal

The Principal will:

- 2.1 *Implement plans that reduce the risk of exposure to Anaphylactic/Asthmatic Causative agents in classrooms and common school areas that may directly trigger a reaction for the student.***
- 2.2 *Ensure WRDSB staff are aware of how to respond when dealing with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizure Disorder and/or Other) and provide specific training.***
- 2.3 *Share a communication plan for the dissemination of information on Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizures Disorder, and/or Other) to parent(s)/legal guardian(s), pupils and employees.***
- 2.4 *Develop an individual Plan of Care for each pupil who has a Prevalent Medical Condition.***
- 2.5 *Ensure that, upon registration, parent(s)/guardian(s) and pupils shall be asked to supply information on Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy & Seizures Disorder, and/or Other).***
- 2.6 *Maintain a file for each pupil with a Prevalent Medical Condition 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.***

~~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>October 17, 2016, February 12, 2018</i>

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.



Report to Committee of the Whole

April 8, 2019

Subject: Boundary Changes and Recommendations; West Waterloo Elementary Boundary Study Phase 2

Recommendation

That the Waterloo Region District School Board (Board) approves the boundary changes and recommendations resulting from the West Waterloo Elementary Boundary Study Phase 2 described as Scenario 5 in Appendix A of the report presented to the Board of Trustees at its meeting on April 8, 2019.

Status

The West Waterloo Elementary Boundary Study Phase 2 Working Group has completed the Boundary Study process and is recommending implementation of Scenario 5 (see Appendix A).

Scenario 5 recommends a revised Grade 7-8 elementary school boundary for Vista Hills Public School and Laurelwood Public School, effective September 2019 for Grade 7 and September 2020 for Grade 7-8. The Abraham Erb Public School area is redirected from Vista Hills Public School to Laurelwood Public School for Grade 7-8.

To address additional enrolment pressure and overcrowding at Vista Hills Public School (JK-8), two new Development Areas* (DAs) have been established and will be assigned to a school(s) outside of the study area. These DAs are removed from the Vista Hills Public School JK-8 boundary, effective March 25, 2019.

**A Development Area is a geographically defined area, usually a new residential area that is designated by the Board and thereby removed from all permanent school attendance areas by Board motion. By definition, Development Areas do not have a home school and are temporarily assigned to Holding Schools, pending their assignment to a home school (once constructed).*

Background

A boundary study is a public consultation process undertaken to change attendance areas, grades, and/or programs at a school or group of schools. Implementing boundary study recommendations may result in the need for construction and/or renovations. [Administrative Procedure 4991 - Boundary Studies](#) provides the guidelines and expectations for reviewing school attendance areas.

On November 23, 2015 the Board of Trustees approved the final recommendations of the West Waterloo Elementary Schools Boundary Study. This boundary study established a boundary for the new Vista Hills Public School (opened September 2016), and included modifications to the boundaries of Abraham Erb, Edna Staebler, and Laurelwood Public Schools.

The West Waterloo Elementary Schools Boundary Study (2015) recommended a second phase be implemented between December 2018 and 2020 through the completion of a new boundary study. This phase would consider redirecting Abraham Erb Public School area Grade 7 and 8 students to Laurelwood Public School, and reduce enrolment pressures at Vista Hills Public School. It was recommended that a boundary study take place after there was greater certainty around funding to construct permanent accommodation at Laurelwood Public School and/or Vista Hills Public School could no longer accommodate the enrolment from the Abraham Erb Public School area (in permanent or temporary accommodation).

Prior to the opening of Vista Hills Public School, Abraham Erb Public School students attended Laurelwood Public School for Grade 7 and 8.

On May 14, 2018, Trustees were presented with the Annual Accommodation Planning Report 2018-2019 which outlined the West Waterloo Elementary Boundary Study Phase 2 for consideration in the 2018-2019 school year.

At the November 12, 2018 Committee of the Whole meeting, Trustees approved the following motion:

That the Waterloo Region District School Board approve the commencement of the West Waterloo Elementary Boundary Study Phase 2, involving Vista Hills Public School, Laurelwood Public School, and Abraham Erb Public School.

The purpose of this study was to implement Phase 2 of the West Waterloo Elementary Boundary Study, and determine if other measures were required to relieve enrolment pressure at Vista Hills Public School.

Financial implications

The redirection of students from Vista Hills Public School to Laurelwood Public School will require 2 bus runs to Laurelwood Public School. One bus can be accommodated within the present routing network and one new bus run would be required at a cost of approximately \$42,000 per year.

New Development Areas within the study area require holding school assignments. Additional transportation costs may be incurred should the DAs be assigned to holding schools beyond the student transportation distance threshold.

Communications

Once approved, boundary changes will be communicated to parents and guardians of affected students by way of letters distributed through the student's current school. The letters will clearly communicate how the proposed changes will affect their student and outline any approved grandparenting options.

