

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 Ardel Avenue, Kitchener, Ontario, on **Monday, December 9, 2019, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

P. Behnke - Vaping in Schools

Policy and Governance

01	Board Policy 1014 - Privacy Protections and Access to Information	L. Baines
05	Board Policy NEW - Records Information Management (previously part of policy 1014)	L. Baines
09	Board Policy 4010 - Video Surveillance	L. Baines
15	Board Policy 2012 - Access to Digital Resources and Technology	G. Shantz
19	Board Policy 4007 - Approval of Research Projects	D. Liebermann
29	Board Policy NEW - Use of Service Animals by Students	S. Miller
30	Board Policy 3006 - Student Trustees	Trustee K. Meissner

Reports

40	Vaping Behaviour in Youth	B. Lemon
42	Motion: Letter Re Vaping to Minister of Health	Trustee K. Meissner
44	2020 Board Committee Membership	Chairperson
	Discussion: Student Recognition	Chairperson
	Discussion: Staff Follow Up Items	Chairperson

Board Reports

	Ad Hoc Committee on Suspensions Verbal Update	Trustee S. Piatkowski
	Ad Hoc French Immersion Review Committee Verbal Update	Trustee S. Piatkowski
48	OPSBA Board of Directors Meeting Summary - November 24, 2019	Trustee K. Woodcock

Question Period (*10 minutes*)

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

Future Agenda Items (*Notices of Motion to be referred to Agenda Development Committee*)

Adjournment

Questions relating to this agenda should be directed to
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PRIVACY PROTECTION AND ACCESS TO INFORMATION

Legal References:	<i>Municipal Freedom of Information and Protection of Privacy Act</i> <i>Personal Health Information Protection Act</i> <i>Personal Information Protection and Electronic Documents Act</i> <i>Education Act</i> <i>Anti-Racism Act</i>
Related Resources:	Administrative Procedure 1100 - Privacy Protection and Access to Information Administrative Procedure 1102 - FOI Request Protocol Administrative Procedure 1104 - Privacy Breach Protocol Board Policy xxxx - Records Information Management Administrative Procedure 1110 - Records Information Management Board Policy 4007 - Approval of Research Projects Administrative Procedure xxxx – Approval of Research Projects Information/Privacy Commissioner of Ontario - A Guide to Privacy and Access to Information in Ontario Schools Information/Privacy Commissioner of Ontario - Planning for Success: Privacy Impact Assessment Guide
Effective Date:	December 9, 2019
Revisions:	
Reviewed:	

1. Preamble

The Waterloo Region District School Board shall comply with the provisions of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA), which are provincial laws that govern the collection, use, access to, and disclosure of personal information. MFIPPA also provides individuals with a right of access to government records subject to specific and limited exemptions.

2. Definitions

A **Record** is all information held by a board, regardless of how it is recorded. This includes: correspondence, minutes, reports, photographs, videotapes, computer tapes/discs, email, files, drawings, and any other information that is in the control of a board. In addition:

- these records are not the personal property of individual staff members and may be requested by others under MFIPPA through a Freedom of Information request;
- the board/school is not required to provide information that has not been recorded, such as information discussed but not written by staff;
- the board/school is not required to produce records that have been properly disposed of under the authority of its Records Retention Schedule.

General Information refers to recorded information in the custody or control of the board that is not of a personal nature and may be disclosed under the MFIPPA unless an exemption to access applies. Examples of general information that can be routinely released include, but are not limited to policies, Ministry guidelines, collective agreements, public minutes, school events and programs.

Personal Information, under MFIPPA, is defined as recorded information about an identifiable

individual including:

- information relating to their race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- any identifying number, symbol or other particular assigned to the individual, the address, telephone number, fingerprints or blood type of the individual;
- the personal opinions or views of the individual except if they relate to another individual;
- correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- the views or opinions of another individual about the individual; and
- the individual's name if it appears with other personal information relating to the individual, or where the disclosure of the name would reveal other personal information about the individual (e.g. a student photo and a student name would be considered personal information).

Personal Health Information, under PHIPA, is defined as identifying information about an individual in oral or recorded form if the information:

- relates to the physical or mental health of the individual, including information that consists of the health history of the individual's family;
- relates to the providing of health care to the individual, including the identification of a person as a provider of health care to the individual;
- is a plan of service for the individual within the meaning of the Long-Term Care Act;
- relates to payments or eligibility for health care, or eligibility for coverage for health care, in respect of the individual;
- relates to the donation by the individual of any body part or bodily substance of the individual or is derived from the testing or examination of any such body part or bodily substance;
- is the individual's health number; or
- identifies an individual's substitute decision-maker.

3. Privacy Standards

The ten commitments that make up the Privacy Standards have been adapted for Ontario School Boards from the Canadian Standards Association (CSA) Fair Information Privacy Principles. They are intended to foster a culture of privacy with respect to how the board collects, uses, discloses, secures, retains and disposes of personal information and confidential records. It also ensures the right of individuals to have access to personal information about themselves and, as appropriate, to have it corrected. The commitments are as follows:

3.1 Accountability and Responsibility

- Under MFIPPA, the board is responsible for personal information and confidential records under its control and may designate an individual within the board who is accountable for compliance with privacy legislation.
- Under the Personal Health Information Protection Act, health information custodians are responsible for personal health information and may designate an individual within the board as an agent to assist with compliance with privacy legislation.

3.2 Specified Purposes

The purposes for which personal information is collected are specified, and individuals are notified of the purposes at or before the time personal information is collected:

3.3 Consent

An individual's informed consent is required for the collection, use, and disclosure of personal information, except where otherwise permitted by law.

3.4 Limiting Collection

The collection of personal information is fair, lawful, and limited to that which is necessary for

the specified purposes.

3.5 Limiting Use, Retention, and Disclosure

The use, retention, and disclosure of personal information are limited to the specified purposes identified to the individual.

3.6 Accuracy

The board shall ensure that personal information is accurate, complete, and up-to-date in order to fulfill the specified purposes for its collection, use, disclosure and retention.

3.7 Security Safeguards

To the extent it is able, the board shall ensure that personal information is secured and protected from unauthorized access, disclosure, use, or modification or inadvertent loss or destruction.

3.8 Openness and Transparency

Policies and practices relating to the management of personal information are made readily available to the public.

3.9 Access and Correction

- An individual has the right to access their personal information and will be given access to that information in accordance with the provisions of the Education Act and MFIPPA.
- An individual has the right to challenge the accuracy and completeness of the information held by the board and request that it be amended, as appropriate, or to have a letter/statement of disagreement retained on file.
- Any individual to whom the disclosure has been granted in the year preceding a correction has the right to be notified of the correction/statement.
- An individual is to be advised of any third party service provider requests for his/her personal information, in accordance with privacy legislation.

3.10 Compliance

An individual may address or challenge compliance with the above principles to the Director of Education or the board's Freedom of Information, Privacy and Records Information Management Officer.

4. Responsibility

4.1 In accordance with the Municipal Freedom of Information and Protection of Privacy Act, the Waterloo Region District School Board designates the Director of Education as head for the purposes of the Act.

4.2 The Director of Education will delegate the duties of the Act to the Freedom of Information, Privacy and Records Information Management Officer, including:

- a. receive all formal requests for information under the Act (refer to [Administrative Procedure 1102 - FOI Request Protocol](#)) ;
- b. retrieve and review Board records in response to formal requests;
- c. prepare correspondence related to notification and access, including tracking of requests, and an estimate of costs to access information;
- d. prepare Board records for access, including severing of personal information where required;
- e. oversee the administration of fees and financial reporting for requests made under the Act, in cooperation with the Finance Department.
- f. prepare the Board's annual MFIPPA and PHIPA Statistical Reports to the Information and Privacy Commissioner; and
- g. assist with staff training related to implementation of the legislation.

4.3 It is the responsibility of all staff, trustees, third party agencies/contractors of the board and volunteers to comply with this policy.

- 4.4 It is the responsibility of all staff, trustees, and third party agencies/contractors of the board to follow [Administrative Procedure 1104 - Privacy Breach Protocol](#) in the event of a privacy breach. A privacy breach occurs when personal information is collected, retained, used or disclosed in ways that are not in accordance with the provisions of MFIPPA or PHIPA. Among the most common breaches of personal privacy is the unauthorized disclosure of personal information. This includes personal information that is lost or misplaced, stolen or inadvertently disclosed through human error (an email or letter addressed to person A is actually mailed to person B).
- 4.5 It is the responsibility of the Freedom of Information, Privacy and Records Information Management Officer to implement training for staff on this policy, related procedures and guidelines.
- 4.6 This policy will be reviewed annually and revised as required.

5. Privacy Complaints

Any privacy complaints expressed by staff, students, parents/guardians and members of the public regarding misuse of their personal information must be referred immediately to the Freedom of Information, Privacy and Records Information Management Officer. This includes concerns related to improper collection (e.g. no notification provided), use or disclosure by WRDSB staff.



Waterloo Region
District School Board

Board Policy XXXX

RECORDS INFORMATION MANAGEMENT

Legal References:	<i>Education Act</i> <i>Municipal Freedom of Information and Protection of Privacy Act</i> <i>Personal Health Information Protection Act</i> <i>Personal Information Protection and Electronic Documents Act</i>
Related Resources:	Administrative Procedure 1100 - Privacy Protection and Access to Information Administrative Procedure 1110 - Records and Information Management Ministry of Education Ontario Student Record (OSR) Guideline WRDSB Records Retention Schedule
Effective Date:	December 9, 2019
Revisions:	
Reviewed:	

1. Preamble

The Waterloo Region District School Board is committed to maintaining an authentic and reliable record of Board actions, transactions and decisions through a coordinated and integrated approach to records and information management.

Information is a corporate asset, and the records of the Waterloo Region District School Board are important sources of administrative, fiscal, legal, evidential and historical information. They are vital to the organization in its current and future operations, for the purposes of accountability, and for an awareness and understanding of its history. These assets are valuable as evidence of Board functions and activities.

Board information and records are the property of the Waterloo Region District School Board. Staff members do not retain a personal or proprietary interest in them. The willful destruction, removal or private use of Board records and information is against Board policy.

