

**JUNE 10, 2024**

**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 Boardroom, Building 2, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, June 10, 2024, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Celebrating Board Activities/Announcements**

Farewell to Outgoing Student Trustees

Chairperson

**Declarations of Pecuniary Interest**

**Delegations**

**Staff Follow Up**

**Policy and Governance**

|    |  |                                  |
|----|--|----------------------------------|
| 01 | Board Policy 1001 - Health Support Services        | Policy Working Group / S. Miller |
| 04 | Board Policy 1002 - Occupational Health and Safety | Policy Working Group / S. Miller |
| 08 | Board Policy 1004 - Harassment                     | Policy Working Group / S. Miller |
| 15 | Board Policy 1009 - Violence in the Workplace      | Policy Working Group / S. Miller |
| 20 | Board Policy 1015 - Records Information Management | Policy Working Group / S. Vieira |
| 28 | Board Policy 6000 - Safe Schools                   | Policy Working Group / B. Lemon  |
| 35 | Board Policy 6001 - Code of Conduct                | Policy Working Group / B. Lemon  |

**Reports**

|    |                                     |                            |
|----|-------------------------------------|----------------------------|
| 46 | 2021-2026 Accessibility Plan Update | D. Ahluwalia / E. Wainaina |
|----|-------------------------------------|----------------------------|

**Board Reports**

|    |   |             |
|----|---|-------------|
| 55 | Voting Direction for Ontario Public School Boards' Association Annual General Meeting | Chairperson |
|----|---|-------------|

**Question Period** (*10 minutes*)

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

**Adjournment**

Questions relating to this agenda should be directed to  
Stephanie Reidel, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Stephanie\\_Reidel@wrdsb.ca](mailto:Stephanie_Reidel@wrdsb.ca)



# Report to Committee of the Whole

June 10, 2024

## **Subject: Board Policy 1001 - Health Support Services**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 1001 - Health Support Services as presented at the June 10, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 1001 - Health Support Services. A copy of the draft recommendations and the current policy are included with this report.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

### **Background**

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

### **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

### **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## HEALTH SUPPORT SERVICES

|                     |  |
|---------------------|--|
| Legal References:   | <a href="#"><u>PPM No. 81. "Provision of Health Support Services in School Settings" (1984)</u></a><br><a href="#"><u>MFIPPA- Municipal Freedom of Information and Protection of Privacy Act</u></a><br><a href="#"><u>PHIPA- Personal Health Information Protection Act</u></a>   |
| Related References: | <a href="#"><u>Protocol - External Student Service Provider;</u></a><br><a href="#"><u>Administrative Procedure 1460 - Administration of Medication;</u></a><br><a href="#"><u>Administrative Procedure 1463 - Epilepsy and Seizure Disorder Management Plan</u></a><br><a href="#"><u>Administrative Procedure 1467 - Asthma Management Plan;</u></a><br><a href="#"><u>Administrative Procedure 1470 - Anaphylactic Management Plan;</u></a><br><a href="#"><u>Administrative Procedure 1510 - Health Information-Other Health Support Services;</u></a><br><a href="#"><u>Administrative Procedure 1530 -Diabetes Management;</u></a> |
| Effective Date:     | January 1, 2010  |
| Revisions:          | <del>January 12, 2015</del> , January 13, 2020, <b>June 10, 2024</b>   |
| Reviewed:           | <del>October 19, 2015, November 21, 2016</del> , March 19, 2018, January 13, 2020  |

### 1. Purpose

It is the policy of the Waterloo Region District School Board (WRDSB) that provision of WRDSB approved and specified support services be accepted by **staff employees**—as part of the total education program for the **students** pupils concerned, and that the Principal shall ensure the sensitivities of **staff employees**, who may be involved in the provision of health support services, are met to the greatest degree possible, recognizing that:

- 1.1 The Ontario Government has stated that responsibility for ensuring the provision of health support services to **students** pupils—in school settings is to be shared by the ~~Ministry of Health and Long Term Care, Ministry of Education, and Ministry of Children and Youth Services~~ **Ministries of Health and Long Term Care, Education and Children, Community and Social Services**;
- 1.2 Responsibility for certain specific health support services during school hours including administration of oral medication, specified services (**i.e., physio and occupational therapy**) to ~~physically disabled pupils~~ **students**, and speech **therapy programming** remediation, ~~correction and habilitation programs~~ has been assigned to school boards;
- 1.3 The Ministry of Education has directed that every school board have a protocol for the provision of services from regulated health professionals, regulated social service professionals, and paraprofessionals.



## HEALTH SUPPORT SERVICES

Legal References:

Related References: *Protocol - External Student Service Provider;*  
*Board Policy 1006 – Supporting Students with Prevalent Medical Conditions;*  
*Administrative Procedure 1460 - Administration of Medication;*  
*Administrative Procedure 1463 – Epilepsy and Seizure Disorder Management*  
*Administrative Procedure 1467 – Asthma Management Plan;*  
*Administrative Procedure 1470 - Anaphylactic Management Plan;*  
*Administrative Procedure 1510 - Health Information-Other Health Support*  
*Services;*  
*Administrative Procedure 1530 -Diabetes Management;*

Effective Date: *January 1, 2010*

Revisions: *January 12, 2015, January 13, 2020*

Reviewed: *October 19, 2015, November 21, 2016, March 19, 2018,*

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



# Report to Committee of the Whole

June 10, 2024

**Subject: Board Policy 1002 - Occupational Health and Safety**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 1002 - Occupational Health and Safety as presented at the June 10, 2024, Committee of the Whole meeting.*

## Status

The Policy Working Group is recommending approval of Board Policy 1002 - Occupational Health and Safety. A copy of the draft recommendations and the current policy are included with this report.

This legislated policy requires annual review and approval.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

## Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

## Financial implications

There are no known financial implications resulting from the policy revisions presented in this report.

## Communications

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## OCCUPATIONAL HEALTH AND SAFETY

|                     |  |
|---------------------|--|
| Legal References:   | <i>Ontario Occupational Health and Safety Act and Regulations</i>  |
| Related References: | <i>Board Policy 1004 - Harassment<br/>Board Policy 1009 - Violence in the Workplace<br/>Administrative Procedure 3140 – Reporting and Investigation of Employee Incidents, Accidents and Safety Concerns</i> |
| Effective Date:     | <i>February 23, 1998</i>   |
| Revisions:          | <i>January 15, 2018<br/>June 21, 2021<br/>June 10, 2024</i>  |
| Reviewed:           | <i>June 21, 2021, May 16, 2022 March 20, 2023</i>  |

### 1. Purpose

It is the policy of the Waterloo Region District School Board (WRDSB), recognizing that all **WRDSB staff** ~~employees of the Board~~ must adhere to the responsibilities and requirements placed upon it through the *Occupational Health and Safety Act* and Regulations, to:

- 1.1 report unsafe conditions and comply with all other applicable legislated health and safety requirements;
- 1.2 take every reasonable precaution to prevent personal injury and to take appropriate measures to provide and maintain a safe, healthy work environment for all **staff** ~~employees~~;
- 1.3 ensure that appropriate consideration is given to **staff** ~~employee~~ health and safety in all of the Board's organizational activities;
- 1.4 ensure that employees are aware that the roles and responsibilities for **"worker" and "supervisors"**, outlined in the *Occupational Health and Safety Act* and its Regulations, for ~~"worker" and "supervisors"~~ are required duties in their roles with the Board;
- 1.5 implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
- 1.6 provide a respectful, safe and secure working environment for its **staff** ~~employees~~ free of violence, threats of violence, harassment (including sexual harassment), intimidation, bullying and other disruptive behaviour;
- 1.7 ensure **staff** ~~they~~ utilize and comply with all Personal Protective Equipment (PPE) requirements as established by the WRDSB at all times.

2.

This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in **all WRDSB** the workplace **locations**.