The Board's website will provide information about the boundary change decision for broader system and public consumption.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Nathan Hercanuck, Senior Planner
in consultation with Coordinating Council

Recommendations from the West Waterloo Elementary Boundary Study Phase 1

Recommendations

That the Waterloo Region District School Board approves the implementation of Scenario 5, including:

- *The Grade 7 to Grade 8 boundary for Vista Hills Public School, as shown on Fig. 2, effective September 2019 for Grade 7 and September 2020 for Grade 8;*
- *The Grade 7 to Grade 8 boundary for Laurelwood Public School, as shown on Fig. 2, effective September 2019 for Grade 7 and September 2020 for Grade 8;*

Study Area

Three elementary schools in West Waterloo were included in the boundary study – Vista Hills Public School (JK-8), Laurelwood Public School (JK-8), and Abraham Erb Public School (JK-6). All three study area schools offer a French Immersion program. These schools were identified for further review in Phase 1 of the Boundary Study. Specifically to consider the reassignment of Abraham Erb Public School students from Vista Hills Public School to Laurelwood Public School should Vista Hills Public School experience enrolment pressure.

Vista Hills Public School opened in September 2016. Its current boundary includes the new Vista Hills residential development surrounding and to the north of the school, the Columbia Forest neighbourhood to the northeast, and the Clair Hills neighbourhood to the east. Ongoing residential development within the existing Vista Hills Public School boundary is driving enrolment growth at the school.

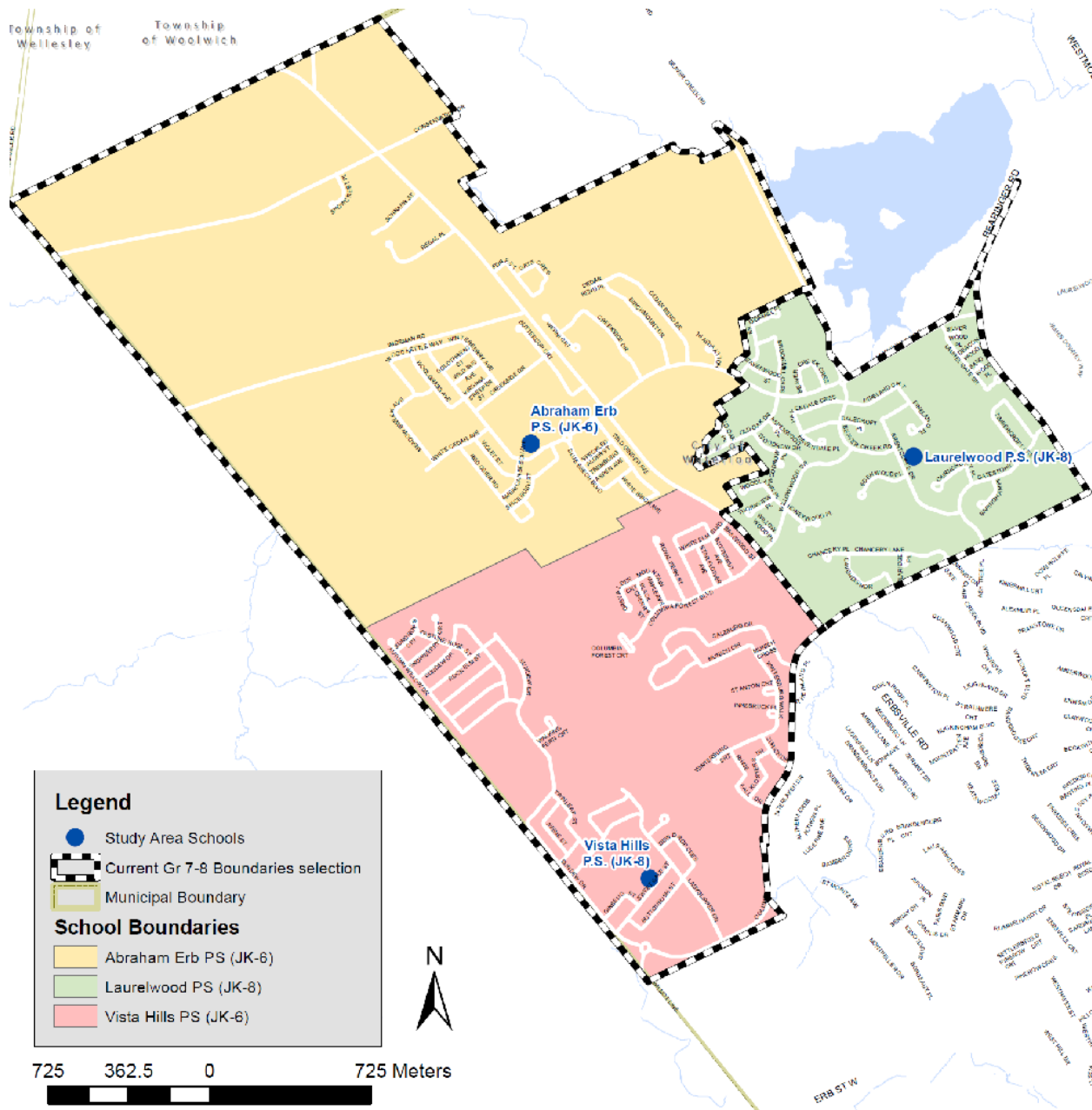
Laurelwood Public School opened in September 1998. Its boundary includes the area east of Erbsville Road and north of Columbia Street West.

Abraham Erb Public School opened in September 2005. Its boundary is north of Vista Hills Public School and includes the area west of Erbsville Road.