2. Guiding Principles

The Records Information Management procedure is established in accordance with the following principles:

Principle 1 – Accessibility

Information is readily available and accessible for as long as it is required.

1. Information to support evidence of communications, actions, and decisions is routinely recorded and stored.
2. Information is accessible to staff who require it in the performance of their duties and are authorized to access it.
3. Information is shared across the organization and with social agencies in accordance with operational needs and statutory provisions.
4. Information is managed throughout its life cycle regardless of format.
5. Rules are established for the organization, storage, retrieval, and destruction of records.
6. Plans and practices to actively make records available to the public are in place, and records are available to the public by request, subject to the statutory requirements.

Principle 2 – Accountability and Stewardship

Accountability for managing information in the custody and control of the organization is clearly defined, communicated and monitored.

1. Accountability for creating a record of business decisions and transactions and for maintaining corporate memory is clearly established and monitored.
2. Roles and responsibilities for staff are articulated and understood for all management of information activities.
3. Core competencies relating to managing information are identified and training is provided.
4. Performance in managing information is managed and measured.

Principle 3 – Risk Management

Risks to information are managed and practices and processes are in place to protect information assets.

1. Risks to records management are identified and managed.
2. Practices are in place to protect confidential, sensitive, and personal information from unauthorized collection, use, disclosure, or destruction.
3. All records are managed to meet the rules of evidence and legal discovery.
4. Contractual arrangements include provisions for the protection and appropriate use of records to mitigate risks.
5. Records are managed in order to support business continuity and recovery in the event of disaster.
6. Records are managed to protect the privacy of individuals and confidentiality of sensitive information..

Principle 4 – Usability and Quality Control

Records management meets the needs of staff and stakeholders. Records management is timely, accurate, reliable, and relevant, has integrity, and is easy to use.

1. Processes are in place to ensure that records management is accurate, timely, reliable, and easy to use.
2. Records management is planned and managed.
3. Records are managed appropriately throughout the entire life cycle of the record - creation, capture, and collection; organization; storage, access, and use; and disclosure and disposition (destruction or permanent retention).
4. Plans are in place to leverage the value of records management by combining it with records management from other internal or external sources, in accordance with statutory provisions, to improve programs and services.
5. Processes and technology supports are in place to ensure appropriate access to records and tracking of who has modified or accessed confidential records.

Principle 5 – Planning and Coordination

Coordinated planning for records management is linked to organizational goals, objectives, and financial planning.

1. Records management practices are included in all program planning.
2. Records management is coordinated across the organization—schools and departments.
3. Records management is planned to support continuous service and disaster recovery.
4. Records management is integrated into succession plans to ensure the capture and maintenance of corporate history.

Principle 6 – Integration

Records management is integrated with program planning and other business processes.

1. Records management practices are a component of program and project management.
2. Records management is integrated across the organization (schools and departments) to support organizational objectives.

3. Responsibility

- 3.1 It is the responsibility of the Director of Education to administer this policy.

- 3.2 It is the responsibility of the Freedom of Information, Privacy and Records Information Management Officer to implement this policy and any administrative procedures and practices developed in support of compliance.
- 3.3 This policy applies to all records and information within the custody and control of the Board related to all aspects of Board operations regardless of the medium in which those records and information are stored or maintained.
- 3.4 All employees are responsible for records and information created and maintained and must be aware of this policy and its requirements and ensure ongoing compliance.
- 3.5 Each department within the Board must support the Records Information Management program and policy by ensuring that policies and procedures are applied and must:
- 3.5.1 manage all records and information regardless of format (paper, electronic, audio, videotape, etc.) according to applicable Federal, Provincial, and Municipal legislation and Board policies and procedures
 - 3.5.2 manage and file records and information according to the Board's Records Management Schedule
 - 3.5.3 ensure that appropriate access and security procedures are in place to protect all records, as appropriate
 - 3.5.4 apply the records retention and disposal schedules to all records and information
 - 3.5.5 ensure that all third party contractors or agents who receive or collect personal information on behalf of the Board are aware of, and comply with this policy.

4. Records as Resources

- 4.1 The Waterloo Region District School Board will create, use, manage and destroy or preserve its records in accordance with statutory and organizational requirements, in order to maintain an authentic and reliable record of its actions, transactions and decisions.
- 4.2 Systematic records management is fundamental to organizational efficiency. It ensures that the right information is:
- captured, stored, retrieved and destroyed or preserved according to need;
 - utilized to meet current and future needs, and to support change;
 - accessible to those who need to make use of it.
- 4.3 Records of the business of the organization can be in many formats, including: paper, video, audio, microfilm, electronic (includes email, digital media, websites, electronic document management systems, etc.)
- 4.4 The Waterloo Region District School Board is committed to ensuring that electronic records stored in digital repositories (e.g. network drives, cloud storage, electronic document management systems) are retained in a readable format for the length of their required retention, as per the Records Retention Schedule.



FREEDOM OF INFORMATION AND RECORDS MANAGEMENT

Legal References:	<i>Evidence Act, R.S.O. 1990, Chapter E.23</i> <i>Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990, Chapter M.56</i>
Related References:	<i>Administrative Procedure 1100 – MFIPPA</i> <i>Administrative Procedure 1110 – Records Management</i>
Effective Date:	March 2013
Revisions:	
Reviewed:	December 12, 2016, April 16, 2018

1. Preamble

- 1.1 The Waterloo Region District School Board is required to comply with privacy legislation and must be able to fulfill requests for information from individuals or organizations in an efficient, thorough and timely manner. In order to accomplish these goals, a solid records management program must be in place.
- 1.2 Records management refers to the creation, maintenance, use and disposal of the records of an organization throughout their entire life cycle and in making the information they contain available in support of the business of the organization.

2. Records as Resources

- 2.1 Records of the business of the organization can be in many formats, including: paper, video, audio, microfilm, electronic (e.g., e-mail, digital media, websites, electronic document management systems).
- 2.2 Information is a corporate asset, and the records of the Waterloo Region District School Board are important sources of administrative, fiscal, legal, evidential and historical information. They are vital to the organization in its current and future operations, for the purposes of accountability and for an awareness and understanding of its history. They are the corporate memory of the organization.
- 2.3 Systematic records management is fundamental to organizational efficiency. It ensures that the right information is:
 - captured, stored, retrieved and destroyed or preserved according to need
 - fully exploited to meet current and future needs, and to support change
 - accessible to those who need to make use of it
- 2.4 The Waterloo Region District School Board will create, use, manage and destroy or preserve its records in accordance with statutory and organizational requirements, in order to maintain an authentic and reliable record of its actions, transactions and decisions.
- 2.5 Board information and records are the property of the Waterloo Region District School Board. Employees do not retain a personal or proprietary interest in them.



VIDEO SURVEILLANCE ~~IN SCHOOLS~~

Legal References:	<i>Municipal Freedom of Information and Protection of Privacy Act Education Act, Section 300.0.1 and 301 (2) 5</i>
Related References:	<i>Board Policy 6000 – Safe Schools Administrative Procedure 1090 – Protection of Student Personal Information (Including Photos/Voice Recordings) Administrative Procedure 1100 – Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) Privacy Protection and Access to Information Administrative Procedure 3085 – Safe Welcome Program Administrative Procedure 3100 - Video Surveillance Cameras in Schools Guidelines for Using Video Surveillance Cameras in Schools - Ontario Information and Privacy Commissioner, 2015 WRDSB Record Retention Schedule</i>
Effective Date:	<i>April 2004</i>
Revisions:	<i>May 2014, February 2016, April 2017, October 2018</i>
Reviewed:	<i>October 15, 2018</i>

1. Preamble

It is the policy of the Waterloo Region District School Board (WRDSB) that:

- 1.1 the promotion of a safe and secure learning environment is in the best interest of students, staff and the general public;
- 1.2 the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system;
- 1.3 the utilization of video surveillance systems is to complement, not replace, other means to create a safe and secure learning environment.
- 1.4 the video surveillance system will collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The WRDSB is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.
- 1.5 personal information (video images) collected by the WRDSB, will have a specific purpose and will be kept in a secure manner. The WRDSB further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with MFIPPA and the WRDSB Retention Schedule.

2. Definitions

- 2.1 Covert Surveillance- the use of a concealed video without an audio track for non-routine investigative purposes.

- 2.2 Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) - means the legislation that governs access to and the privacy of WRDSB records containing personal information.
- 2.3 Overt Surveillance - the unconcealed use of video for monitoring purposes or to record activities for historical review.
- 2.4 Personal Information - recorded information about an identifiable individual as per MFIPPA.
- 2.5 Retention Schedule - is a list of all the records ~~classifications~~ and their corresponding retention periods. The schedule also identifies ~~which records are deemed vital, which are archival, and~~ who is the responsible department or official record holder.
- 2.6 Video Surveillance Systems -video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school property (in schools this would usually include analog video, digital and closed-circuit camera systems).

3. Authority

- 3.1 The Coordinating Superintendent of Human Resource Services has overall responsibility for the WRDSB video surveillance program.
- 3.2 The following personnel are authorized to utilize/access the video surveillance system in the discharge of their duties:
 - 3.2.1 Principals
 - 3.2.2 Vice-Principals

4. Application/Scope

- 4.1 This policy applies to the operation of any video system installed within any WRDSB site for the purpose of surveillance.
- 4.2 Overt video surveillance equipment shall be used in public areas of its schools and facilities when it is deemed necessary in order to:
 - 4.2.1 Enhance the safety and well-being of students, staff and the community;
 - 4.2.2 Protect WRDSB property and equipment against theft or vandalism;
 - 4.2.3 Aid in identifying intruders and of persons breaking the law;
 - 4.2.4 Support implementation of Ministry of Education's Safe Welcome Program.
- 4.3 The WRDSB reserves the right to consider and employ lawful "covert surveillance" on a case by case basis in consultation with the appropriate Supervisory Officer. Covert video surveillance shall only be used in specific, limited circumstances as an investigative tool related to criminal or illegal activity.
- 4.4 The video taping of school events such as graduation, theatrical productions or other similar events by the parents and families of students is not addressed by this policy. See Administrative Procedure ~~1090—Protection of Student Personal Information (Including Student/Voice Recordings)~~. 1100 - Privacy Protection and Access to Information.