Draft



## OCCUPATIONAL HEALTH AND SAFETY

|                     |  |
|---------------------|--|
| Legal References:   | <i>Ontario Occupational Health and Safety Act and Regulations</i>  |
| Related References: | <i>Board Policy 1004 - Harassment<br/>Board Policy 1009 - Violence in the Workplace<br/>Administrative Procedure 3140 – Reporting and Investigation of Employee Incidents, Accidents and Safety Concerns</i> |
| Effective Date:     | <i>February 23, 1998</i>   |
| Revisions:          | <i>October 17, 2016<br/>January 15, 2018<br/>June 21, 2021</i>   |
| Reviewed:           | <i>June 21, 2021, May 16, 2022 March 20, 2023</i>  |

1. It is the policy of the Waterloo Region District School Board (WRDSB), recognizing that all employees of the Board must adhere to the responsibilities and requirements placed upon it through the *Occupational Health and Safety Act* and Regulations, to:
  - 1.1 report unsafe conditions and comply with all other applicable legislated health and safety requirements;
  - 1.2 take every reasonable precaution to prevent personal injury and to take appropriate measures to provide and maintain a safe, healthy work environment for all employees;
  - 1.3 ensure that appropriate consideration is given to employee health and safety in all of the Board's organizational activities;
  - 1.4 ensure that employees are aware that the roles and responsibilities outlined in the *Occupational Health and Safety Act* and its Regulations for "worker" and "supervisors" are required duties in their roles with the Board;
  - 1.5 implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
  - 1.6 provide a respectful, safe and secure working environment for its employees free of violence, threats of violence, harassment (including sexual harassment), intimidation, bullying and other disruptive behaviour;
  - 1.7 ensure they utilize and comply with all Personal Protective Equipment (PPE) requirements as established by the WRDSB at all times.
  
2. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.





# Report to Committee of the Whole

June 10, 2024

## **Subject: Board Policy 1004 - Harassment**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 1004 - Harassment as presented at the June 10, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 1004 - Harassment. A copy of the draft recommendations and the current policy are included with this report.

This legislated policy requires annual review and approval.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

### **Background**

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

### **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

### **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## Board Policy 1004 HARASSMENT

|                            |  |
|----------------------------|--|
| <b>Legal References:</b>   | <i>Occupational Health and Safety Act<br/>Ontario Human Rights Code<br/>Education Act</i>  |
| <b>Related References:</b> | <i>Board Policy 1002 - Occupational Health and Safety Policy<br/>Board Policy 1008 - Equity and Inclusion<br/>Board Policy 1009 - Violence in the Workplace<br/>Board Policy 1017 – Human Rights<br/>Board Policy 6000 - Safe Schools<br/>Board Policy 6001 - Code of Conduct<br/>Administrative Procedure 1200 – Student Bullying and/or Harassment<br/>Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i> |
| <b>Effective Date:</b>     | <i>February 23, 1998</i>   |
| <b>Revisions:</b>          | <i>January 15, 2018, June 21, 2021, <b>June 10, 2024</b></i>   |
| <b>Reviewed:</b>           | <i>June 21, 2021, May 16, 2022, March 20, 2023</i>   |

### 1. Purpose

The Waterloo Region District School Board (WRDSB) is committed to providing a safe working and learning environment where all individuals are treated with dignity and respect, free from sexual, racial, ethno-cultural, or other **identity-based** harassing or discriminatory behaviour. **The WRDSB will not tolerate harassment of any kind from any person in the workplace.**

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of **the response** responsiveness to the damaging effects of harassment in the workplace. ~~The WRDSB will not tolerate harassment of any kind from any person in the workplace.~~

This policy applies to all work activities that occur while on WRDSB premises, **and** while engaging in workplace activities **off WRDSB premises, including** ~~or~~ workplace social events and extra-curricular activities.

### 2. Definitions

#### 2.1. Harassment

The *Ontario Human Rights Code* defines 'harassment' as:

*"Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome."*

The *Ontario Occupational Health and Safety Act* defines 'workplace harassment' as:

a) *"Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,*

- or  
b) *Workplace sexual harassment.*"

## Workplace Sexual Harassment

The *Ontario Occupational Health and Safety Act* defines 'workplace sexual harassment' as:

- a) *"Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or*
- b) *Making a sexual solicitation or advance where the person making **it** the ~~solicitation or advance~~ is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome."*

## 2.2. What Workplace Harassment is Not

Reasonable action or conduct by a Superintendent, Administrator, Manager, Officer, or Supervisor that is part of their normal work function would not normally be considered workplace harassment. This is the case even if there are sometimes unpleasant consequences for a worker.

For example, workplace harassment does not include:

- requesting medical documents or other appropriate documentation to support of an absence from work;
- measures to correct performance deficiencies, such as placing someone on a performance improvement plan or criticism of an employee's conduct or performance;
- transfers to other departments or shifts;
- changes in work assignments;
- time studies;
- job assessment or observations;
- enforcement of **WRDSB** Board rules and procedures; and
- administering disciplinary action for workplace infractions.

Also, differences in opinion or minor disagreements between co-workers would not generally be considered workplace harassment.

In addition, this policy is not meant to inhibit the free speech of our employees nor is it intended to interfere with the normal social relations that are part of working within this organization.

## 3. Application

- 3.1. This policy applies to all **WRDSB staff employees**, trustees and other users such as members of consultative committees, clients of the WRDSB, families/caregivers, volunteers, permit holders, contractors, and **staff employees** of other organizations not related to the WRDSB but who nevertheless work on or are invited onto WRDSB premises. This policy also covers **all forms of harassment, including online harassment**, by such persons which is proven to have repercussions that adversely affect the WRDSB's learning and working environment.

- 3.2. The rights of students to a respectful working and learning environment, free from harassment and discrimination, are dealt with under other appropriate legislation, regulations, and **WRDSB Board** policy and procedures including but not limited to: the *Education Act* (Section XIII), **(1017) Human Rights**, Safe School Policy (6000), Code of Conduct (6001), Student Bullying Prevention and Intervention Policy (6009), and Administrative Procedure 1200 - Student Bullying and/or Harassment.

#### 4. Guidelines

- 4.1. The WRDSB is committed to ~~develop and~~ maintain a program to implement this policy with respect to harassment, and to meet the requirements of the *Occupational Health and Safety Act* and *Ontario Human Rights Code*.
- 4.2. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of harassment or act as witnesses. The **WRDSB Board** shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment.
- 4.3. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



## Board Policy 1004 HARASSMENT

**Legal References:** *Occupational Health and Safety Act*  
*Ontario Human Rights Code*  
*Education Act*

**Related References:** *Board Policy 1002 - Occupational Health and Safety Policy*  
*Board Policy 1008 - Equity and Inclusion*  
*Board Policy 1009 - Violence in the Workplace*  
*Board Policy 1017 – Human Rights*  
*Board Policy 6000 - Safe Schools*  
*Board Policy 6001 - Code of Conduct*  
*Administrative Procedure 1200 – Student Bullying and/or Harassment*  
*Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment*

**Effective Date:** *February 23, 1998*

**Revisions:** *January 15, 2018*  
*June 21, 2021*

**Reviewed:** *June 21, 2021, May 16, 2022, March 20, 2023*

1. The Waterloo Region District School Board (WRDSB) is committed to providing a safe working and learning environment where all individuals are treated with dignity and respect, free from sexual, racial, ethno cultural, or other harassing or discriminatory behaviour.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace. The WRDSB will not tolerate harassment of any kind from any person in the workplace.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

## 2. Definitions

### 2.1. Harassment

The *Ontario Human Rights Code* defines 'harassment' as:

*"Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome."*

The *Ontario Occupational Health and Safety Act* defines 'workplace harassment' as:

- a) *"Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,*  
*or*
- b) *Workplace sexual harassment."*

### Workplace Sexual Harassment

The *Ontario Occupational Health and Safety Act* defines ‘workplace sexual harassment’ as:

- a) *“Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or*
- b) *Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.”*

## 2.2. What Workplace Harassment is Not

Reasonable action or conduct by a Superintendent, Administrator, Manager, Officer, or Supervisor that is part of their normal work function would not normally be considered workplace harassment. This is the case even if there are sometimes unpleasant consequences for a worker.

For example, workplace harassment does not include:

- requesting medical documents or other appropriate documentation to support of an absence from work;
- measures to correct performance deficiencies, such as placing someone on a performance improvement plan or criticism of an employee’s conduct or performance;
- transfers to other departments or shifts;
- changes in work assignments;
- time studies;
- job assessment or observations;
- enforcement of Board rules and procedures; and
- administering disciplinary action for workplace infractions.

Also, differences in opinion or minor disagreements between co-workers would not generally be considered workplace harassment.

In addition, this policy is not meant to inhibit the free speech of our employees nor is it intended to interfere with the normal social relations that are part of working within this organization.

## 3. Application

3.1. This policy applies to all WRDSB employees, trustees and other users such as members of consultative committees, clients of the WRDSB, families/caregivers, volunteers, permit holders, contractors, and employees of other organizations not related to the WRDSB but who nevertheless work on or are invited onto WRDSB premises. This policy also covers harassment by such persons which is proven to have repercussions that adversely affect the WRDSB’s learning and working environment.

3.2. The rights of students to a respectful working and learning environment, free from harassment and discrimination, are dealt with under other appropriate legislation, regulations, and Board policy and procedures including but not limited to: the *Education Act* (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Student Bullying Prevention and Intervention Policy (6009), and Administrative Procedure 1200 - Student Bullying and/or Harassment.