Current Situation

The Vista Hills area has been developing at a significant pace since the school opened in September 2016. Vista Hills Public School has an on the ground capacity of 643 pupil places and currently has five portables on site. The enrolment of the school as at October 2018 was 758 students. The school has grown by an additional 34 students since the October student count. Additional portables will be placed on site to accommodate the projected 2019/20 enrolment growth. A maximum of 12 portables are permitted on the school site.

Enrolment at Laurelwood Public School is projected to decline by approximately 100 students over the ten year projection period. It has a capacity of 503 pupil places, including a 6-room portapak that is attached to the school. Laurelwood Public School has six portables on site and can accommodate up to ten.



Abraham Erb Public School has a capacity of 487 pupil places. Its enrolment as at October 2018 was 473 pupil places. It currently has one portable on site. Enrolment at Abraham Erb Public School is projected to decline slightly over the projected period.

Table 1 below includes the status quo enrolment projections for the three study area schools.

Table 1: West Waterloo Study Area Status Quo Enrolment Projections

School	Grades	2018 Capacity		Enrolment						
		Capacity	Portables	2018	2019	2020	2022	2024	2026	2028
Abraham Erb Public School	JK-6	487	1	473	452	459	443	406	404	399
Laurelwood Public School	JK-8	504*	6	562	522	514	474	456	465	466
Vista Hills Public School	JK-8	643	5	758	905	987	1144	1142	1105	1107

*The capacity of Laurelwood Public School includes a semi-permanent 6 room portapak

Study Objectives

As a first step, the Boundary Study Working Group (Working Group) examined status quo enrolment projections, and discussed the issues facing the study area schools.

After reviewing the Status Quo scenario, the Working Group established the following objectives for the boundary study:

- Reduce enrolment pressure at Vista Hills Public School
- Accommodate study area enrolment with regard for school capacities and site constraints
- Maximize walkability and efficiency of transportation
- Minimize impacts/reduce transitions where changes are proposed
- Ensure no junior to intermediate split feeds
- Longer term solution

The primary objective of the boundary study was to reduce enrolment pressure at Vista Hills Public School. The Working Group also acknowledged the opportunity to better balance enrolment between the study area schools, but were mindful of not shifting enrolment pressure to another school. As such, the objective of accommodating enrolment with regard for school capacities and site constraints was developed. As with most boundary studies, the objective of maximizing walkability and efficiency of transportation is important.

Of particular importance to both the Working Group and the broader public through this Study was the idea of minimizing impacts and reducing the number of transitions for students where changes are proposed. The 2015 boundary study which set the boundary for Vista Hills Public School impacted many existing students. It was

determined that additional transitions for students who already experienced a move should be minimized. Similarly, the Working Group agreed that no new split feeds should be created. For example, all Abraham Erb Public School Grade 6 students should proceed to the same intermediate school rather than consider any option where a split would be created.

The Working Group discussed the impact of multiple boundary studies within a short period of time and agreed that any scenario recommended by the Group should attempt to be a long term solution so that another boundary study was not necessary within a short timeframe.