- 4.5 Authorized videotaping for educational, instructional and/or research purposes are not addressed by this policy. See Administrative Procedure ~~4090.1100~~ - **Privacy Protection and Access to Information**.

5. Guidelines

- 5.1 Notice signs shall be installed at all properties with video surveillance systems, in accordance with the notification requirements of MFIPPA. Signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area.
- 5.2 The closed circuit television (CCTV) system within WRDSB facilities may operate continuously. All recorded images are the property of the WRDSB.
- 5.3 Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.
- 5.4 Where applicable and appropriate, this policy shall be incorporated into training and orientation programs of the WRDSB.

Draft



VIDEO SURVEILLANCE IN SCHOOLS

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- 1.2 the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system;
- 1.3 the utilization of video surveillance systems is to complement, not to replace, other means to create a safe and secure learning environment.
- 1.4 the video surveillance system will collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The WRDSB is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.
- 1.5 personal information (video images) collected by the WRDSB, will have a specific purpose and will be kept in a secure manner. The WRDSB further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with MFIPPA and the WRDSB Retention Schedule.

2. Definitions

- 2.1 Covert Surveillance- the use of a concealed video without an audio track for non-routine investigative purposes.

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- 2.4 Personal Information- recorded information about an identifiable individual as per MFIPPA.
- 2.5 Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.
- 2.6 Video Surveillance Systems -video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school property (in schools this would usually include analog video, digital and closed-circuit camera systems).

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- 3.1 The Coordinating Superintendent of Human Resource Services has overall responsibility for the WRDSB video surveillance program.
- 3.2 The following personnel are authorized to utilize/access the video surveillance system in the discharge of their duties:
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4. Application/Scope

- 4.1 This policy applies to the operation of any video system installed within any WRDSB site for the purpose of surveillance.
- 4.2 Overt video surveillance equipment shall be used in public areas of its schools and facilities when it is deemed necessary in order to:
 - 4.2.1 Enhance the safety and well-being of students, staff and the community;
 - 4.2.2 Protect WRDSB property and equipment against theft or vandalism;
 - 4.2.3 Aid in identifying intruders and of persons breaking the law;
 - 4.2.4 Support implementation of Ministry of Education's Safe Welcome Program.
- 4.3 The WRDSB reserves the right to consider and employ lawful "covert surveillance" on a case by case basis in consultation with the appropriate Supervisory Officer. Covert video surveillance shall only be used in specific, limited circumstances as an investigative tool related to criminal or illegal activity.
- 4.4 The video taping of school events such as graduation, theatrical productions or other similar events by the parents and families of students is not addressed by this policy. See Administrative Procedure 1090 – Protection of Student Personal Information (Including Student/Voice Recordings).
- 4.5 Authorized videotaping for educational, instructional and/or research purposes are not addressed by this policy. See Administrative Procedure 1090.

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- 5.2 The closed circuit television (CCTV) system within WRDSB facilities may operate continuously. All recorded images are the property of the WRDSB.
- 5.3 Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.

- 5.4 Where applicable and appropriate, this policy shall be incorporated into training and orientation programs of the WRDSB.



ACCESS TO DIGITAL RESOURCES AND TECHNOLOGY

Legal References:	<i>Ontario Occupational Health and Safety Act (and associated Regulations and Standards)</i> <i>Broader Public Sector Procurement Directive</i>
Related References:	<i>AP4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies</i> <i>21st Century Competencies: Towards Defining 21st Century Competencies for Ontario, Ontario Ministry of Education</i> <i>WRDSB Digital Code of Conduct</i> <i>WRDSB Digital Citizenship Framework</i> <i>WRDSB Character Development Framework</i>
Effective Date:	<i>March 2014</i>
Revisions:	<i>June 15, 2015</i> , <i>January 22, 2018</i> , <i>December 9, 2019</i>
Reviewed:	<i>September 19, 2016</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) will provide a technology environment that allows networked access for staff and students for the purposes of learning and conducting WRDSB business. Access will be provisioned to allow staff and students to use personally owned technology on the WRDSB network. ~~(BYOD)~~. **Any C**hanges to access will be communicated to stakeholder groups through the defined Board communication protocols.
- 1.2 WRDSB recognizes the importance of access to a variety of digital resources and tools to facilitate learning and WRDSB business. To this end, the Board will continue to provide fair and equitable access to technology.
- 1.3 WRDSB recognizes that global competencies (critical thinking and problem solving; innovation, creativity and entrepreneurship; self-directed learning; collaboration; communication; citizenship) are essential and at the core of learning and innovation.

2. Network Access and Monitoring:

- 2.1 Provide networked access.
- 2.2 Govern access to the network by provisioning user accounts to all staff, students and stakeholders using graduated access and filtering.
- 2.3 Expect that staff and students will use the network in accordance with governing protocols including:
 - AP4070, Responsible Use Procedure for Information, Communication and Collaboration Technologies;
 - the WRDSB Digital Code of Conduct;
 - the WRDSB Digital Citizenship framework;
 - the WRDSB Character Development framework

- 2.4 Monitor the network for:
- Appropriate use and, when necessary, take appropriate action to maintain the safety and privacy of WRDSB staff, students and assets. This will include the provision of effective, multi-language internet content filtering capacity in order to support differentiated and/or age-appropriate graduated filtering options for various user groups.
 - Data traffic congestion and take action to increase capacity as funds and resources are available.
- 2.5 Use equipment that complies with CSA and Health Canada and World Health standards, Safety Code 6 (2015).
- Conduct periodic reviews of equipment as needed to ensure compliance.
 - Periodically check with relevant health agencies for updated advisories.

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ACCESS TO DIGITAL RESOURCES AND TECHNOLOGY

Legal References:	<i>Ontario Occupational Health and Safety Act (and associated Regulations and Standards)</i> <i>Broader Public Sector Procurement Directive</i>
Related References:	<i>AP4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies</i> <i>21st Century Competencies: Towards Defining 21st Century Competencies for Ontario, Ontario Ministry of Education</i>
Effective Date:	<i>March 2014</i>
Revisions:	<i>June 15, 2015, January 22, 2018</i>
Reviewed:	<i>September 19, 2016</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) will provide a technology environment that allows networked access for staff and students for the purposes of learning and conducting WRDSB business. Access will be provisioned to allow staff and students to use personally owned technology on the WRDSB network (BYOD). Any changes to access will be communicated to stakeholder groups through the defined Board communication protocols.
- 1.2 WRDSB recognizes the importance of access to a variety of digital resources and tools to facilitate learning and WRDSB business. To this end, the Board will continue to provide fair and equitable access to technology.
- 1.3 WRDSB recognizes that global competencies (critical thinking and problem solving; innovation, creativity and entrepreneurship; self-directed learning; collaboration; communication; citizenship) are essential and at the core of learning and innovation.

2. Network Access and Monitoring:

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

- 2.5 Use equipment that complies with CSA and Health Canada and World Health standards, Safety Code 6 (2015).
- Conduct periodic reviews of equipment as needed to ensure compliance.
 - Periodically check with relevant health agencies for updated advisories.



Board Policy 4007

APPROVAL OF RESEARCH PROJECTS

Legal References:	<i>Education Act</i> <i>Municipal Freedom of Information and Protection of Privacy Act</i> <i>Anti-Racism Act</i> <i>Personal Information Protection and Electronic Documents Act</i>
Related References:	<i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> (TCPS 2, 2018) <i>WRDSB Guidelines and Information for Researchers</i> <i>Board Policy 1014 - Privacy Protection and Access to Information</i> <i>Administrative Procedure xxxx - Approval of Research Projects</i> <i>Administrative Procedure 1100 - Privacy Protection and Access to Information</i> <i>Administrative Procedure 3770 - Criminal Reference Checks</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>January 24, 2003; May 30, 2005; November 28, 2005, December 9, 2019</i>
Reviewed:	<i>January 22, 2018</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to permit authorized research personnel, in adherence to ethical guidelines as set out by the Tri-Council Policy Statement of Ethical Conduct for Research Involving Humans, to use its facilities and involve students, employees and/or caregivers from the WRDSB in various research projects with the prior approval of the Research Review Committee recognizing **provided** that:
- 1.1.1 ~~the Board appreciates that the increasing interest in social science studies in the universities and colleges brings with it the need for research into education and the learning process;~~ **the research has received prior approval of the Research Review Committee;**
 - 1.1.2 ~~Waterloo Region is a preferred area of local universities for use in various studies;~~ **adheres to the guidelines outlined in this policy including ethical guidelines as set out by the Tri-Council Policy Statement of Ethical Conduct for Research Involving Humans TCPS 2;**
 - 1.1.3 ~~students, employees and caregivers can benefit in many ways as a result of some of the studies in which they participate;~~
 - 1.1.4 the number of requests to conduct research in schools is of sufficient quantity to require some kind of control in order to permit schools to fulfill their main role of providing students with first class public education;

~~1.1.5 the Board's Research Review Committee team is chaired by a member of the WRDSB's Research and Evidence-based Practice department and will include administrators, a representative from the Waterloo Region Assembly of Public School Councils or the Parent Involvement Committee and other WRDSB staff on an ad hoc basis;~~

~~1.1.6 Superintendents and administrators will have access to a list of approved research projects:~~

~~1.1.7 the research is being conducted in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), including but not limited to obtaining consent, the use and disclosure of personal information, data collection, data retention, data security and data disposal:~~

~~the research is being conducted in accordance with federal and provincial legislation governing the collection, use, disclosure and retention of personal information, including consent requirements, data security and data disposal.~~

1.2 The WRDSB considers all activities where external researchers are endeavouring to collect information/data from WRDSB students, staff, and/or families as research that is subject to review by and approval from the WRDSB Research Review Committee.

1.3 The Board recognizes that interest in conducting research related to student learning, or education more broadly, extends well beyond traditional academic research typically conducted by college/university faculty members or students pursuing their undergraduate/graduate degrees. This includes, for example:

1.3.1 program evaluations or research conducted by community organizations or nonprofit research organizations,

1.3.2 research conducted by the Ontario Ministry of Education or arms-length Ministry organizations (e.g., Education Quality and Accountability Office (EQAO), School Mental Health Ontario),

1.3.3 research or inquiries conducted by WRDSB educators or school principals as part of Additional Qualification courses, Principal Qualification Program courses, and graduate degrees, and

1.3.4 research conducted by for-profit companies.