#### 4. Guidelines

- 4.1. The WRDSB is committed to develop and maintain a program to implement this policy with respect to harassment, and to meet the requirements of the *Occupational Health and Safety Act* and *Ontario Human Rights Code*.
- 4.2. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of harassment or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment.
- 4.3. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



# Report to Committee of the Whole

June 10, 2024

## **Subject: Board Policy 1009 - Violence in the Workplace**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 1009 - Violence in the Workplace as presented at the June 10, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 1009 - Violence in the Workplace. A copy of the draft recommendations and the current policy are included with this report.

This legislated policy requires annual review and approval.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

### **Background**

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

### **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

### **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council





## VIOLENCE IN THE WORKPLACE

|                            |   |
|----------------------------|---|
| <b>Legal References:</b>   | <i>Ontario Occupational Health and Safety Act<br/>Education Act<br/>Safe Schools Act</i>  |
| <b>Related References:</b> | <i>Board Policy 1002 - Occupational Health and Safety Policy<br/>Board Policy 1004 - Harassment Policy<br/>Board Policy 1008 - Equity &amp; Inclusion Policy<br/>Board Policy 1017 – Human Rights<br/>Board Policy 6000 - Safe Schools<br/>Board Policy 6001 - Code of Conduct<br/>Administrative Procedure 2330 - Management Process for Students<br/>Causing a Risk-of-Injury<br/>Administrative Procedure 3780 - Violence in the Workplace</i> |
| <b>Effective Date:</b>     | <i>May, 2007</i>  |
| <b>Revisions:</b>          | <i>January 15, 2018<br/>June 21, 2021</i>   |
| <b>Reviewed:</b>           | <i>May 16, 2022, March 20, 2023, <b>June 10, 2024</b></i>   |

### 1. Purpose

The Waterloo Region District School Board (WRDSB) is committed to providing a working and learning environment free from workplace violence including domestic violence that may pose a risk in the workplace, where all individuals are treated with dignity and respect.

- 1.1. This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments. Any act of violence in the workplace is unacceptable conduct and for this reason, the **WRDSB Board** will not tolerate any incidents of this kind against or by any **staff** employee or any other person.
- 1.2. This policy applies to all work activities that occur while on WRDSB premises, **and** while engaging in workplace activities **off WRDSB premises, including** ~~or~~ workplace social events and extra-curricular activities.

### 2. Definitions:

#### 2.1. Workplace Violence

As defined by the *Occupational Health and Safety Act*, workplace violence is:

- a) *the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,*
- b) *an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker,*

c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.

### 3. Application

- 3.1. This policy applies to all WRDSB **staff employees**, trustees and other users such as members of consultative committees, clients of the WRDSB, families/caregivers, volunteers, permit holders, contractors, and **staff employees** of other organizations not related to the WRDSB, but who nevertheless work on or are invited onto WRDSB premises. This policy also covers workplace violence by such persons which is proven to have repercussions that adversely affect the WRDSB's learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate legislation, regulations and WRDSB policy and procedure including but not limited to the *Education Act* (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Equity and Inclusion Policy (1008), and Administrative Procedure 2330 - Management Process for Student Behaviours Causing a Risk of Injury.

### 4. Guidelines

- 4.1. The WRDSB, as the employer, will comply with all aspects of the *Occupational Health and Safety Act* that apply to the organization.
- 4.2. The WRDSB is committed to developing and maintaining a program to implement this policy with respect to workplace violence. It is recognized that when working with students, including students with special needs, the WRDSB may be required to implement proactive measures to promote a violence-free workplace.
- 4.3. The WRDSB will assess the risk of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act*.
- 4.4. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The WRDSB shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence.
5. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



## VIOLENCE IN THE WORKPLACE

|                            |   |
|----------------------------|---|
| <b>Legal References:</b>   | <i>Ontario Occupational Health and Safety Act<br/>Education Act<br/>Safe Schools Act</i>  |
| <b>Related References:</b> | <i>Board Policy 1002 - Occupational Health and Safety Policy<br/>Board Policy 1004 - Harassment Policy<br/>Board Policy 1008 - Equity &amp; Inclusion Policy<br/>Board Policy 1017 – Human Rights<br/>Board Policy 6000 - Safe Schools<br/>Board Policy 6001 - Code of Conduct<br/>Administrative Procedure 2330 - Management Process for Students<br/>Causing a Risk-of-Injury<br/>Administrative Procedure 3780 - Violence in the Workplace</i> |
| <b>Effective Date:</b>     | <i>May, 2007</i>  |
| <b>Revisions:</b>          | <i>January 15, 2018<br/>June 21, 2021</i>   |
| <b>Reviewed:</b>           | <i>June 21, 2021, May 16, 2022, March 20, 2023</i>  |

1. The Waterloo Region District School Board (WRDSB) is committed to providing a working and learning environment free from workplace violence including domestic violence that may pose a risk in the workplace, where all individuals are treated with dignity and respect.
  - 1.1. This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments. Any act of violence in the workplace is unacceptable conduct and for this reason, the Board will not tolerate any incidents of this kind against or by any employee or any other person.
  - 1.2. This policy applies to all work activities that occur while on WRDSB premises, while engaging in workplace activities or workplace social events and extra-curricular activities.
2. Definitions:
  - 2.1. Workplace Violence
 

As defined by the *Occupational Health and Safety Act*, workplace violence is:

    - a) *the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,*
    - b) *an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker,*
    - c) *a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.*

### 3. Application

- 3.1. This policy applies to all WRDSB employees, trustees and other users such as members of consultative committees, clients of the WRDSB, families/caregivers, volunteers, permit holders, contractors, and employees of other organizations not related to the WRDSB, but who nevertheless work on or are invited onto WRDSB premises. This policy also covers workplace violence by such persons which is proven to have repercussions that adversely affect the WRDSB's learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate legislation, regulations and WRDSB policy and procedure including but not limited to the *Education Act* (Section XIII), *Safe School Policy* (6000), *Code of Conduct* (6001), *Equity and Inclusion Policy* (1008), and *Administrative Procedure 2330 - Management Process for Student Behaviours Causing a Risk of Injury*.

### 4. Guidelines

- 4.1. The WRDSB, as the employer, will comply with all aspects of the *Occupational Health and Safety Act* that apply to the organization.
  - 4.2. The WRDSB is committed to developing and maintaining a program to implement this policy with respect to workplace violence. It is recognized that when working with students, including students with special needs, the WRDSB may be required to implement proactive measures to promote a violence-free workplace.
  - 4.3. The WRDSB will assess the risk of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act*.
  - 4.4. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The WRDSB shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence.
5. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



# Report to Committee of the Whole

June 10, 2024

## **Subject: Board Policy 1015 - Records Information Management**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 1015 - Records Information Management as presented at the June 10, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 1015 - Records Information Management. A copy of the draft recommendations and the current policy are included with this report. This policy update includes the addition of definitions and clarification regarding Board record retention. This policy is highly legislated.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

### **Background**

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

### **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

### **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



# RECORDS INFORMATION MANAGEMENT

|                     |   |
|---------------------|---|
| Legal References:   | <a href="#"><u>Education Act</u></a><br><a href="#"><u>Canada Evidence Act</u></a><br><a href="#"><u>Ontario Evidence Act</u></a><br><a href="#"><u>Archives and Recordkeeping Act</u></a><br><a href="#"><u>Bill 179, Public Sector and MPP Accountability and Transparency Act, 2014</u></a><br><a href="#"><u>Municipal Freedom of Information and Protection of Privacy Act</u></a><br><a href="#"><u>Personal Health Information Protection Act</u></a><br><a href="#"><u>Personal Information Protection and Electronic Documents Act</u></a> |
| Related References: | <a href="#"><u>Administrative Procedure 1100 – Privacy Protection and Access to Information</u></a><br><a href="#"><u>Administrative Procedure 1110 – Records and Information Management</u></a><br><i>WRDSB Records Retention Schedule</i>   |
| Effective Date:     | <i>December 9, 2019</i>   |
| Revisions:          | <b><i>June 10, 2024</i></b>   |
| Reviewed:           |   |

## 1. Purpose 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.~~

The Waterloo Region District School Board (WRDSB) is committed to ~~establishing the requirements for~~ maintaining an efficient and effective records and information management (RIM) program that supports organizational and educational activities.