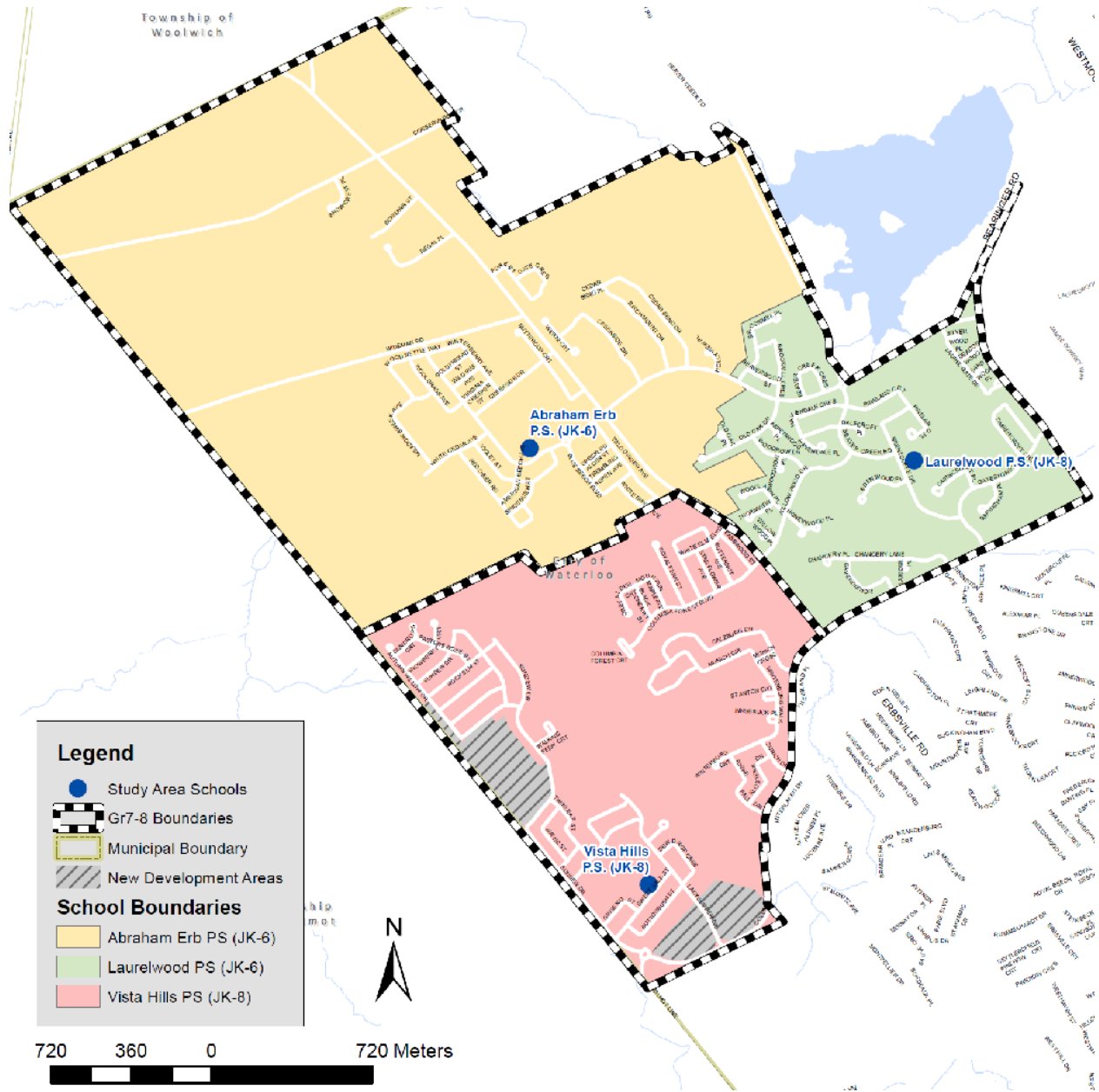
Scenario 5 - Recommended

The Boundary Study Working Group reviewed a total of five boundary scenarios. After reviewing the scenarios against the boundary study objectives, the Working Group unanimously selected Scenario 5 as their preferred scenario. Maps and enrolment projections for Scenarios 1-4 are detailed in Appendix B.

The Working Group felt that Scenario 5 did the most to relieve enrolment pressure at Vista Hills Public School, while minimizing transitions for existing students. It also provides the most balanced enrolment for the study area schools, with regard for school capacities and site constraints. It is important to note that Scenario 5 was the preferred scenario of the majority of those who attended the public consultation meeting and those who submitted comments via boundaryfeedback@wrdsb.ca.

Scenario 5 includes the reassignment of Abraham Erb Public School students from Vista Hills Public School to Laurelwood Public School for Grades 7-8. For the 2019/20 school year, Grade 7 students from the Abraham Erb Public School area (current Grade 6 students) will attend Laurelwood Public School, while Grade 8 students will be grandparented at Vista Hills Public School for one year.

Figure 2 illustrates the Scenario 5 boundaries. The hatched Grade 7-8 boundary for Laurelwood Public School now includes the Abraham Erb area (yellow). The grey hatched areas are the new Development Areas which are removed from the Vista Hills Public School boundary.



In reviewing Scenario 1 (redirecting Abraham Erb Public School students to Laurelwood Public School as was outlined in Phase 1 of the study), the Working Group felt that not enough was being done to relieve enrolment pressure at Vista Hills Public School.

Four other scenarios were developed which included the creation of Development Areas and the redirection of Columbia Forest to another study area school, in addition to the redirection of the Abraham Erb Public School Grade 7-8 students.

Scenario 5 includes two new Development Areas which are removed from the Vista Hills Public School boundary and enrolment projections. The establishment of the new Development Areas was approved by the Trustees at the Board Meeting on March 25, 2019.

The new Development Areas were chosen because they are the largest pockets of development remaining within the Vista Hills Public School boundary. There are no units currently under construction and no students currently attending the school. Development Areas also provide some flexibility to the Board. Should more space become available at Vista Hills Public School, the Development Area(s) may be reassigned to Vista Hills Public School.

Enrolment projections for Scenario 5 are provided in Table 2 below.

Table 2 - Scenario 5 (Recommended) Enrolment Projections

School	Grades	2018 Capacity		Enrolment						
		Capacity	Portables	2018	2019	2020	2022	2024	2026	2028
Abraham Erb Public School	JK-6	487	1	473	452	459	443	406	404	399
Laurelwood Public School	JK-8	504*	6	562	604	648	600	595	564	568
Vista Hills Public School	JK-8	643	5	758	822	781	845	811	814	810

In this Scenario, enrolment does not change at Abraham Erb Public School as the scenario only redirects Grade 7 students. Enrolment at Laurelwood Public School increases to a peak of 648 students in 2020 as a result of the incoming Abraham Erb Grade 7-8 students. The utilization of the school is improved with this redirection. Additional portables may be required on site to accommodate the increase in intermediate students. Enrolment at Vista Hills Public School will generally remain over 800 students. This enrolment is expected to be accommodated within the 12 portables permitted on site.

Scenario Implications

Transportation

Two busses are required to transport Abraham Erb Public School students to Laurelwood Public School. One bus run can be worked into the existing routing network, however one new bus run to Laurelwood Public School will be required. The estimated cost of this new run is approximately \$42,000 per year.