1.4 The Board appreciates that by allowing external researchers to conduct research related to student learning, or education more broadly that:

1.4.1 students, employees and caregivers can benefit in many ways as a result of some of the studies in which they participate; and

1.4.2 the collection of data through these projects can support WRDSB in engaging in data informed decision making.

2. Application of Core Principles

2.1 This policy is guided by the following three *Core Principles* (Chapter 1, Section B. Article 1.1, TCPS 2, 2018): Respect for Persons, Concern for Welfare, and Justice.

The practical application of these three Core Principles is reflected in, but not limited to, the following requirements of research conducted with WRDSB:

2.1.1 the participation of WRDSB students, staff, and/or caregivers in research is, and must be characterized as, voluntary,

- 2.1.2 researchers must obtain active, informed consent from WRDSB participants, and for students 18 years of age and younger, must obtain consent from students' parents/guardians, and
 - 2.1.3 the decision to participate in research must be fully informed.
- 2.2 For participants to make a fully informed decision about participating in research, the following information must be provided in plain language that is free of jargon:
- 2.2.1 the purpose of the research,
 - 2.2.2 what participating in the research entails, including the amount of time required for participation,
 - 2.2.3 the foreseeable risks to participating and the steps researchers will take to mitigate these risks,
 - 2.2.4 the potential benefits of participating,
 - 2.2.5 the steps that researchers will take to safeguard the confidentiality and security of the information participants provide, including the length of time the information will be retained,
 - 2.2.6 the name and contact information of the individual that prospective participants may contact to have any of their questions about the research answered.
- 2.3 Participants are free to decline to participate in research and may withdraw their consent to participate without penalty. This includes assurances that a participant's decision to decline participation or withdrawing their consent to participate will not impact their relationship or standing with their school, department, the board, the researcher or the researcher's institution/organization.

2. **Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans**

- 2.1 The standard for university and non-university ethics review is the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2, 2014) which is a joint policy of Canada's three federal research agencies - the Canadian Institutes of Health Research (CIHR), developed by the former Medical Research Council of Canada; the Natural Sciences and Engineering Research Council of Canada (NSERC); and the Social Sciences and Humanities Research Council of Canada (SSHRC):
- 2.2 The complete document can be accessed on that Government of Canada website at: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-epte2/Default/>
- 2.3 Included in the document cited in section 2.2 are the following three Core Principles: Respect for persons, Concerns for welfare, and Justice. The Core Principles are considered complementary and interdependent. They are applied and weighted in accordance with the nature and context of the research being conducted. The Core Principles transcend disciplinary boundaries and are relevant to the research community:
 - 2.3.1 **Respect for Persons:** Respect for Persons recognizes the intrinsic value of human beings and the respect and consideration that they are due. It encompasses the treatment of persons involved in research directly as participants and those who are participants because their data or human biological materials, which for the purposes of this Policy include materials related to human reproduction, are used in research. Respect for Persons incorporates the dual moral obligations to respect autonomy and to protect those with developing, impaired or diminished autonomy.

Autonomy includes the ability to deliberate about a decision and to act based on that deliberation. Respecting autonomy means giving due deference to a person's judgment and ensuring that the person is free to choose without interference. Autonomy is not exercised in isolation but is influenced by a person's various connections to family, to community, and to cultural, social, linguistic, religious and other groups. Likewise, a person's decisions can have an impact on any of these connections. An important mechanism for respecting participants' autonomy in research is the requirement to seek their free, informed and ongoing consent. This requirement reflects the commitment that participation in research, including participation through the use of one's data or biological materials, should be a matter of choice and that, to be meaningful, the choice must be informed.

An informed choice is one that is based on as complete an understanding as is reasonably possible of the purpose of the research, what it entails, and its foreseeable risks and potential benefits, both to the participant and to others. Respect for Persons also includes a commitment to accountability and transparency in the ethical conduct of research.

Certain factors may diminish a person's ability to exercise their autonomy, such as inadequate information or understanding for deliberation, or a lack of freedom to act due to controlling influences or coercion. Such constraints may include the fear of alienating those in positions of authority, such as professional or personal caregivers, researchers, leaders, larger groups, or a community to which one belongs. Other constraints may consist of barriers to accessing resources or knowledge outside the research context. These factors and constraints should be addressed prior to any research being carried out, so as to ensure participants are sufficiently protected.

Some people may be incapable of exercising autonomy because of youth, cognitive impairment, other mental health issues or illness. While autonomy may be considered a necessary condition for participation in research, involving those who lack capacity to make their own decisions to participate can be valuable, just and even necessary. For those prospective participants, additional measures are needed to protect their interests and to ensure that their wishes (to the extent that these are known) are respected. These measures will generally include seeking consent from an authorized third party who is entrusted to make decisions on behalf of the prospective participant, based on knowledge of that person and that person's wishes or, if such wishes are unknown, on consideration of that person's welfare. Even when the requirements of free, informed and ongoing consent cannot be met, Respect for Persons requires involving individuals in circumstances of vulnerability in decision making where possible. This may include asking about their feelings regarding participation and/or for their assent.

Where it is foreseeable that a participant may lose decision-making capacity during a research project, for example in studies of cognitive impairment, it may be appropriate to ask participants to express their preferences and ensure that they have authorized a trusted person to make decisions on their behalf should they lose the capacity to decide whether or not to continue their research participation.

- 2.3.2 Concern for Welfare: The welfare of a person is the quality of that person's experience of life in all its aspects. Welfare consists of the impact on individuals

of factors such as their physical, mental and spiritual health, as well as their physical, economic and social circumstances. Thus, determinants of welfare can include housing, employment, security, family life, community membership, and social participation, among other aspects of life. Other contributing factors to welfare are privacy and the control of information about the person, and the treatment of human biological materials according to the free, informed and ongoing consent of the person who was the source of the information or materials. A person's or group's welfare is also affected by the welfare of those who are important to them. Harm includes any negative effects on welfare, broadly construed. Note that, for the purposes of this Policy, "group" and "community" are used in their ordinary sense:

Concern for Welfare means that researchers and Research Ethics Boards (REBs) should aim to protect the welfare of participants, and, in some circumstances, to promote that welfare in view of any foreseeable risks associated with the research. They are to provide participants with enough information to be able to adequately assess risks and potential benefits associated with their participation in the research. To do so, researchers and REBs must ensure that participants are not exposed to unnecessary risks. Researchers and REBs must attempt to minimize the risks associated with answering any given research question. They should attempt to achieve the most favourable balance of risks and potential benefits in a research proposal. Then, in keeping with the principle of Respect for Persons, participants or authorized third parties, make the final judgment about the acceptability of this balance to them.

The welfare of groups can also be affected by research. Groups may benefit from the knowledge gained from the research, but they may also suffer from stigmatization, discrimination or damage to reputation. Engagement during the design process with groups whose welfare may be affected by the research can help to clarify the potential impact of the research and indicate where any negative impact on welfare can be minimized. Researchers must also consider the risks and potential benefits of their research and the knowledge it might generate for the welfare of society as a whole. Where research on individuals may affect the welfare of a group(s), the weight given to the group's welfare will depend on the nature of the research being undertaken, and the individuals or group in question. This consideration does not imply, however, that the welfare of a group should be given priority over the welfare of individuals.

- 2.3.3 Justice: Justice refers to the obligation to treat people fairly and equitably. Fairness entails treating all people with equal respect and concern. Equity requires distributing the benefits and burdens of research participation in such a way that no segment of the population is unduly burdened by the harms of research or denied the benefits of the knowledge generated from it. Treating people fairly and equitably does not always mean treating people in the same way. Differences in treatment or distribution are justified when failures to take differences into account may result in the creation or reinforcement of inequities. One important difference that must be considered for fairness and equity is vulnerability. Vulnerability is often caused by limited decision-making capacity, or limited access to social goods, such as rights, opportunities and power. Individuals or groups in vulnerable circumstances have historically included children, the elderly, women, prisoners, those with mental health issues and those with diminished capacity for self-determination. Ethnocultural minorities and those who are institutionalized are other examples of groups who have, at

times, been treated unfairly and inequitably in research, or have been excluded from research opportunities. People or groups whose circumstances cause them to be vulnerable or marginalized may need to be afforded special attention in order to be treated justly in research.

The recruitment process, both of participants who may become directly involved in research and those who participate as the source of information or biological materials to be used in research, is an important component of the fair and equitable conduct of research. Participation should be based on inclusion criteria that are justified by the research question. Inequity is created when particular groups fail to receive fair benefits of research or when groups, or their data or their biological materials, are excluded from research arbitrarily or for reasons unrelated to the research question.

An important threat to Justice is the imbalance of power that may exist in the relationship between researcher and participant. Participants will generally not understand the research in the same way and in the same depth as does the researcher. Historically, there have been instances in which this power imbalance has been abused, with resulting harm to participants.

- 2.3.4 The Core Principles – Conclusion: The importance of research and the need to ensure the ethical conduct of research requires both researchers and REB members to navigate a sometimes difficult course between the two main goals of providing the necessary protection of participants and serving the legitimate requirements of research. The three core principles that express the value of human dignity provide the compass for that journey. Their application will help ensure that a balance between these two goals is maintained. Applying the core principles will also maintain free, informed and ongoing consent throughout the research process and lead to sharing the benefits of the research. These results will help to build and maintain the trust of participants and the public in the research process.