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

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

## 2. Definitions

**“Official Record” refers to a record captured and kept by a department as the final copy documenting all official actions for a specific business activity, processes, or transaction. These records are considered complete and unalterable after acceptance or approval. All copies of the records are considered duplicate.**

**“Record” is any document made or received by an organization in the course and by reason of activity, and kept for further action or reference.**

**“Transitory Information” is information of temporary usefulness that is needed only to complete a routine action or prepare a subsequent record (e.g. a new version). A record's content and context determine whether it is transitory, not its form or format.**

**“Transitory Record” is a record that does not need to be retained to meet operational, legal, regulatory, fiscal or other requirements.**

### 3. 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.

#### **4. Responsibility Application**

~~4.1 — It is the responsibility of the Director of Education to administer this policy.~~

~~4.2 — 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.~~

4.3 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.

4.4 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.

4.5 Each department within the Board must support the Records Information Management program and policy by ensuring that policies and procedures are applied and must:

- 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
- manage and file records and information according to the **WRDSB** Board's Records **Management Retention** Schedule
- ensure that appropriate access and security procedures are in place to protect all records, as appropriate
- ~~apply the records retention and disposal schedules to all records and information~~
- 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.

4.6 Transitory records, those with short-term value and only required for a limited period of time, will be disposed of at the earliest time possible, subject to legal and business requirements.



- 4.7 ***Minutes are the official records of the Board and Committee of the Whole Meeting. Video records are transitory and kept on the WRDSB YouTube Channel until one calendar year from the date posted.***

#### **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.~~



## RECORDS INFORMATION MANAGEMENT

|                     |   |
|---------------------|---|
| Legal References:   | <a href="#">Education Act</a><br><a href="#">Municipal Freedom of Information and Protection of Privacy Act</a><br><a href="#">Personal Health Information Protection Act</a><br><a href="#">Personal Information Protection and Electronic Documents Act</a> |
| Related References: | <i>Administrative Procedure 1100 – Privacy Protection and Access to Information</i><br><i>Administrative Procedure 1110 – Records and Information Management</i><br><a href="#">WRDSB Records Retention Schedule</a>  |
| Effective Date:     | <i>December 9, 2019</i>   |
| 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.

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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.

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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.
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1. Risks to records management are identified and managed.
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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.
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**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.



# Report to Committee of the Whole

June 10, 2024

## **Subject: Board Policy 6000 - Safe Schools**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 6000 - Safe Schools as presented at the June 10, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 6000 - Safe Schools. A copy of the draft recommendations and the current policy are included with this report. This policy update includes language changes and additional safety commitments.

The Policy Working Group has ensured that the following steps have occurred:

- Public Consultation
- Consultation with WRDSB Committees, including but not limited to, Parent Involvement Committee, Special Education Advisory Committee, and Equity and Inclusion Advisory Group
- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

### **Background**

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

### **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

### **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



Legal References:

[Education Act, as amended](#);  
[Ontario Human Rights Code](#);  
[Canadian Charter of Rights and Freedoms](#);  
[Provincial Code of Conduct](#);  
[Ontario Regulation 472/07](#).

Related References:

[Policy and Procedure Memorandum 144 – Bullying Prevention and Intervention](#);  
[Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour](#);  
[Board Policy 6001 - Code of Conduct](#);  
[Board Policy 6008 – Student Discipline](#);  
[Board Policy 6009 – Bullying Prevention and Intervention](#);  
[Administrative Procedure 1200 – Bullying Prevention and Intervention](#);  
[Administrative Procedure 1260 – Student Discipline](#);  
~~[Administrative Procedure 3720 – Racial, Religious & Ethno-cultural Harassment](#)~~;  
~~[Administrative Procedure 1210 - Code-Based Human Rights Complaint Resolution Process for Staff](#)~~  
~~[Administrative Procedure 1215 - Code-Based Human Rights Complaint Resolution for Non-Staff](#)~~  
~~[Administrative Procedure 1270 - Traumatic Events Response](#)~~;  
~~[Administrative Procedure 1280 - Threat Risk Assessment](#)~~;  
[School Board Police Protocol](#).

Effective Date:

August 23, 2002

Revisions:

September 19, 2016, February 12, 2018

Reviewed:

April 8, 2019, **June 10, 2024**

## 1. Preamble Purpose

- 1.1 A safe, inclusive and accepting school environment is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. At the Waterloo Region District School Board (WRDSB), we are committed to providing all students with the support they need to learn, grow and achieve.
- 1.2 Building a positive and inclusive school climate requires a focused effort on developing healthy and respectful relationships throughout the whole school and surrounding community, among and between students, staff, **families/caregivers** ~~parents~~, and other adults. This involves a sustained long-term commitment to put this into practice and change school culture.

## 2. Commitment

- 2.1 WRDSB is committed to ensuring all of our schools offer a positive learning environment, including:
  - 2.1.1 significantly reducing the incidence of violence in Waterloo Region schools;
  - 2.1.2 significantly reducing the incidence of bullying, **including cyber-bullying**;
  - 2.1.3 **significantly reducing the incidence of harassment**;
  - 2.1.4 **significantly reducing the incidence of hate activity**;

- 2.1.5 preparing students to conduct their lives in non-violent ways;
  - 2.1.6 enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations;
  - 2.1.7 enabling staff to develop the skills, confidence, and knowledge necessary to recognize and handle violent or potentially violent incidents and to educate students about violence prevention;
  - 2.1.8 supporting staff in applying progressive discipline procedures in a bias-free **and culturally responsive** manner, honouring the principles of human rights and social justice;
  - 2.1.9 ensuring that victims, potential victims, witnesses and perpetrators will know that the school will act to stop or prevent violence or bullying, providing appropriate supports;
  - 2.1.10 encouraging the whole community (including students, **families**—parents—/guardians/caregivers, staff, community organizations, agencies and services, business and labour and other groups) to support violence and bullying prevention and intervention initiatives and to play an active role in promoting violence prevention;
  - 2.1.11 providing properly maintained buildings;
  - 2.1.12 complying with provincial legislation.
- 2.2 Safe schools initiatives involve the setting of acceptable standards of behaviour and the management of inappropriate behaviour, trespass issues, occupational health and safety requirements, physical plant issues, plus other components necessary for the creation of a safe **and inclusive** learning and working environment.
- 2.3 WRDSB policies and procedures are an integral part of the continuum for ensuring safe, secure learning environments where students are assisted in developing self-discipline and social skills requisite to their future academic and interpersonal success as “life-long learners who strive for excellence in a changing world”.
- 2.4 WRDSB is committed to providing staff training and workshops for school administrators in the application of procedures, guidelines and policies of the safe schools initiative and continued training in **equity, inclusion, Human Rights**,—race relations, family domestic violence, sexual abuse, harassment—issues, and other safe schools issues.
- 2.5 WRDSB is also committed to training its teaching staff and resource personnel in the area of violence and bullying prevention and intervention, and professional development will be provided on bullying prevention and strategies for promoting positive school climate at least annually.
- 2.6 Access to Information - WRDSB is committed to making reasonable and targeted efforts to providing access to appropriate board resources/publications for ~~parents~~**families/caregivers** and in doing so, taking into account linguistic, ethnocultural, and accessibility considerations

### 3. Expectations

- 3.1 It is the policy of the Waterloo Region District School Board to hold the following expectations:
  - 3.1.1 The Learning Environment - Schools are expected to provide a secure and nurturing environment in which the social, emotional, intellectual, and physical growth of each person may flourish in an atmosphere of shared responsibility, mutual respect and appreciation.
  - 3.1.2 Student **Conduct Behaviour**— Within a school environment, students are expected to develop the self-discipline and the social skills necessary to progress academically and to act in ways that respect the needs, feelings, heritage and

rights of all. All students are expected to act in a manner consistent with the ~~standards of behaviour identified in the~~ provincial standards of behaviour identified in Board Policy 6001.