The new Development Areas have yet to be assigned to a holding school. Depending on where these areas are assigned, additional busses may be required to transport Development Area students at a cost of \$42,000 per year each.

Transitions

Scenario 5 best achieves the objective of minimizing transitions where new changes are proposed.

Scenarios 3 and 4 (see Appendix B) contemplated the reassignment of the Columbia Forest neighbourhood to Laurelwood Public School or Abraham Erb Public school, respectively. Students from this area were redirected from Edna Staebler Public School to Vista Hills Public School when the new school opened in 2016. As such, the Working Group felt strongly that the impact on existing students from the Columbia Forest neighbourhood should be minimized. It was felt that another boundary change would constitute too many transitions for this neighbourhood. Further to this, the majority of feedback received both at the public meeting and through boundaryfeedback@wrdsb.ca was from Columbia Forest residents objecting to an additional move within such a short time frame (3 years).

Scenario 5 does not impact any existing Vista Hills students. Grade 8 students from the Abraham Erb Public School area are grandparented at Vista Hills Public School for one year and the Development Areas do not have any students at this time. Furthermore, no new split feeds are created a result of this scenario; Abraham Erb Public School students all move to Laurelwood together.

Public Consultation

The West Waterloo Elementary Boundary Study Phase 2 was communicated in the following ways:

- Web page updates (www.wrdsb.ca/planning/westwaterloophase2/)
- Posts to boundary study schools webpages
- Email notification to those signed up to Planning News
- School Day notifications by Administrators
- School Council updates by Administrators/Working Group members
- boundaryfeedback@wrdsb.ca email address
- Public Consultation Meeting – February 13, 2019

Upon Board approval to initiate the boundary study, notification was posted to the Planning News web page and the three study area school web pages. Notice of the study was also sent out via School Day alerts for the three study area schools.

A dedicated [West Waterloo Phase 2 Boundary Study web page](#) was set up to share all pertinent information related the review. Parents were encouraged to sign up on the page to receive email alerts when new content was posted. When new content such as meeting minutes or presentations were available, a notice was posted to the Planning News web page, as well as each of the schools web pages.

A Public Meeting was held on February 13, 2019 from 7:00-9:00 pm at Vista Hills Public School. Inclement weather forced the cancellation of the originally scheduled meeting on February 12, 2019. Despite the abrupt meeting date change, approximately 70 people attended the Public Meeting. The meeting included a brief presentation, followed by a town hall style question and answer session.

Public Feedback

Working group members were encouraged to share the boundaryfeedback@wrdsb.ca email address with community members so that they could submit written feedback on the review. A total of 42 emails were received between January 4 and March 25. The breakdown of feedback received on the boundary study is listed in Table 3.

Table 3 - Feedback Summary (boundaryfeedback@wrdsb.ca)

Abraham Erb PS	Laurelwood PS	Vista Hills PS	General Comments
3	1	35	3

The majority of comments received through boundaryfeedback@wrdsb.ca were from the Vista Hills community, namely the Columbia Forest neighbourhood. Columbia Forest residents expressed concern regarding a potential reassignment of their neighbourhood to another school.

Similarly, at the Public Consultation Meeting the majority of questions and comments were from the Columbia Forest community. All were in favour of Scenario 5, allowing the Columbia Forest neighbourhood to remain at Vista Hills Public School. Multiple student transitions was the top issue raised in all of the public feedback received.