APPROVAL OF RESEARCH PROJECTS

Legal References:

Related References: *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*
WRDSB Guidelines and Information for Research

Effective Date: *February 23, 1998*

Revisions: *January 24, 2003; May 30, 2005; November 28, 2005,*

Reviewed: *January 22, 2018*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to permit authorized research personnel, in adherence to ethical guidelines as set out by the Tri-Council Policy Statement of Ethical Conduct for Research Involving Humans, to use its facilities and involve students, employees and/or caregivers from the WRDSB in various research projects with the prior approval of the Research Review Committee recognizing that:
 - 1.1.1 the Board appreciates that the increasing interest in social science studies in the universities and colleges brings with it the need for research into education and the learning process;
 - 1.1.2 Waterloo Region is a preferred area of local universities for use in various studies;
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- 2.2 The complete document can be accessed on that Government of Canada website at: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>
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USE OF SERVICE ANIMALS BY STUDENTS

Legal References:	Education Act Ontario Human Rights Code (OHRC) Accessibility of Ontarians with Disabilities Act (AODA), 2005 Blind Persons Rights Act, 2007 Individual Education Plan, A Resource Guide, 2004 OHRC Policy On Accessible Education for Students with Disabilities, 2018 PPM 163 School Board Policies on Service Animals, 2019
Related References:	Board Policy 1008, Equity and Inclusion Board Policy 1010, Accessibility of Ontarians with Disabilities Board Policy 1006, Supporting Students with Prevalent Medical Conditions Board Procedure 1630, Accessibility of Ontarians with Disabilities Board Procedure 1470, Anaphylactic Management Plan Board Procedure 2020,
Effective Date:	January 2020
Revisions:	
Reviewed:	

1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student achievement and well being. It is the policy of the Waterloo Region District School Board, in accordance with its obligations pursuant to the Ontario Human Rights Code, to provide individualized accommodation to students with disabilities (as defined in Section 2 of the AODA and the OHRC) to enable them to have meaningful access to education services.

2. Purpose

- 2.1 In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany a student while attending school or a school-related event, each request will be reviewed individually by the WRDSB considering the student's dignity, integration, independence and disability-related learning needs and the current accommodations available to enable meaningful access to education.
- 2.2 The process of accommodation shall also consider the competing human rights of other students and staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 2.3 The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in Administrative Procedure 2020.



STUDENT TRUSTEES AND STUDENT REPRESENTATION WITHIN THE BOARD

Legal References:	<i>Education Act; Ontario Regulation 7/07</i>
Related References:	<i>Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees; Student Senate – Terms of Reference;</i> <u>NEW Student Trustee Handbook</u>
Effective Date:	<i>May 1998</i>
Revisions:	<i>February 11, 2019; June 19, 2017; December 9, 2019</i>
Reviewed:	

1. Preamble

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

2. Eligibility, Qualifications and Disqualification

- 2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division (grade 11 or 12) student in a Waterloo Region District Secondary School and have secured parental permission if they are under the age of majority or;
- 2.1.1 Is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1.
- 2.2 ~~It is recommended that candidates:-~~ *(moved to [Student Trustee Handbook](#))*
- ~~● Have demonstrated success in and commitment to their academic studies;~~
 - ~~● Have demonstrated an interest and prior involvement in school, extra-curricular and/or community-based activities (e.g. Student Senate, other examples?);~~
 - ~~● Have demonstrated strong communication skills and an ability to effectively liaise with fellow students;~~
 - ~~● Have demonstrated critical thinking skills and creativity in developing ideas and implementing solutions;~~
- 2.3 A Student Trustee shall resign their position in the event that:
- The student fails to maintain the required qualifications (as outlined in 2.1 above);
 - The student fails or is unable to comply with the terms of office outlined in this policy;
 - The student is required to serve a sentence of imprisonment in a penal or correctional institution.

- 2.4 If the Student Trustee is unable to perform the duties of the role due to unexcused absences, a meeting will be scheduled with the Student Trustee **Mentor**, **Chair**, and **Director of Education** to discuss plans for the remaining term of office.
- 2.5 Any vacancy created by the disqualification or resignation of a Student Trustee shall be filled by means of a by-election. O Reg 7/07, s. 7.
- 2.5.1 In consultation with remaining Student Trustee, the Board may decide not to fill a vacated position provided that the remaining ~~one~~ Student Trustee continues to serve the term of office.

~~3. Election Process (moved to [Student Trustee Handbook](#))~~

- ~~3.1 All qualified secondary students that meet the requirements of this policy are eligible to put their names forward as candidates for the position of Student Trustee.~~

- ~~3.2 Each student who put their names forward as candidates will provide the Board the following portfolio of information no later than the last Friday prior to the election date:~~
- ~~• A resume including level of completed education and any relevant experiences;~~
 - ~~• A letter of intent outlining the candidate's understanding of the role of the Student Trustee and their goals in performing that role;~~
 - ~~• A letter of recommendation from the student's teacher, staff member, or principal;~~
 - ~~• A letter of recommendation from a community member who is not related to the candidate (e.g. coach, music teacher, family friend, neighbour);~~
 - ~~• A letter of Permission from the candidate's parent/guardian for candidates under the age of 18.~~

- ~~3.2.1 This portfolio will be reviewed by the Trustee Mentor, Director of Education or their designate, Board Chairperson and the Manager of Corporate Services and retained only as required by the WRDSB Records Retention Schedule.~~

- ~~3.3 No later than the first Wednesday of May in each school year, an additional Student Senate meeting shall be conducted at the direction of the current Student Trustees for the sole purpose of electing incoming Student Trustees.~~

- ~~3.4 The voting process will be conducted as follows:~~

- ~~3.4.1 At the Student Senate meeting, each candidate present must present a speech that is between three (3) and five (5) minutes in length with the order of candidate speeches decided randomly;~~

- ~~3.4.2 After each speech, each candidate must answer one (1) to three (3) questions posed by Student Senators present;~~

- ~~3.4.3 Voting will be done by secret ballot;~~

- ~~3.4.4 A staff member and the Trustee Mentor will act as scrutineers to distribute, collect and count the ballots;~~

- ~~3.4.5 Each secondary school present will be permitted two votes, regardless of how many Student Senators are present from a given school;~~

- ~~3.4.6 Where there are more than two candidates, following the count of the vote, the name of the individual with the lowest number of votes will be removed from the list of candidates;~~

- ~~3.4.7 The results of the secret ballot will be announced to all Student Senators present at the meeting by the co-chairs;~~

- ~~3.4.8 The voting process set out in 3.4.4, 3.4.5, 3.4.6 and 3.4.7 will be repeated until only two names remain on the ballot;~~

- ~~3.4.9 In the case of a tie where no candidate can be eliminated using procedure 3.4.8, a name will be randomly drawn to decide which candidate wins.~~

- ~~3.4.10 The two students remaining will be designated as Student Trustees for the following school year.~~

- ~~3.5 — When one of the two current Student Trustees is running for re-election, they will not participate in the meeting or any prior preparation. The remaining Student Trustee will chair the election process.~~
- ~~3.6 — When both of the current Student Trustees are running for re-election, they will not participate in the meeting or any prior preparation. The Trustee Mentor and an identified Superintendent will chair the election process.~~
- ~~3.7 — When there are no applications submitted for the position of Student Trustee, the Director of Education, the Board Chairperson and current Student Trustees will take steps to communicate with the Student Senate contact or administration where applicable at each secondary school and encourage them to invite students to apply. The vote will be postponed until applications are submitted and the Ministry will be informed of the delay.~~
- ~~3.8 — The Board shall have at least one but not more than two Student Trustees. These Trustees will be introduced to the board before the end of June at a Board/COW Meeting.~~
- ~~3.9 — If only two Student Trustee candidate applications are received and these candidates have met the criteria as outlined in this policy, these two shall be acclaimed.~~
- ~~3.9.1 — The expectation that each candidate delivers a speech and answers questions per 3.4.1 and 3.4.2 of this policy shall remain in cases of acclamation.~~
- ~~3.9.2 — There shall be no vote by the Senators in cases of acclamation.~~
-
- ~~3.10 — Within 30 days after the date of the election or by election of Student Trustees, the Board shall provide the Ministry with the name(s) of the elected candidate(s).~~
- ~~3.11 — Upon election, Student Trustees will be formally invited to “shadow” the existing Student Trustees at Board and Committee of the Whole meetings during the month of June, except for all In Camera meetings of the Board.~~

4. Terms of Office

- 4.1 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 4.2 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 4.3 Student Trustees shall be reimbursed for expenses while on Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 4.4 Student Trustees may serve up to two terms if elected in accordance with the Selection Process regulations **outlined in the [Student Trustee Handbook](#)**.
- ~~4.5 — Responsibilities of the Student Trustees include the following:— (moved to procedure/handbook)~~
- ~~4.5.1 — Receive and review agenda packages and attend public and In Camera sessions of the Board and Committee of the Whole, as well as other committee meetings, when invited by the committee Chair, except for those In Camera meetings excluded under the Education Act s. 55 (5);-~~
- ~~4.5.2 — Participate in public discussions of the Board;~~
- ~~4.5.3 — Have their vote recorded for the purpose of public record and for accountability to the student body;~~

- ~~4.5.4 Prepare motions or amendments to motions to be submitted by a Trustee on their behalf;~~
 - ~~4.5.5 May be invited to serve on ad hoc committees of the Board;~~
 - ~~4.5.6 Act with the decorum and expectations of all elected Trustees;~~
 - ~~4.5.7 As appropriate, be provided with resources such as secretarial support, telephone voice-mail and intranet electronic communications (Gmail);~~
 - ~~4.5.8 Notify the Board during public meetings of any direct or indirect conflict of interest they may have in any matter being discussed by the Board;~~
 - ~~4.5.9 Comply with legislation governing the attendance of Trustees at public meetings of the Board;~~
 - ~~4.5.10 Provide co-chair leadership throughout the year to the Board's Student Senate including calling meetings no less than four times per year, including the meeting to elect Student Trustees for the following term of office;~~
 - ~~4.5.11 Provide a verbal report to the Board of Trustees after each Student Senate meeting;~~
 - ~~4.5.12 Review with the Student Senate the Student Trustees and Student Representation Within the Board policy and Student Senate Terms of Reference annually to ensure they best reflect the progressive work of the Student Senate and Student Trustees;~~
 - ~~4.5.13 A Trustee mentor and their alternate will be identified each year in December, but they will assume their responsibilities at the end of the following June in alignment with the election of the new Student Trustees. Their role is to guide the Student Trustees throughout their term of office. The Trustee mentor will be assigned seating next to the Student Trustees at the Board table.~~
- 4.6 By accepting the role of Student Trustee, students agree to:
- 4.6.1 Release to the Waterloo Region District School Board (WRDSB), its agents, and employees all rights to record and share their input and suggestions through board meeting minutes.
 - 4.6.2 Acknowledge that both print and electronic forms of board meeting minutes will be made publicly available and kept as a permanent record.
 - 4.6.3 Recognize that Board-related meetings or events **including Student Senate** may be shared on Waterloo Region District School Board **WRDSB** websites and social media channels and may include photographs and video recordings taken of them.
 - ~~4.6.4 Recognize that Student Senate meetings or events may be shared on Waterloo Region District School Board websites and social media channels and may include photographs and video recordings taken of them.~~

5. Student Senate

Student Trustees will co-chair monthly Student Senate meetings in accordance with the terms of reference of that committee.