- ~~3.1.3 Student Misbehaviour~~ – Notwithstanding the mandatory consequences identified in the provincial Code of Conduct, in circumstances where students cannot function effectively, it is the responsibility of WRDSB, in partnership with the **families/caregivers** ~~parents~~ of the students, to seek and to provide the support and alternatives, within the educational system and/or within the community, that meet the students' individual needs, while safeguarding the learning environment and rights of others.
- 3.1.4 Traumatic Events – Trauma is defined as an event or situation that causes distress or disruption to individuals or a group. It is recognized that traumatic events impact our students, staff and school community. Appropriate resources will be deployed when a trauma affects the learning and working environment.
- 3.1.5 Threat/Risk Assessment – Threat is defined as an expression of intent to inflict harm or damage. Risk is defined as an indication of the potential to inflict harm or damage. All schools will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. In consultation with central board staff, a multi-dimensional assessment will occur.
- 3.1.6 Staff **Conduct Behaviour** – Staff are expected to conduct themselves in a professional manner and in a manner consistent with their duties. The safety and well-being of students is one of our greatest duties. Inappropriate **conduct behaviour** will be dealt with by the appropriate supervisor in a manner consistent with established procedures and practices. All staff are expected to act in a manner consistent with the provincial standards of behaviour identified in Board Policy 6001, and to be positive role models to students.
- ~~3.1.7 Staff Misbehaviour~~ – Staff will be subject to disciplinary action when their **conduct** ~~behaviour~~ fails to meet the expected standards. Progressive discipline is the general approach to be followed by the appropriate supervisor.
- 3.1.8 Volunteer/Visitor **Conduct Behaviour** – Volunteers and visitors are subject to WRDSB's Code of Conduct; and **the authority of the principal while at a school or taking part in a school based activity**. Inappropriate behaviour may result in limiting the volunteer/visitor's access to the school.
- ~~3.1.9 Volunteer/Visitor Misbehaviour~~ – All visitors and volunteers are subject to the ~~authority of the principal while at a school or taking part in a school based activity~~.
- 3.1.10 Staff Development - The Waterloo Region District School Board recognizes that staff development is vital to the success of its safe schools initiative. It is the expectation of WRDSB that school staff will receive basic training in Behaviour Management Systems Training and all members of each school's Emergency Response Team will receive advanced training in such techniques.





## Board Policy 6000

# SAFE SCHOOLS

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

### 1. Preamble

- 1.1 A safe, inclusive and accepting school environment is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. At the Waterloo Region District School Board (WRDSB), we are committed to providing all students with the supports they need to learn, grow and achieve.
- 1.2 Building a positive and inclusive school climate requires a focused effort on developing healthy and respectful relationships throughout the whole school and surrounding community, among and between students, staff, parents and other adults. This involves a sustained long-term commitment to put this into practice and change school culture.
- 1.3 WRDSB is committed to ensuring all of our schools offer a positive learning environment, including:
  - 1.3.1 significantly reducing the incidence of violence in Waterloo Region schools;
  - 1.3.2 significantly reducing the incidence of bullying;
  - 1.3.3 preparing students to conduct their lives in non-violent ways;
  - 1.3.4 enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations;
  - 1.3.5 enabling staff to develop the skills, confidence, and knowledge necessary to recognize and handle violent or potentially violent incidents and to educate students about violence prevention;

- 1.3.6 supporting staff in applying progressive discipline procedures in a bias-free manner, honouring the principles of human rights and social justice;
  - 1.3.7 ensuring that victims, potential victims, witnesses and perpetrators will know that the school will act to stop or prevent violence or bullying, providing appropriate supports;
  - 1.3.8 encouraging the whole community (including students, parents / guardians / caregivers, staff, community organizations, agencies and services, business and labour and other groups) to support violence and bullying prevention and intervention initiatives and to play an active role in promoting violence prevention;
  - 1.3.9 providing properly maintained buildings;
  - 1.3.10 complying with provincial legislation.
- 1.4 Safe schools initiatives involve the setting of acceptable standards of behaviour and the management of inappropriate behaviour, trespass issues, occupational health and safety requirements, physical plant issues, plus other components necessary for the creation of a safe learning and working environment.
- 1.5 WRDSB policies and procedures are an integral part of the continuum for ensuring safe, secure learning environments where students are assisted in developing self-discipline and social skills requisite to their future academic and interpersonal success as “life-long learners who strive for excellence in a changing world”.
- 1.6 It is the policy of the Waterloo Region District School Board to hold the following expectations:
- 1.6.1 The Learning Environment - Schools are expected to provide a secure and nurturing environment in which the social, emotional, intellectual, and physical growth of each person may flourish in an atmosphere of shared responsibility, mutual respect and appreciation.
  - 1.6.2 Student Behaviour - Within a school environment, students are expected to develop the self-discipline and the social skills necessary to progress academically and to act in ways that respect the needs, feelings, heritage and rights of all. All students are expected to act in a manner consistent with the standards of behaviour identified in the provincial standards of behaviour identified in Board Policy 6001.
  - 1.6.3 Student Misbehaviour - Notwithstanding the mandatory consequences identified in the provincial Code of Conduct, in circumstances where students cannot function effectively, it is the responsibility of WRDSB, in partnership with the parents of the students, to seek and to provide the support and alternatives, within the educational system and/or within the community, that meet the students’ individual needs, while safeguarding the learning environment and rights of others.
  - 1.6.4 Traumatic Events – Trauma is defined as an event or situation that causes distress or disruption to individuals or a group. It is recognized that traumatic events impact our students, staff and school community. Appropriate resources will be deployed when a trauma affects the learning and working environment.
  - 1.6.5 Threat/Risk Assessment – Threat is defined as an expression of intent to inflict harm or damage. Risk is defined as an indication of the potential to inflict harm or damage. All schools will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. In consultation with central board staff, a multi-dimensional assessment will occur.
  - 1.6.6 Staff Behaviour - Staff are expected to conduct themselves in a professional manner and in a manner consistent with their duties. The safety and well-being of students is one of our greatest duties. Inappropriate behaviour will be dealt with by the appropriate supervisor in a manner consistent with established procedures and practices. All staff are expected to act in a manner consistent with the provincial

standards of behaviour identified in Board Policy 6001, and to be positive role models to students.

- 1.6.7 Staff Misbehaviour - Staff will be subject to disciplinary action when their behaviour fails to meet the expected standards. Progressive discipline is the general approach to be followed by the appropriate supervisor.
  - 1.6.8 Volunteer/Visitor Behaviour - Volunteers and visitors are subject to WRDSB's Code of Conduct, and inappropriate behaviour may result in limiting the volunteer/visitor's access to the school.
  - 1.6.9 Volunteer/Visitor Misbehaviour - All visitors and volunteers are subject to the authority of the principal while at a school or taking part in a school based activity.
  - 1.6.10 Staff Development - The Waterloo Region District School Board recognizes that staff development is vital to the success of its safe schools initiative. It is the expectation of WRDSB that school staff will receive basic training in Behaviour Management Systems Training and all members of each school's Emergency Response Team will receive advanced training in such techniques.
- 
- 1.7 WRDSB is committed to providing staff training and workshops for school administrators in the application of procedures, guidelines and policies of the safe schools initiative and continued training in race relations, family violence, sexual abuse, harassment issues, and other safe schools issues.
  - 1.8 WRDSB is also committed to training its teaching staff and resource personnel in the area of violence and bullying prevention and intervention, and professional development will be provided on bullying prevention and strategies for promoting positive school climate at least annually.
  - 1.9 Access to Information - WRDSB is committed to making reasonable and targeted efforts to providing access to appropriate board resources/publications for parents and in doing so, taking into account linguistic, ethnocultural, and accessibility considerations.



# Report to Committee of the Whole

June 10, 2024

## **Subject: Board Policy 6001 - Code of Conduct**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 6001 - Code of Conduct as presented at the June 10, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 6001 - Code of Conduct. A copy of the draft recommendations and the current policy are included with this report.

A number of recommended language changes and additional clarification have been added in red. On April 28, 2024, the Ministry of Education issued Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct. The changes required under PPM 128 have been added in green.

The Policy Working Group has ensured that the following steps have occurred:

- Public Consultation
- Consultation with WRDSB Committees, including but not limited to, Parent Involvement Committee, Special Education Advisory Committee, and Equity and Inclusion Advisory Group
- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

### **Background**

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group. The Policy Working Group Terms of Reference include the following mandate:

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

### **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

**Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## CODE OF CONDUCT

Legal References: [Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils](#)  
[Smoke Free Ontario Act, 2017](#)  
[Ontario Human Rights Code](#)

Related References: [Policy Program Memorandum 128](#)  
[Board Policy 1017 - Human Rights](#)  
[Board Policy 6000 – Safe Schools;](#)  
[Board Policy 6008 – Student Discipline;](#)  
[Board Policy 6009 – Student Bullying Prevention and Intervention;](#)  
[Board Policy 6010 - Student Dress](#)  
[Board Policy G201 - Trustee Code of Conduct;](#)  
[Administrative Procedure 4070 - Responsible Use Procedure for Information;](#)  
[Communication and Collaboration Technologies;](#)  
[Administrative Procedure 1260 – Student Discipline Procedures;](#)  
[Administrative Procedure 1620 – Alternative Suspension Program;](#) and  
[Administrative Procedure 3760 – Progressive Discipline.](#)  
[Police School Board Protocol](#)