Scenario 1 - Abraham Erb PS Redirected to Laurelwood PS for Grade 7-8

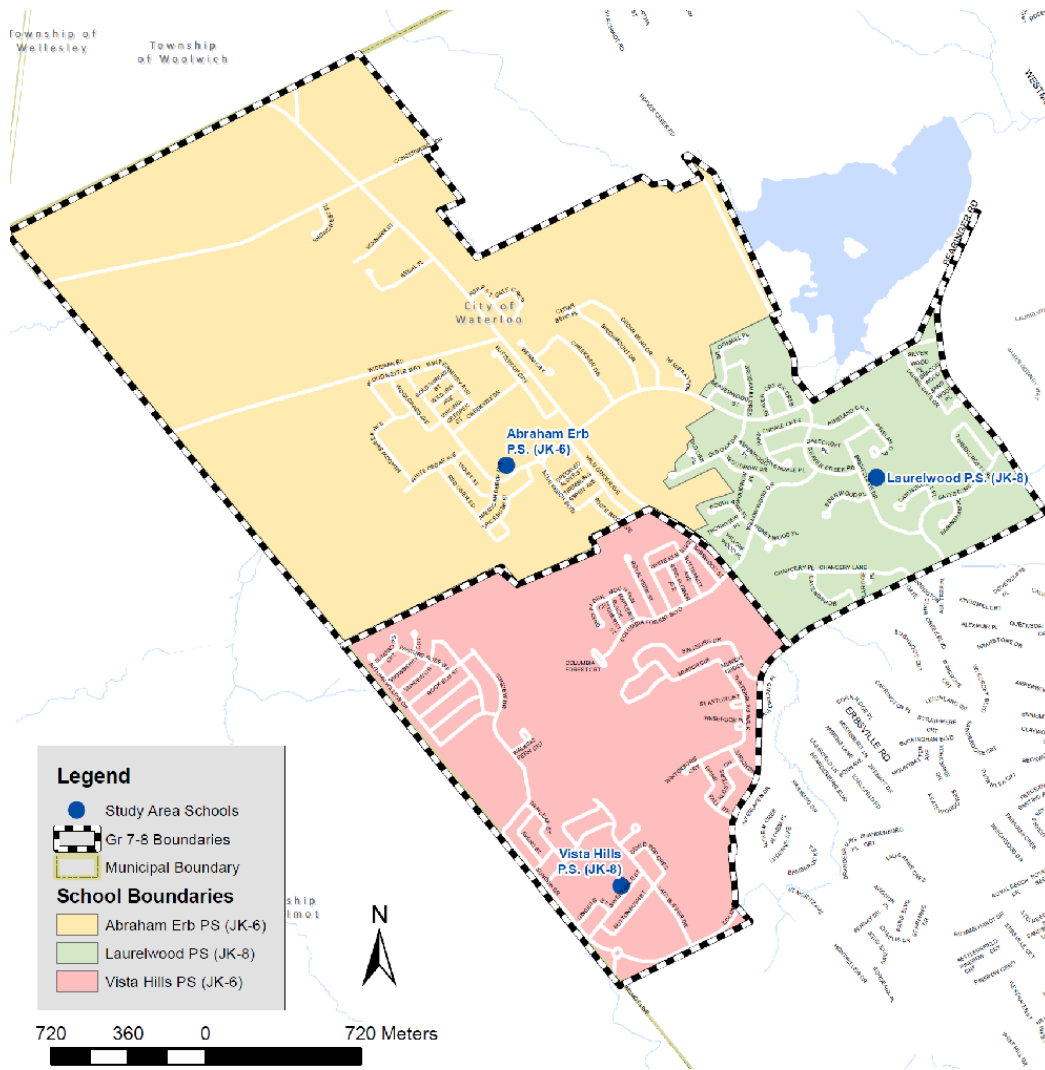


Figure 3 - Scenario 1 Map

Table 4 - Scenario 1 Enrolment Projections

School	Grades	2018 Capacity		Enrolment						
		Capacity	Portables	2018	2019	2020	2022	2024	2026	2028
Abraham Erb Public School	JK-6	487	1	473	452	459	443	406	404	399
Laurelwood Public School	JK-8	504*	6	562	604	648	600	595	564	568
Vista Hills Public School	JK-8	643	5	758	822	853	1018	1003	1006	1005