(moved to procedure/handbook) ~~The purpose of Student Senate meetings, co-chaired by the Student Trustees per 4.5.12, will be to:~~

- ~~5.1.1 Assist the Student Trustees in determining student issues, gathering student opinion and communicating with students;~~
- ~~5.1.2 Providing students with an opportunity for larger, more cohesive voice and a forum for the exchange of ideas;~~
- ~~5.1.3 Connecting student voice by working toward dialogue between all students in all schools of the Board concerning advisory matters pertinent to the Student Senate and to the Board;~~
- ~~5.1.4 Allow for discussion of students' interests and concerns related to Board issues;~~
- ~~5.1.5 Providing staff with the opportunity to present to student leaders from each school;~~
- ~~5.1.6 Review relevant and applicable policies of the Board that impact students with the purpose of providing feedback to staff and the Board.~~

~~5.1.7 — Liaise back with the Student Senate contact/school administration to inform staff and students about the work that happens at Student Senate.~~

~~5.2 — In May or June of the previous year, Senior Staff will communicate with secondary school administration and/or Student Senate contacts and ask that they identify two candidates to be Student Senator representatives for the following school year. At the beginning of each school year, an orientation and goal setting session will be organized and offered.~~

~~5.2.1 — Identified Board staff will provide assistance to the Student Trustees in meeting this objective.~~

~~5.3 — Any interested students who are not nominated or elected per 5.2 are still invited and welcome to attend all Student Senate meetings and act in the official capacity as a Student Senator for their school.~~

6. Trustee Mentor

A Trustee will be appointed to serve as a mentor to the Student Trustees and to the Student Senate .

~~6.1 — Responsibilities of the Trustee Mentor and their alternate include the following:~~

~~6.1.1 — Appointed to serve as a mentor to the Student Trustees and to the Student Senate in accordance with 4.5.13 of this policy;~~

~~6.1.2 — Provide guidance and orientation to the role of Student Trustees;~~

~~6.1.3 — Aid in understanding of Board meeting procedures;~~

~~6.1.4 — Answer relevant questions from Student Trustees;~~

~~6.1.5 — Help to create a welcoming atmosphere, such that Student Trustees feel more comfortable speaking at the Board table;~~

~~6.1.6 — Encourage Student Trustees to share thoughts at the Board table;~~

~~6.1.7 — Informing Student Trustees as to who to contact in the event of absence from meetings;~~

~~6.1.8 — Provide Student Trustees with objective and pertinent information about topics discussed at the Board table;~~

~~6.1.9 — Meet with Student Trustees prior to the start of their term;~~

~~6.1.10 — Help Student Trustees to better provide student opinion to the Board;~~

~~6.1.11 — Debrief after any meetings where Student Trustees wish to discuss the contents or course of the meeting;~~

~~6.1.12 — Assist Student Trustees to prepare agendas for Student Senate meetings;~~

~~6.1.13 — Attend monthly Student Senate meetings;~~



STUDENT TRUSTEES AND STUDENT REPRESENTATION WITHIN THE BOARD

Legal References:	<i>Education Act; Ontario Regulation 7/07</i>
Related References:	<i>Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees; Student Senate – Terms of Reference</i>
Effective Date:	<i>May 1998</i>
Revisions:	<i>February 11, 2019, June 19, 2017</i>
Reviewed:	

1. Preamble

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

2. Eligibility, Qualifications and Disqualification

- 2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division (grade 11 or 12) student in a Waterloo Region District Secondary School and have secured parental permission if they are under the age of majority or;
- 2.1.1 Is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1.
- 2.2 It is recommended that candidates:
- Have demonstrated success in and commitment to their academic studies;
 - Have demonstrated an interest and prior involvement in school, extra-curricular and/or community-based activities (e.g. Student Senate);
 - Have demonstrated strong communication skills and an ability to effectively liaise with fellow students;
 - Have demonstrated critical thinking skills and creativity in developing ideas and implementing solutions;
- 2.3 A Student Trustee shall resign their position in the event that:
- The student fails to maintain the required qualifications (as outlined in 2.1 above);
 - The student fails or is unable to comply with the terms of office outlined in this policy;
 - The student is required to serve a sentence of imprisonment in a penal or correctional institution.
- 2.4 If the Student Trustee is unable to perform the duties of the role due to unexcused absences, a meeting will be scheduled with the Student Trustee mentor, chair, and director to discuss plans for the remaining term of office.
- 2.5 Any vacancy created by the disqualification or resignation of a Student Trustee shall be filled by means of a by-election. O Reg 7/07, s. 7.

- 2.5.1 In consultation with remaining Student Trustee, the Board may decide not to fill a vacated position provided that the remaining ~~one~~ Student Trustee continues to serve the term of office.

3. Election Process

- 3.1 All qualified-secondary students that meet the requirements of this policy are eligible to put their names forward as candidates for the position of Student Trustee.
- 3.2 Each student who put their names forward as candidates will provide the Board the following portfolio of information no later than the last Friday prior to the election date:
- A resume including level of completed education and any relevant experiences;
 - A letter of intent outlining the candidate's understanding of the role of the Student Trustee and their goals in performing that role;
 - A letter of recommendation from the student's teacher, staff member, or principal;
 - A letter of recommendation from a community member who is not related to the candidate (e.g. coach, music teacher, family friend, neighbour);
 - A letter of Permission from the candidate's parent/guardian for candidates under the age of 18.
- 3.2.1 This portfolio will be reviewed by the Trustee Mentor, Director of Education or their designate, Board Chairperson and the Manager of Corporate Services and retained only as required by the WRDSB Records Retention Schedule.
- 3.3 No later than the first Wednesday of May in each school year, an additional Student Senate meeting shall be conducted at the direction of the current Student Trustees for the sole purpose of electing incoming Student Trustees.
- 3.4 The voting process will be conducted as follows:
- 3.4.1 At the Student Senate meeting, each candidate present must present a speech that is between three (3) and five (5) minutes in length with the order of candidate speeches decided randomly;
- 3.4.2 After each speech, each candidate must answer one (1) to three (3) questions posed by Student Senators present;
- 3.4.3 Voting will be done by secret ballot;
- 3.4.4 A staff member and the Trustee Mentor will act as scrutineers to distribute, collect and count the ballots;
- 3.4.5 Each secondary school present will be permitted two votes, regardless of how many Student Senators are present from a given school;
- 3.4.6 Where there are more than two candidates, following the count of the vote, the name of the individual with the lowest number of votes will be removed from the list of candidates;
- 3.4.7 The results of the secret ballot will be announced to all Student Senators present at the meeting by the co-chairs;
- 3.4.8 The voting process set out in 3.4.4, 3.4.5, 3.4.6 and 3.4.7 will be repeated until only two names remain on the ballot;
- 3.4.9 In the case of a tie where no candidate can be eliminated using procedure 3.4.8, a name will be randomly drawn to decide which candidate wins.
- 3.4.10 The two students remaining will be designated as Student Trustees for the following school year.
- 3.5 When one of the two current Student Trustees is running for re-election, they will not participate in the meeting or any prior preparation. The remaining Student Trustee will chair the election process.

- 3.6 When both of the current Student Trustees are running for re-election, they will not participate in the meeting or any prior preparation. The Trustee Mentor and an identified Superintendent will chair the election process.
- 3.7 When there are no applications submitted for the position of Student Trustee, the Director of Education, the Board Chairperson and current Student Trustees will take steps to communicate with the Student Senate contact or administration where applicable at each secondary school and encourage them to invite students to apply. The vote will be postponed until applications are submitted and the Ministry will be informed of the delay.
- 3.8 The Board shall have at least one but not more than two Student Trustees. These Trustees will be introduced to the board before the end of June at a Board/COW Meeting.
- 3.9 If only two Student Trustee candidate applications are received and these candidates have met the criteria as outlined in this policy, these two shall be acclaimed.
- 3.9.1 The expectation that each candidate delivers a speech and answers questions per 3.4.1 and 3.4.2 of this policy shall remain in cases of acclamation.
- 3.9.2 There shall be no vote by the Senators in cases of acclamation.
- 3.10 Within 30 days after the date of the election or by-election of Student Trustees, the Board shall provide the Ministry with the name(s) of the elected candidates(s).
- 3.11 Upon election, Student Trustees will be formally invited to “shadow” the existing Student Trustees at Board and Committee of the Whole meetings during the month of June, except for all In Camera meetings of the Board.
4. Terms of Office
- 4.1 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 4.2 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 4.3 Student Trustees shall be reimbursed for expenses while on Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 4.4 Student Trustees may serve up to two terms if elected in accordance with the Selection Process regulations this policy.
- 4.5 Responsibilities of the Student Trustees include the following:
- 4.5.1 Receive and review agenda packages and attend public and In Camera sessions of the Board and Committee of the Whole, as well as other committee meetings, when invited by the committee Chair, except for those In Camera meetings excluded under the Education Act s. 55 (5);
- 4.5.2 Participate in public discussions of the Board;
- 4.5.3 Have their vote recorded for the purpose of public record and for accountability to the student body;
- 4.5.4 Prepare motions or amendments to motions to be submitted by a Trustee on their behalf;
- 4.5.5 May be invited to serve on ad hoc committees of the Board;
- 4.5.6 Act with the decorum and expectations of all elected Trustees;