Effective Date: June 25, 2001

Revisions: April 8, 2019, October 21, 2019, June 10, 2024

Reviewed: May 14, 2018

### 1. **Purpose Preamble**

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

### 2. **Application Roles and Responsibilities**

- 2.1 The Waterloo Region District School Board will:
  - 2.1.1 develop policies that set out the manner in which schools will implement and enforce the provincial Code of Conduct and all other guidelines that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, physical safety and well-being;
  - 2.1.2 seek input from school councils, the Board's Parent Involvement Committee, the Board's Special Education Advisory Committee **and Equity & Inclusion Advisory**

- ~~Group, families and caregivers~~, students, staff members, and the school community;
- 2.1.3 review these policies (2.1.1) regularly with students, staff, ~~families and caregivers~~, volunteers and the community;
  - 2.1.4 establish a process that clearly communicates the provincial Code of Conduct and the Board's Code of Conduct to all ~~families and caregivers~~, students, staff members, and members of the school community in order to establish their commitment and support;
  - 2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, safety and well-being;
  - 2.1.6 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
  - 2.1.7 provide opportunities for students, ~~families and caregivers~~, and staff to acquire the knowledge, skills and attitudes necessary to support cognitive, physical, mental and social well-being to support academic excellence in a safe learning and teaching environment;~~and~~
  - 2.1.8 whenever possible, collaborate to provide coordinated prevention and intervention programs and services, and endeavour to share effective practices with other school boards; ~~and~~;
  - 2.1.9 notify students, families and caregivers annually of the restrictions and requirements for student personal mobile device use and the consequence for non-compliance.
- 2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:
- 2.2.1 demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
  - 2.2.2 communicating regularly and meaningfully with all members of their school community;
  - 2.2.3 holding everyone under their authority accountable for their own behaviour and actions; and
  - 2.2.4 empowering students to be positive leaders in their school and community.
- 2.3 Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:
- 2.3.1 help students work to their full potential and develop their self-worth;
  - 2.3.2 communicate regularly and meaningfully with families and caregivers;
  - 2.3.3 maintain consistent high standards of behaviour for all students;
  - 2.3.4 demonstrate respect for all students, staff, families and caregivers, volunteers and members of the school community;
  - 2.3.5 prepare students for the full responsibilities of citizenship; and
  - 2.3.6 empower students to be positive leaders in their school and community;
  - 2.3.7 model the standards of respect, civility and responsible citizenship, including modeling appropriate use of personal mobile devices.

- 2.4 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- 2.4.1 comes to school prepared, on time and ready to learn;
  - 2.4.2 shows respect for ~~himself/herself-themself~~, for others, and for those in authority;
  - 2.4.3 refrains from bringing anything to school that may compromise the safety of others; and
  - 2.4.4 follows the established rules and takes responsibility for ~~his-or-her~~ their own actions.
- 2.5 Families and caregivers play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Families and caregivers fulfill their role when they:
- 2.5.1 show an active interest in their child's school work and progress;
  - 2.5.2 communicate regularly with the school;
  - 2.5.3 help their child be appropriately dressed and prepared for school;
  - 2.5.4 ensure that their child attends school regularly and on time;
  - 2.5.5 promptly report to the school their child's absence or late arrival;
  - 2.5.6 **uphold the expectation** ~~show~~ that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;
  - 2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff; and
  - 2.5.8 encourage and assist their child in understanding and following the rules of behaviour.
  - 2.5.9 **model the standards of respect, civility and responsible citizenship**
- 2.6 This policy plays an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

### 3. Standards of Behaviour

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

All members of the school community must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 3.1.2 **comply with all Ministry of Education, school board and school policies;**
- 3.1.3 demonstrate honesty and integrity;
- 3.1.4 respect differences in people, their ideas and opinions;
- 3.1.5 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 3.1.6 respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, ~~religion~~, **creed**, gender **expression**, gender identity, **sex**, sexual orientation, age, disability, **marital status**, **family status** or socio-economic status;



- 3.1.7 respect the rights of others;
- 3.1.8 show proper care and regard for school property and the property of others;
- 3.1.9 take appropriate measures to help those in need;
- 3.1.10 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 3.1.11 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- 3.1.12 respect all members of the school community, especially persons in positions of authority;
- 3.1.13 respect the need of oneself and others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are **not used except under the following circumstances:**
  - o ~~only during instructional time for educational purposes, if explicitly permitted by the educator (as directed by an educator);~~
  - o ~~for health and medical purposes;~~
  - o ~~and/or to support special education needs;~~
- 3.1.14 **refrain from using abusive and/or identity-based hateful language as defined by the Ontario Human Rights Code (OHRC) or swearing at another person not swear at a teacher or at another person in a position of authority.**

### 3.2 Safety:

All members of the school community must not:

- 3.2.1 be in possession of any weapon, including firearms;
- 3.2.2 use any object to threaten or intimidate another person;
- 3.2.3 cause injury to any person with an object;
- 3.2.4 be in possession of or under the influence of alcohol, cannabis and/or illegal/restricted drugs (unless medical approval has been granted)
  - o for persons under 19, this would include being in possession of electronic cigarettes (ie. vape), tobacco and nicotine products
- 3.2.5 provide others with alcohol, illegal/restricted drugs, tobacco, electronic cigarettes, cannabis and related products ~~cannabis or illegal drugs;~~
- 3.2.6 be under the influence of a noxious **or intoxicating** substance, ~~such as glue or gasoline;~~
- 3.2.7 be in contravention of the *Smoke-Free Ontario Act*, which prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes at schools and on school grounds as well as the sale and supply of tobacco or electronic cigarettes to anyone under 19 years of age;
- 3.2.8 inflict or encourage others to inflict bodily harm on another person;
- 3.2.9 engage in bullying or cyberbullying behaviours;
- 3.2.10 commit sexual assault **or sexual harrassment;**
- 3.2.11 traffic weapons or illegal/restricted drugs;
- 3.2.12 give alcohol or cannabis to a minor;
- 3.2.13 commit robbery **or theft;**

- 3.2.14 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 3.2.15 commit an act of vandalism that causes extensive damage to school property, ~~or to property located on the premises of the school~~ or to the property of a member of the school community;-
- 3.2.16 record, take or share non-consensual recordings or photos of members of the school community.

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

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



## CODE OF CONDUCT

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

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

Effective Date: *June 25, 2001*

Revisions: *April 8, 2019, October 21, 2019*

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### 1. Preamble

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

### 2. Roles and Responsibilities

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

- 2.1.4 establish a process that clearly communicates the provincial Code of Conduct and the Board's Code of Conduct to all families and caregivers, students, staff members, and members of the school community in order to establish their commitment and support;
  - 2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, safety and well-being;
  - 2.1.6 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
  - 2.1.7 provide opportunities for students, families and caregivers, and staff to acquire the knowledge, skills and attitudes necessary to support cognitive, physical, mental and social well-being to support academic excellence in a safe learning and teaching environment; and
  - 2.1.8 whenever possible, collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices with other school boards.
- 2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:
- 2.2.1 demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
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  - 2.3.3 maintain consistent high standards of behaviour for all students;
  - 2.3.4 demonstrate respect for all students, staff, families and caregivers, volunteers and members of the school community;
  - 2.3.5 prepare students for the full responsibilities of citizenship; and
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- 2.4 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- 2.4.1 comes to school prepared, on time and ready to learn;
  - 2.4.2 shows respect for himself/herself, for others and for those in authority;
  - 2.4.3 refrains from bringing anything to school that may compromise the safety of others; and
  - 2.4.4 follows the established rules and takes responsibility for his or her own actions.

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

### 3. Standards of Behaviour

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

All members of the school community must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 3.1.2 demonstrate honesty and integrity;
- 3.1.3 respect differences in people, their ideas and opinions;
- 3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 3.1.5** respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age, disability or socio-economic status;
- 3.1.6 respect the rights of others;
- 3.1.7 show proper care and regard for school property and the property of others;
- 3.1.8 take appropriate measures to help those in need;
- 3.1.9 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 3.1.10 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- 3.1.11 respect all members of the school community, especially persons in positions of authority;
- 3.1.12 respect the need of oneself and others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are used only during instructional time for

educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs;

3.1.13 not swear at a teacher or at another person in a position of authority.