**Scenario 2 – Abraham Erb PS Redirected to Laurelwood PS for Grade 7-8;
One New Development Area Established**

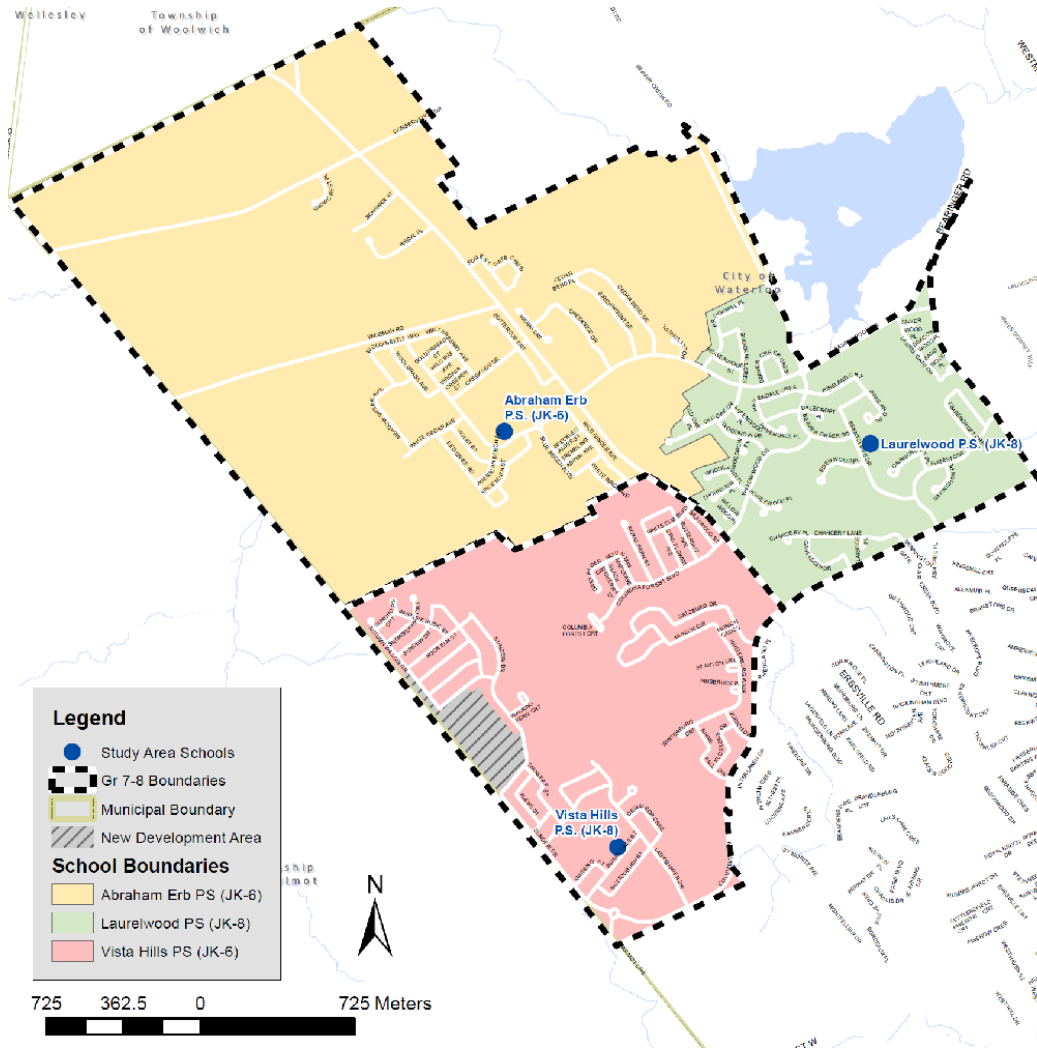


Figure 4 - Scenario 2 Map

Table 5 - Scenario 2 Enrolment Projections

School	Grades	2018 Capacity		Enrolment						
		Capacity	Portables	2018	2019	2020	2022	2024	2026	2028
Abraham Erb Public School	JK-6	487	1	473	452	459	443	406	404	399
Laurelwood Public School	JK-8	504*	6	562	604	648	600	595	564	568
Vista Hills Public School	JK-8	643	5	758	822	793	898	883	889	889

Scenario 3 – Abraham Erb PS Redirected to Laurelwood PS for Grade 7-8; Columbia Forest Reassigned to Laurelwood PS for JK-8