- 4.5.7 As appropriate, be provided with resources such as secretarial support, telephone voice-mail and intranet electronic communications (Gmail);
 - 4.5.8 Notify the Board during public meetings of any direct or indirect conflict of interest they may have in any matter being discussed by the Board;
 - 4.5.9 Comply with legislation governing the attendance of Trustees at public meetings of the Board;
 - 4.5.10 Provide co-chair leadership throughout the year to the Board's Student Senate including calling meetings no less than four times per year, including the meeting to elect Student Trustees for the following term of office;
 - 4.5.11 Provide a verbal report to the Board of Trustees after each Student Senate meeting;
 - 4.5.12 Review with the Student Senate the Student Trustees and Student Representation Within the Board policy and Student Senate Terms of Reference annually to ensure they best reflect the progressive work of the Student Senate and Student Trustees;
 - 4.5.13 A Trustee mentor and their alternate will be identified each year in December, but they will assume their responsibilities at the end of the following June in alignment with the election of the new Student Trustees. Their role is to guide the Student Trustees throughout their term of office. The Trustee mentor will be assigned seating next to the Student Trustees at the Board table.
- 4.6 By accepting the role of Student Trustee, students agree to:
- 4.6.1 Release to the Waterloo Region District School Board (WRDSB), its agents, and employees all rights to record and share their input and suggestions through board meeting minutes.
 - 4.6.2 Acknowledge that both print and electronic forms of board meeting minutes will be made publicly available and kept as a permanent record.
 - 4.6.3 Recognize that Board-related meetings or events may be shared on Waterloo Region District School Board websites and social media channels and may include photographs and video recordings taken of them.
 - 4.6.4 Recognize that Student Senate meetings or events may be shared on Waterloo Region District School Board websites and social media channels and may include photographs and video recordings taken of them.

5. Student Senate

- 5.1 The purpose of Student Senate meetings, co-chaired by the Student Trustees per 4.5.12, will be to:
 - 5.1.1 Assist the Student Trustees in determining student issues, gathering student opinion and communicating with students;
 - 5.1.2 Providing students with an opportunity for larger, more cohesive voice and a forum for the exchange of ideas;
 - 5.1.3 Connecting student voice by working toward dialogue between all students in all schools of the Board concerning advisory matters pertinent to the Student Senate and to the Board;
 - 5.1.4 Allow for discussion of students' interests and concerns related to Board issues;
 - 5.1.5 Providing staff with the opportunity to present to student leaders from each school;
 - 5.1.6 Review relevant and applicable policies of the Board that impact students with the purpose of providing feedback to staff and the Board.
 - 5.1.7 Liaise back with the Student Senate contact/school administration to inform staff and students about the work that happens at Student Senate.

- 5.2 In May or June of the previous year, Senior Staff will communicate with secondary school administration and/or Student Senate contacts and ask that they identify two candidates to be Student Senator representatives for the following school year. At the beginning of each school year, an orientation and goal setting session will be organized and offered.
- 5.2.1 Identified Board staff will provide assistance to the Student Trustees in meeting this objective.
- 5.3 Any interested students who are not nominated or elected per 5.2 are still invited and welcome to attend all Student Senate meetings and act in the official capacity as a Student Senator for their school.

6. Trustee Mentor

- 6.1 Responsibilities of the Trustee Mentor and their alternate include the following:
- 6.1.1 Appointed to serve as a mentor to the Student Trustees and to the Student Senate in accordance with 4.5.13 of this policy;
 - 6.1.2 Provide guidance and orientation to the role of Student Trustees;
 - 6.1.3 Aid in understanding of Board meeting procedures;
 - 6.1.4 Answer relevant questions from Student Trustees;
 - 6.1.5 Help to create a welcoming atmosphere, such that Student Trustees feel more comfortable speaking at the Board table;
 - 6.1.6 Encourage Student Trustees to share thoughts at the Board table;
 - 6.1.7 Informing Student Trustees as to who to contact in the event of absence from meetings;
 - 6.1.8 Provide Student Trustees with objective and pertinent information about topics discussed at the Board table;
 - 6.1.9 Meet with Student Trustees prior to the start of their term;
 - 6.1.10 Help Student Trustees to better provide student opinion to the Board;
 - 6.1.11 Debrief after any meetings where Student Trustees wish to discuss the contents or course of the meeting;
 - 6.1.12 Assist Student Trustees to prepare agendas for Student Senate meetings;
 - 6.1.13 Attend monthly Student Senate meetings;



Report to Committee of the Whole

December 9, 2019

Subject: Vaping Behaviour in Youth

Recommendation

This report is offered for the information of the Board of Trustees.

Status

The use of electronic cigarettes or vapour producing devices, often referred to as vaping, is an emergent health concern within the larger population and youth in particular. The Smoke-Free Ontario Act, 2017 (SFO), added clarity regarding enforcement, specifically making vaping behaviour equivalent to smoking tobacco for enforcement purposes. Most notable for school-aged children, is the prohibition of the use of vaping products to individuals under the age of nineteen years. Also, SFO defined schools as protected spaces where vaping (and smoking) is prohibited, within the building and a fixed perimeter around school property. Furthermore, the SFO also prescribes the guidelines for retail sales. At present the SFO does not define a restricted sales zone relative to schools for these retail outlets. Tobacco enforcement officers are responsible for compliance inspections of retail outlets within the Region. Tobacco Enforcement Officers are employees of Region of Waterloo Public Health and Emergency Services (Public Health).

Given these restrictions and through conversations with Public Health, enforcement officials suspect students under 19 are gaining access to vaping products through unregulated online sales or through resale from older individuals. At present, it is difficult to determine which pathway is more problematic in the Region.

Vaping behaviour in youth has been investigated by several public health research units, most notably Canadian Association for Mental Health, Health Canada and Dr Hammond et al. These population studies were released from 2017 - 2019. While some of the sample frames are two years old, these data offer an insight into the trends in youth vaping behaviour, and the scale of the public health challenge vaping presents. Through these large-scale population studies vaping behaviour appears to have a prevalence of 17% - 20% in the school-age population. Nothing in these data would lead to a conclusion that our students' behaviour is significantly different from that of the youth surveyed. In fact a study from 2017, that includes a subset of students (grades 9 - 12) from Waterloo, Wellington, Hamilton, Niagara, Haldimand, and Brant report a prevalence of approximately 17% (Confidence Interval - 10.4% - 27.7%). Another trend that appears consistent in these studies is prevalence increasing with students' age. With trace behaviour in grade 7 progressing to a peak in grade 12. These surveys are quite sensitive as periodic/occasional users are counted with regular/daily users.

These data clearly indicate that the prevalence of vaping behaviour is worrisome. The ministry of education in partnership with other ministries have also identified vaping as focus for initiatives encouraging healthy choices in youth. As a result of these ministry level partnerships, staff of the WRDSB are currently working with Public Health in the areas of both education and enforcement.

In the area of education, staff have worked with public health to develop resources for use in our schools. An example of these resources would be the 'Vape Kits' shared with our schools - secondary schools were phase one and we are now extending the program to elementary schools. These kits served as teacher resources focussed on equipping students with the information they need to make healthy choices, specifically in the area of vaping.

In the area of enforcement, staff are working with staff at Public Health to streamline an online reporting tool for student smoking and vaping behaviour. With limited tobacco enforcement staff in the Region, this partnership is vital to assist staff at Public Health in completing their work. Tobacco enforcement staff also assisted in the development of content for our November 25 training session for administrators. Schools are encouraged to apply progressive discipline practices in parallel with the enforcement reporting to Public Health. In particular, communication to parents to include information on the health risks of vaping and the potential fine (more than \$300). Vaping behaviour is a complicated issue for the Public Health and Education sectors. Through our strong relationship with Public Health and the continued support from our Ministry partners we will have access to up to date research to address this challenge.

Background

At the request of Trustees, staff gathered information on vaping behaviour in youth.

Financial implications

No financial implications.

Communications

Staff will continue to work with Region of Waterloo Public Health to share and develop messages about this current health concern.

Prepared by: John Bryant, Director of Education
Bill Lemon, Superintendent, Student Achievement & Well-Being
in consultation with Coordinating Council



Report to Committee of the Whole

December 9, 2019

Subject: Motion Re: Letter to the Minister of Health Re: Advertisement of E-cigarettes

Recommendation

That the Waterloo Region District School Board of Trustees direct the Chairperson to write a letter to the Minister of Health on our behalf, with a copy to the Premier, OPSBA, all Board Chairs and The Region of Waterloo Public Health.

That the letter support additional regulations on e-cigarette (vaping) product advertising; That e-cigarette advertising and displays have similar regulation to that of tobacco products; and to take additional steps to combat the growing e-cigarette epidemic amongst youth.

Status

This report contains a Notice of Motion served by Trustee K. Meissner at the September 23, 2019, Committee of the Whole meeting and was supported by Trustees C. Millar and C. Whetham.

Background

The following “whereas statements” were included as part of the notice of motion to provide additional information:

Whereas a recent [study](#) led by Professor David Hammond of the University of Waterloo, found that among those 16-19 years old, vaping increased by 74% from 2017 to 2018; And among grade 10-12 students 14.6% reported vaping in the past 30 days in 2016-17.;

Whereas The [Canadian Cancer Society is calling for immediate government action](#) to address a significant and troubling increase in youth vaping in Canada;

Whereas “Most e-cigarettes contain nicotine; and nicotine is highly addictive and can harm adolescent brain development”; and “Young people who use e-cigarettes may be more likely to smoke cigarettes in the future” [[Centre for Disease Control, 2019](#)];

Whereas the Federal Tobacco and Vaping Act (containing guidelines related to promotion and advertising to young persons) isn’t sufficient in preventing vaping among youth. [[Tobacco and Vaping Act 30.1, 30.42,6, 30.45](#)];

Whereas the Ontario government has not moved forward with planned restrictions on advertising and promotion of vaping products;

Financial implications

Financial implications are not known at this time.

Communications

A copy of the letter will be included in an upcoming Board Communications on a Board Meeting agenda.



Report to Committee of the Whole

December 9, 2019

Subject: 2020 Board Committee Membership

Recommendation

That the Waterloo Region District School Board approves the 2020 Board Committee Membership Structure as outlined in Appendix A of the report titled "2020 Board Committee Memberships" dated December 9, 2019.