### 3.2 Safety:

All members of the school community must not:

3.2.1 be in possession of any weapon, including firearms;

3.2.2 use any object to threaten or intimidate another person;

3.2.3 cause injury to any person with an object;

3.2.4 be in possession of or under the influence of alcohol, cannabis and/or illegal/restricted drugs (unless medical approval has been granted)

3.2.5 provide others with alcohol, cannabis or illegal drugs;

3.2.6 be under the influence of a noxious substance, such as glue or gasoline;

3.2.7 be in contravention of the Smoke-Free Ontario Act;

3.2.8 inflict or encourage others to inflict bodily harm on another person;

3.2.9 engage in bullying or cyberbullying behaviours;

3.2.10 commit sexual assault;

3.2.11 traffic weapons or illegal/restricted drugs;

3.2.12 give alcohol or cannabis to a minor;

3.2.13 commit robbery;

3.2.14 engage in hate propaganda and other forms of behaviour motivated by hate or bias;

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

## 4. Development of School Codes of Conduct

4.1 The Board will require a principal to review annually the existing School Code of Conduct in consultation with the school council, as well as considering input received from a variety of stakeholders that are represented on their respective Safe, Caring and Inclusive School Team (i.e. students, staff, families and caregivers, and other members of the school community).

4.2 The principal will share with members of School Council and the Safe, Caring and Inclusive Schools Team the procedures and timelines for this review.

4.3 The principal will establish and communicate the plan that outlines how these standards will be shared to everyone within their respective school community.



## Report to the Board

June 10, 2024

### **Subject: 2021-2026 Accessibility Plan Update**

#### **Recommendation**

*This report has been prepared for the information of the Board of Trustees.*

#### **Status**

The Accessibility Committee has met throughout the 2023-2024 school year to monitor staff's progress to the 2021 - 2026 Accessibility Plan approved by the Board of Trustees on June 1st, 2021. Appendix A provides a summary of staff's work to meet the objectives outlined in the plan.

#### **Background**

The WRDSB is a designated public organization as described in Schedule 1 of *Ontario Regulation 191/11: Integrated Accessibility Standards (Regulation)* of the *Accessibility for Ontarians with Disabilities Act, 2005*. As a designated public sector organization, the WRDSB is required under section 4 of the Regulation to:

- Establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers;
- Post the accessibility plan on their website and provide in an accessible format upon request; and
- Review and update the accessibility plan at least once every five years.

The 2021-2026 Accessibility Plan is available on the WRDSB website at <http://www.wrdsb.ca/accessibility>.

#### **Financial implications**

The financial implications of the 2021-2026 Accessibility Plan are within existing budgets approved annually by the Board of Trustees.

#### **Communications**

Subsequent to the June 10, 2024 Board Meeting, this report will be posted to the WRDSB's website.

Prepared by: Deepa Ahluwalia, Human Rights and Equity Advisor  
 Esther Wainaina, Human Rights Officer  
 in consultation with Leadership Council

**APPENDIX A - 2021-2026 Accessibility Plan Status Update**

|   |  |
|---|--|
| The use of colored representation as progress indicators may be used to give a sense of the progress we are making on implementing specific objectives: |  |
| <b>R</b>  | <b><i>red indicates we are still in the planning phase and implementation is not yet underway</i></b>          |
| <b>Y</b>  | <b><i>yellow indicates that a plan is in place and that we are in the initial phases of implementation</i></b> |
| <b>G</b>  | <b><i>green indicates implementation is on track</i></b>   |
| <b>✓</b>  | <b><i>A blue check means implementation of a given strategy is complete</i></b>                                |

**CUSTOMER SERVICE**

| Multi-year plan objectives   | Intended Outcomes   | Current Status   | Mar 2022 | May 2022 | Nov 2022 | Mar 2023 | Jun 2023 | Oct 2023 | Nov 2023 | Apr 2024 | Jun 2024 |
|--|---|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Improve staff understanding of their roles and responsibilities as it relates to the provision of accessible customer service.             | Staff and volunteers complete mandatory training as required.   | Mandatory training for new staff is in place. Plans to update the <i>Accessibility Awareness</i> online staff training with a feedback question and the <i>Accessibility Handbook</i> are underway.  | R        | R        | R        | G        | G        | G        | G        | G        | ✓        |
|  | Feedback is acknowledged and responded to in a timely manner.   |  | R        | R        | R        | G        | G        | G        | G        | G        | ✓        |
| Formalize the WRDSB's process of reviewing policies, procedures, guidelines, and protocols with a focus on the AODA and Code requirements. | Service delivery addresses the needs of stakeholders regardless of visible or invisible disabilities. | Trustees and Senior Team members have been trained on the Policy Review Guide. The Trustee Policy Review Committee has started implementing the Policy Review process. All procedures related to the AODA and OHRC will be reviewed by the Human Rights Branch | Y        | Y        | Y        | G        | ✓        | ✓        | ✓        | ✓        | ✓        |
|  | Policies, procedures, guidelines, and protocols are posted to the WRDSB's website in a timely manner. |  | Y        | Y        | Y        | G        | ✓        | ✓        | ✓        | ✓        | ✓        |



|  |   |  |   |   |   |   |   |   |   |   |   |
|--|---|--|---|---|---|---|---|---|---|---|---|
| Formalize the process of engaging stakeholder groups for feedback. | Feedback is acknowledged and responded to in a timely manner.   | Stakeholder engagement process was completed in Feb 2024.                                  | R | R | R | Y | G | G | G | G | G |
|  | Feedback will be reviewed, assessed, adapted or integrated within the existing or future multi-year plan. | Feedback from the engagements was collected on Qualtrics survey form and will be reviewed. | R | R | R | Y | G | G | G | G | G |

**EMPLOYMENT**

|   |  |  |   |   |   |   |   |   |   |   |   |
|---|--|--|---|---|---|---|---|---|---|---|---|
| Review and revise processes and procedures as needed related to workplace accommodation, to ensure they reflect current regulatory requirements and best practices and ensure they are inclusive and applicable to all staff. | Enhancements are achieved prior to conclusion of this plan.  | <a href="#">BP5000: Employment</a> and <a href="#">AP3370: Recruitment and Selection Practices</a> have been reviewed and updated to ensure more inclusivity and accommodation for persons with disabilities. Review process for <a href="#">AP3810: Workplace Accommodation Programme</a> is pending. | Y | G | G | G | G | G | G | G | G |
| Explore ways in which the WRDSB can enhance professional learning related to the duty to accommodate and bias - free hiring practices amongst WRDSB system leaders (hiring teams).  | System leaders are more knowledgeable regarding the Duty to Accommodate and bias-free hiring. Concerns from staff related to accommodations are reduced and resolved informally. | System Leaders completed Human Rights Training in Oct/Nov 2023<br><br>Duty to Accommodate training for Facilities managers and supervisors in May 2024. Duty to Accommodate training for managers and supervisors is delivered on an ongoing basis.  | Y | Y | G | G | G | G | G | G | ✓ |
| Enhance the diversity and inclusivity of the WRDSB workforce by identifying and expanding targeted recruitment groups with inclusion for persons of varying ability.  | WRDSB will endeavour to become an employer of choice.  | Inclusion of Special Programs section under <a href="#">BP5000: Employment</a> is complete. The Board will consider implementing special programs to aid in creating employment opportunities for under-represented groups.  | R | Y | Y | G | ✓ | ✓ | ✓ | ✓ | ✓ |

|   |  |  |   |   |   |   |   |   |   |   |   |
|---|--|--|---|---|---|---|---|---|---|---|---|
|   |  | Special programs are expressly protected under the Code  |   |   |   |   |   |   |   |   |   |
| Implementation of the Individual Emergency Evacuation Plan (IERP) template and request process. | Track number of requests received for support in the development of IERPs from Administrators and Supervisors. | Plans are maintained at schools and are reviewed annually or more frequently as needed. Staff are working on a process that will track the plans centrally. Staff are working on embedding the process into procedure. | R | R | Y | Y | Y | Y | G | G | G |