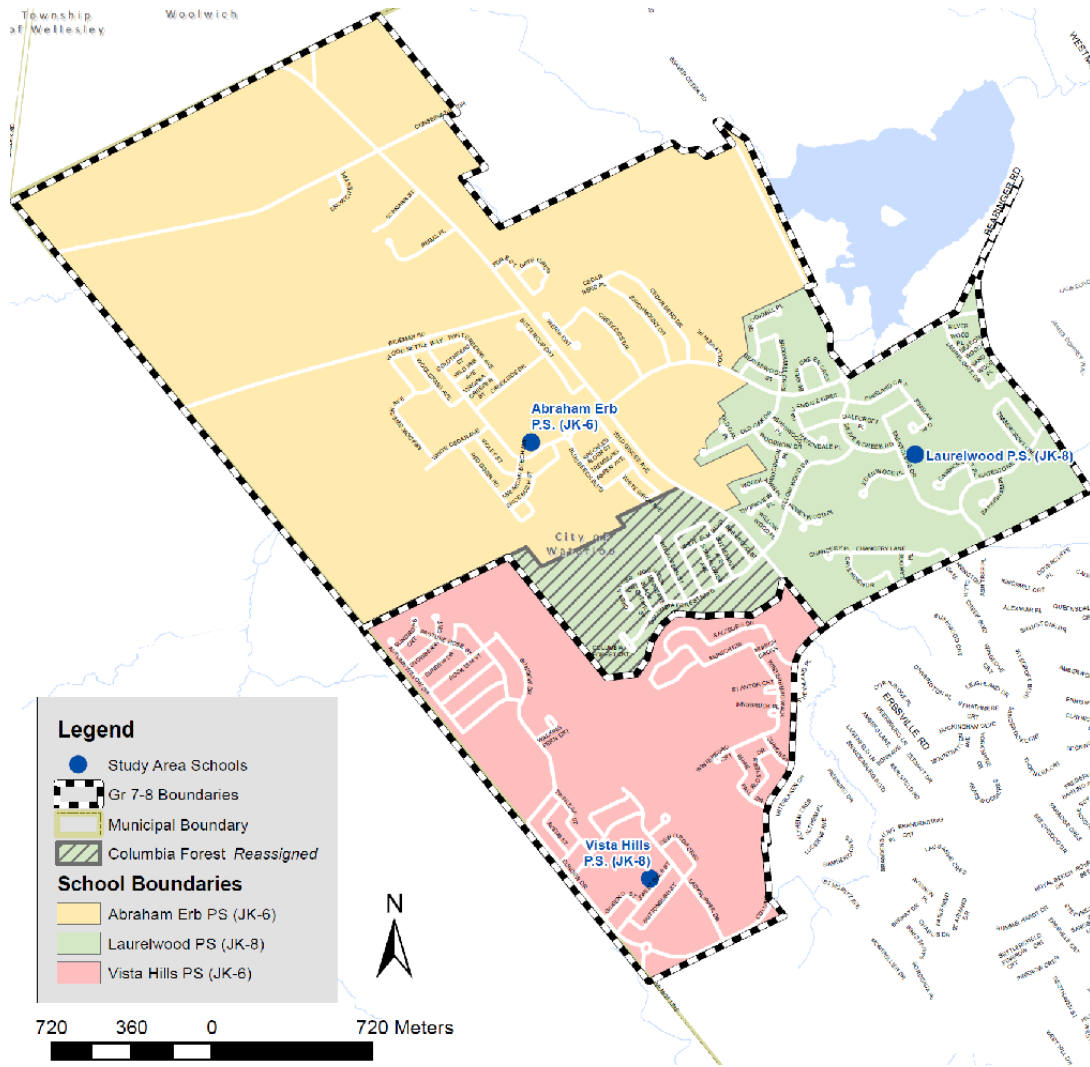


Figure 5 - Scenario 3 Map

Table 6 - Scenario 3 Enrolment Projections

School	Grades	2018 Capacity		Enrolment						
		Capacity	Portables	2018	2019	2020	2022	2024	2026	2028
Abraham Erb Public School	JK-6	487	1	473	452	459	443	406	404	399
Laurelwood Public School	JK-8	504*	6	562	769	810	763	738	701	705
Vista Hills Public School	JK-8	643	5	758	658	691	885	860	869	869

Scenario 4 – Abraham Erb PS Redirected to Laurelwood PS for Grade 7-8; Columbia Forest Reassigned to Abraham Erb PS for JK-6

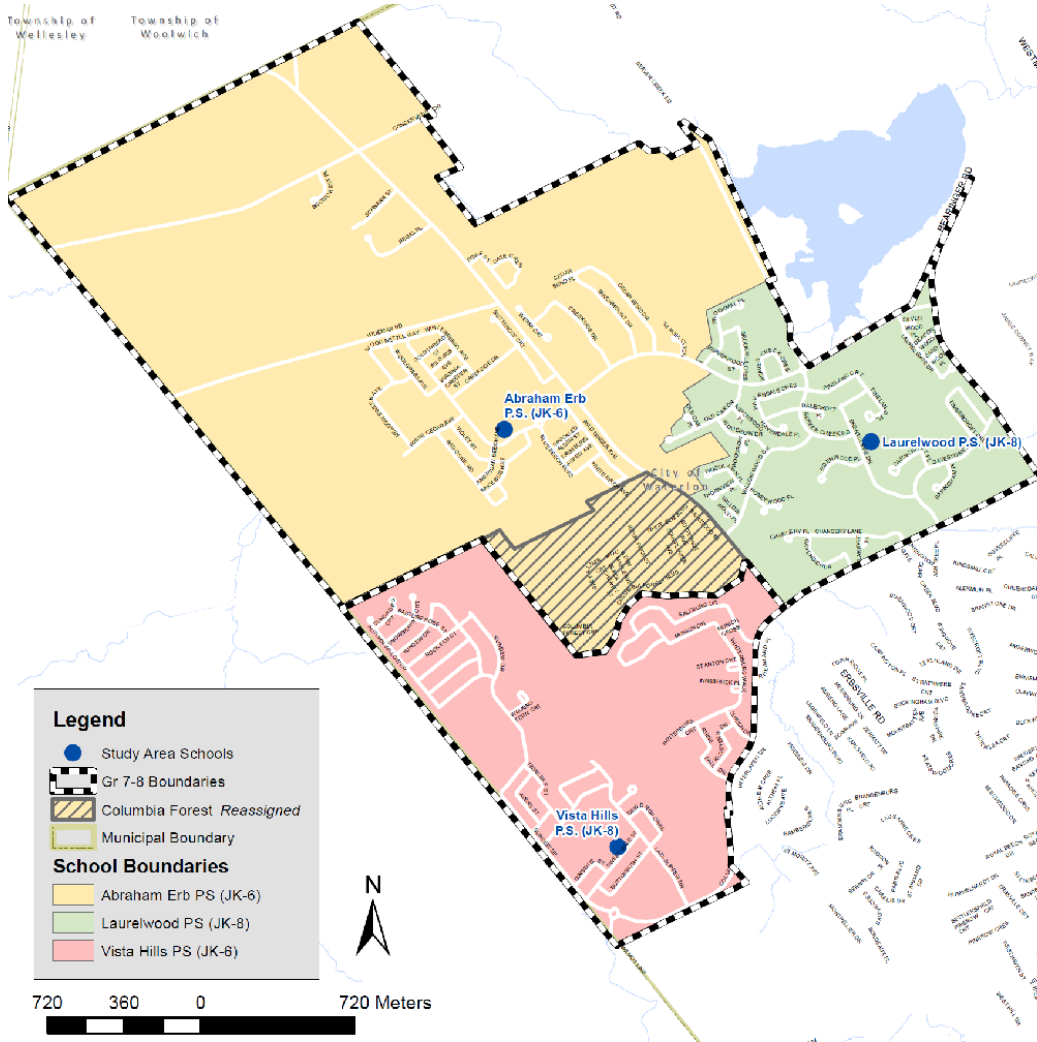


Figure 6 - Scenario 4 Map

Table 7 - Scenario 4 Enrolment Projections

School	Grades	2018 Capacity		Enrolment						
		Capacity	Portables	2018	2019	2020	2022	2024	2026	2028
Abraham Erb Public School	JK-6	487	1	473	600	590	561	521	515	511
Laurelwood Public School	JK-8	504*	6	562	621	678	645	623	589	593
Vista Hills Public School	JK-8	643	5	758	658	691	855	860	869	869