Status

On December 4, 2019, the Chairperson, Vice-Chairperson and Past Chairperson, along with the Manager of Corporate Services, met to review the responses and provide the recommendations as attached. (Appendix A)

Background

On November 22, 2019, trustees received a link to the Trustee Committee Preference 2020 Survey and were asked to submit their committee preferences to the Manager of Corporate Services by December 2, 2019. The survey requested trustees rank their committee choices in order of preference. Lots were drawn when their were matching rankings competing for membership.

Financial implications

There are no financial implications.

Communications

The new committee membership structure will be posted on the website and communicated to staff responsible for these committees through the Office of the Chairperson.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Chairperson J. Herring in consultation with Coordinating Council

2020 - BOARD COMMITTEE MEMBERSHIP STRUCTURE

<p>Special Education Advisory Committee</p> <p><i>Appointed for 4 Years 2 Trustees & 2 Alternates Meets Monthly 2nd Wednesday</i></p> <ul style="list-style-type: none"> ● N. Waddell ● C. Watson ● K. Smith (Alt) ● J. Weston (Alt) 	<p>Student Program Review and SAL</p> <p><i>Appointed Annually At least 4 Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● J. Herring ● C. Millar ● N. Waddell ● K. Woodcock 	<p>Discipline Committee</p> <p><i>Appointed Annually Chairperson & Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● J. Herring (M & T) ● C. Millar (M) ● S. Piatkowski (M & T) ● M. Ramsay (M & T) ● K. Smith (M & T) ● C. Watson (M) ● J. Weston (T) ● C. Whetham (M & T) ● K. Woodcock (M)
<p>Board Audit Committee</p> <p><i>Appointed for 4 Years 3 Trustees Meets 3 times per year</i></p> <ul style="list-style-type: none"> ● K. Smith ● C. Whetham ● K. Woodcock 	<p>Parent Involvement Committee</p> <p><i>Appointed Annually 1 Trustee Meets as required</i></p> <ul style="list-style-type: none"> ● J. Weston ● S. Piatkowski (Alt) 	<p>Agenda Development Committee</p> <p><i>Appointed Annually Chairperson, Vice-Chair, Past Chair & 2 Trustees Meets Monthly- 1st Monday</i></p> <ul style="list-style-type: none"> ● J. Herring (Chair) ● J. Weston (Vice-Chair) ● K. Woodcock (Past Chair) ● K. Smith (Jan to May) ● S. Piatkowski (Jun to Dec) ● PLUS: One trustee rotating alphabetically

<p>Student Trustee & Student Senate Mentor</p> <p><i>Appointed Annually 1 Trustee Meets as required</i></p> <ul style="list-style-type: none"> • K. Meissner (current, plus Alt in Sept 2020). • C. Millar (Sep 2020) 	<p>Equity and Inclusion Advisory Group</p> <p><i>Appointed Annually 2 Trustees Meets as required</i></p> <ul style="list-style-type: none"> • K. Meissner • C. Millar 	<p>School Year Calendar Committee</p> <p><i>Appointed Annually 1 Trustee Meets as required</i></p> <ul style="list-style-type: none"> • J. Herring • C. Whetham (Alt)
<p>Accessibility Committee</p> <p><i>Appointed Annually 2 Trustees Meets as required</i></p> <ul style="list-style-type: none"> • C. Millar • K. Smith 	<p>Internet Content Filtering Working Committee</p> <ul style="list-style-type: none"> • C. Whetham • Student Trustees 	<p>Fiscal Task Force</p> <p><i>Appointed Annually 2 Trustees Meets monthly</i></p> <ul style="list-style-type: none"> • N. Waddell • K. Woodcock
<p>French Immersion Review Committee</p> <ul style="list-style-type: none"> • S. Piatkowski • K. Smith • J. Weston 	<p>Code of Conduct Review (Use of a Third Party)</p> <ul style="list-style-type: none"> • S. Piatkowski • M. Ramsay • C. Watson • K. Woodcock 	<p>Bylaw Review Committee</p> <ul style="list-style-type: none"> • J. Herring • K. Smith • N. Waddell • K. Woodcock
<p>Trustee Self Evaluation Tool</p> <ul style="list-style-type: none"> • J. Herring • C. Millar • M. Ramsay • K. Smith • J. Weston 	<p>Mental Health and Addiction Strategy</p> <ul style="list-style-type: none"> • C. Millar 	<p>Pro Grants Committee</p> <ul style="list-style-type: none"> • C. Millar

<p>Huron Natural Area Advisory Committee</p> <p><i>Appointed Annually Vice-Chairperson Meets as required</i></p> <ul style="list-style-type: none"> ● K. Meissner 	<p>Waterloo Education Foundation Inc.</p> <p><i>Appointed Annually Chairperson and Vice-Chairperson Meets as required</i></p> <ul style="list-style-type: none"> ● J. Herring (Chair) ● J. Weston (Vice-Chair) 	<p>Suspension/Expulsion Ad Hoc Committee</p> <ul style="list-style-type: none"> ● S. Piatkowski ● C. Watson ● J. Weston ● J. Herring (Ex Officio)
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**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

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OPSBA Board of Directors Meeting – November 24, 2019

The Ontario Public School Boards' Association (OPSBA) Board of Directors held a meeting on November 24, 2019, in Toronto. Elaine Johnston, Chair of OPSBA's Indigenous Trustees' Council (ITC), gave an acknowledgement that the meeting was being held on the traditional territory of the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nation and the Métis Nation.

Nik Nanos of Nanos Research attended part of the meeting to discuss and outline results from recent polling in advance of the release of a report on the morning of November 25 as part of the Association's Advocacy Day at Queen's Park.

Education policy and program issues that were discussed in public session at the meeting are summarized below.

Labour Relations and Collective Bargaining

An update on collective bargaining was provided to board members. OPSBA is fully engaged in its role as the bargaining agent for all English public school boards in the province. For additional status updates, [visit the OPSBA website](#).

Government and Public Affairs

OPSBA Advocacy Day

The Association's second Advocacy Day was a tremendous success. Board of Directors members and student trustees spent the day at Queen's Park meeting with their local MPPs. The day began with a breakfast meeting with the Minister of Education, attendance in Question Period, and an evening reception.

In total, OPSBA representatives met with 54 MPPs (24 PC, 23 NDP, three Liberal, one Green, and one Independent).

Polling and Research

OPSBA engaged Nanos Research in November to conduct a public opinion poll on a number of education-related topics. The [polling and research was announced publicly](#) as a part of the Association's press conference at Queen's Park on November 25. We expect this initiative to bolster OPSBA's advocacy position on key issues, such as the importance of investment in public education, Indigenous Education, curriculum, mental health supports and the importance of electing trustees.

Education Today – Fall 2019

The Fall 2019 issue of OPSBA's education magazine is now available online at <https://www.opsba.org/Education%20Today/Current-issue>. This issue focused specifically on Indigenous Education, and includes columns from OPSBA President Cathy Abraham, Elaine Johnston, Thames Valley DSB Indigenous Student Trustee Chiara Kennedy and Hastings and Prince Edward DSB Director of Education Sean Monteith. Interviews include Minister of Education Stephen Lecce and Nishnawbe Aski Nation Grand Chief Alvin Fiddler.

[Media Statements and News Releases](#)

[OPSBA Media Activity](#)

Legislative Update

The Legislative Assembly of Ontario resumed sitting on October 28, 2019, with the government identifying priorities in a news release, [Building Ontario Together](#). OPSBA has been following legislation and regulatory change related to the public education sector, including: Bill 124, *Protecting a Sustainable Public Sector for Future Generations Act*, 2019; Bill 116, *Foundations for Promoting and Protecting Mental Health and Addictions Services Act*, 2019; Education Development Charge regulation amendments.

On November 6, Finance Minister Rod Phillips tabled his Fall Economic Statement legislation, Bill 138, *The Plan to Build Ontario Together Act*. The government is projecting a lower deficit of \$9 billion in 2019-20, compared to the \$10.3 billion that was forecast in the spring budget. Overall spending is forecast to go up to nearly \$163.8 billion, which includes an extra \$404 million for health care and \$186 million for education.

Full Legislative Updates are available on the [OPSBA Connects blog](#).

Local Government Week – October 20-26, 2019

The annual week is an opportunity to raise awareness of the important civic contributions of school boards and municipalities to communities across the province. An [updated resource package](#) was provided to trustees and [a follow-up letter](#) has been sent to Minister of Municipal Affairs and Housing Steve Clark requesting a meeting with municipal and school board partners to coordinate Local Government Week 2020.

Education Program

Ontario Coalition for Children and Youth Mental Health

The Coalition held a full day meeting on October 4, 2019. The purpose of the meeting was to:

- a) To discuss how to strategically work across sectors in different ways to achieve positive outcomes for children and youth mental health; and
- b) To share successes, current reflections, challenges and opportunities.

The results of this day will help to identify themes for an expanded stakeholder group discussion day being planned for 2020.

FSL Labour Market Partnership Project

OPSBA is leading a labour market partnership project, [Meeting Labour Market Needs for French as a Second Language Instruction in Ontario](#), for English and Catholic public school boards. This is a three-year initiative and the ultimate goal of this project is to uncover workable solutions to the

current worsening imbalance between the growing demand province-wide for qualified French language teachers and support staff and the related supply pipeline.

Phase II of the three year initiative has now been completed and the Ministry contract ended on November 11, 2019. All deliverables have been met and the executive summary and the full report are being finalized in order to seek Ministry approval for public distribution in December. There will be a session at the Public Education Symposium in January 2020 that will outline the Phase II findings and next steps for the FSL-Labour Market Partnership Project.

Recommendations for a New Needs-Based Ontario Autism Program –The Ontario Autism Program Advisory Panel Report

The full report from the Advisory Panel [can be found here](#). There are specific recommendations that have implications for school boards. It has been recommended that an education advisory committee on autism be formed before the end of 2019. OPSBA will request to be represented on this committee.

Northern Regional Meeting

The Association's Northern Regional Meeting was held in Thunder Bay on October 4, 2019. OPSBA staff attended to assist in facilitating a session to reaffirm key priorities and areas of focus. A letter with a summary of priorities will be sent to Ministers Stephen Lecce and Greg Rickford.