**INFORMATION & COMMUNICATIONS**

|   |  |  |  |   |   |   |   |   |   |   |   |
|---|--|--|--|---|---|---|---|---|---|---|---|
| Improve accessibility of website design                                 | Designs implemented across the appropriate WRDSB web properties (WRDSB.ca, school websites).   | Procurement of the <a href="#">AccessiBe Widget</a> was completed and implementation is underway on the Board’s corporate and secondary school websites. This involves implementing AODA-compliant adjustments to the public sites for accessibility purposes. |  | Y | Y | Y | Y | Y | G | G | G |
|   | Accessibility monitoring tool crawl data to be used to measure WCAG 2.0 compliance percentage once implemented and to ensure future upgrades or updates. |  |  | Y | Y | Y | Y | Y | G | G | G |
|   | Accessibility monitoring tool crawl data will also be used to identify any areas of improvement.   |  |  | Y | Y | Y | Y | Y | G | G | G |
| Improve accessibility of existing and future content on WRDSB websites. | Accessibility monitoring tool crawl data to be used to measure WCAG 2.0 compliance percentage of content across WRDSB web                                |  |  | Y | Y | Y | Y | Y | G | G | G |

|   |  |   |  |  |  |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|--|--|--|
|   | properties and to ensure compliance of any future and existing content.  |   |  |  |  |  |  |  |  |  |  |  |
| Continue to build supports and offer resources to staff to empower and prioritize the creation of accessible web content. | Use accessibility monitoring tool to track WCAG 2.0 web accessibility across all WRDSB web properties and identify areas where more support for staff is needed. |   |  |  |  |  |  |  |  |  |  |  |
| Receiving and addressing feedback from our users and community.   | Continued user and community feedback via these forms allows us to measure the success of our work.  | Website Feedback and Accessibility Feedback Forms are available on WRDSB websites.          |  |  |  |  |  |  |  |  |  |  |
| Capability to provide student records in an accessible format to persons who request them.                                | Framework developed to support requests for student records in accessible formats for current and former students requiring this documentation.                  | ITS Staff are working on this objective.  |  |  |  |  |  |  |  |  |  |  |
| Support the development of training materials for staff that meet accessibility guidelines.                               | Framework developed and in place to support departments with the creation of accessible training materials throughout the WRDSB.                                 | Communications staff are working on a guide on how to develop digitally accessible content. |  |  |  |  |  |  |  |  |  |  |
|   | Monitor feedback from staff regarding accessibility concerns with training materials.  |   |  |  |  |  |  |  |  |  |  |  |

**PHYSICAL ENVIRONMENT**

|   |   |  |   |   |   |   |   |   |   |   |   |
|---|---|--|---|---|---|---|---|---|---|---|---|
| Ensure that all students are able to physically access all program offerings in each WRDSB school.            | By 2025, complete accessibility projects (mobility) at the 8 remaining non-accessible schools and the 8 remaining partially accessible sites. | Plans are in place to finish accessibility upgrades to all schools contingent on available funding. Staff have allocated additional funding from the School Renewal Allocation to support accessibility projects.        | G | Y | Y | G | G | G | G | G | G |
|   | Existing accessibility upgrades are updated to meet revised code requirements and stakeholder needs.  |  | G | Y | Y | G | G | G | G | G | G |
|   | Continued improvement of the WRDSB's ability to efficiently use financial resources to support accessibility-related projects.                |  | G | G | G | G | G | G | G | G | G |
| Focus on developing a standard for both vision and hearing impairment related accessibility upgrades.         | Development of a design standard for vision and hearing impairment related accessibility upgrades.  | Design standards are being developed in collaboration with external consultants. Consultations were moved to another consultant "Hossack and Associates" as the initial consultant provided insufficient results for us. | Y | Y | Y | Y | Y | Y | Y | R | Y |
| Improve transparency of accessibility-related upgrades to schools sites through more effective communication. | Site specific accessibility information is publicly available for each WRDSB site.  | The newly launched <a href="#">Accessibility Status by School</a> on the WRDSB Accessibility webpage provides current, site-specific information on accessibility features   | R | R | R | G | ✓ | ✓ | ✓ | ✓ | ✓ |

|  |  |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|
|  | Publicly available site specific accessibility information is complete and accurate within three (3) months of the completion of capital projects. |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify student needs sooner to facilitate advanced planning for facilities-related accommodations. | Meeting students' needs quicker through more efficient capital project planning.   | Staff continue to work with the System Administrator Learning Support Services - Special Education to identify and address physical environment needs | R | R | R | Y | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Minimal unanticipated requests for accommodation upgrade capital projects.   |   | R | R | R | Y | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**TRANSPORTATION**

|  |   |  |   |   |   |   |   |   |   |   |   |   |
|--|---|--|---|---|---|---|---|---|---|---|---|---|
| Design and monitor service for home to school transportation in keeping with the Board's policies and procedures.                              | Transportation service that meets individual students' needs, while maintaining maximum inclusion and integration | STSWR staff regularly review processes to ensure fulfillment of requirements communicated from Spec Ed | G | G | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Successful implementation of ISTP requirements by contracted service providers.                                   |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Review existing practices and procedures to ensure these reflect current best practices and principles of equity and inclusion and proactively | Procedures are up to date, clear and comprehensive.   | Annual review of policies and procedures to ensure they reflect changes and evolution                  | Y | Y | Y | G | G | ✓ | ✓ | ✓ | ✓ | ✓ |

|   |  |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|
| address barriers to access and integration.   |  |   |   |   |   |   |   |   |   |   |   |
| Ensure compliance with STSWR policies and procedures, and commitment to safe, efficient and effective service by all staff, including service delivery partners.  | Fewer concerns raised by students and families related to services provided by service delivery partners.            | Family surveys indicate high levels of satisfaction. Complaints are resolved in a timely manner.  | Y | Y | Y | G | G | ✓ | ✓ | ✓ | ✓ |
|   | Organizational culture reflects commitment to principles of equity and inclusion.                                    | Training on accessibility awareness and principles of equity and inclusion scheduled for Fall 2024.   | G | G | G | G | G | G | G | G | G |
| <b>SYSTEMIC</b>   |  |   |   |   |   |   |   |   |   |   |   |
| Develop, as needed, further policies, procedures, and/or guidelines to support the Accessibility Plan and other Board initiatives related to the rights of persons with disabilities and the creation of equitable and inclusive learning and working environments. | WRDSB policies and procedures reflect best practices, consistent with the approach of boards in other jurisdictions. | The current Accessibility Policy has been reviewed by Staff and is currently undergoing the Trustee review process. Review of Accessibility procedures is underway. | Y | G | G | G | G | G | G | ✓ | ✓ |
| Develop a plan for, and begin to deliver, system-wide professional development regarding the duty to accommodate persons with disabilities.   | Increased understanding among staff and management regarding the duty to accommodate persons with disabilities.      | System Leaders completed Human Rights Training in Oct/Nov 2023 which included the duty to accommodate.  | G | G | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|   |  |   |          |          |          |          |          |          |          |          |          |
|---|--|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <p>Develop a plan for and provide support for school-based student learning opportunities that focus on enhancing students' understanding of inclusive communities that welcome individuals of all abilities.</p> | <p>Increased understanding among both staff and students of the ways in which schools can help to foster inclusive communities as seen through school-wide initiatives and more inclusive classroom learning environments.</p> | <p>Human Rights/SpecEd staff continue to collaborate on PD and delivery of school-based learning and building of inclusive communities.</p>   | <p>R</p> | <p>Y</p> | <p>G</p> | <p>G</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |
| <p>Create a new Human Rights Policy and Code-Based Complaints Procedure.</p>  | <p>Greater awareness of basic human rights.</p>  | <p>All staff participate in mandatory online Human Rights training. Code-based complaints resolution procedures launched in July 2022.</p>  | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |
|   | <p>Human rights complaints addressed through the Human Rights Branch.</p>  |   | <p>G</p> | <p>G</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |
| <p>Prioritize the AODA and accessibility work through intentional efforts.</p>  | <p>Increased attention to the AODA and accessibility at the WRDSB.</p>   | <p>The accessibility webpage will highlight the ongoing objectives of the Board's Accessibility Plan. The <a href="#">Building Community: Advancing Anti-Ableism in Education Symposium</a> increased attention to accessibility work at the Board.</p> | <p>Y</p> | <p>Y</p> | <p>Y</p> | <p>Y</p> | <p>Y</p> | <p>G</p> | <p>G</p> | <p>G</p> | <p>✓</p> |
| <p>Program implementation and monitoring results.</p>   | <p>Collect data and conduct surveys to measure the implementation and impact of the WRDSB Accessibility Plan.</p>  | <p>Stakeholder group engagement for feedback completed in 2024</p>  | <p>R</p> | <p>R</p> | <p>R</p> | <p>R</p> | <p>Y</p> | <p>G</p> | <p>G</p> | <p>✓</p> | <p>✓</p> |
|   | <p>Annual update to the plan.</p>  | <p>A system of regular meetings and quarterly progress updates achieved. Annual updates to the Board of Trustees in 2022, 2023 ad 2024.</p>   | <p>Y</p> | <p>G</p> | <p>G</p> | <p>G</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |



## Report to Board

June 10, 2024

### **Subject: Ontario Public School Boards' Association AGM Direction for Voting Delegate**

#### **Recommendations:**

**That the Waterloo Region District School Board allow the voting delegate to vote at the 2024 OPSBA Annual General Meeting as they deems appropriate; and**

**That they take into consideration the discussions occurring at the June 10, 2024, Committee of the Whole meeting.**

#### **Status**

The purpose of this report is to provide direction for Trustee M. Radlein (or alternate) as voting delegate at the OPSBA AGM. As is the usual practice, OPSBA sent several items slated for consideration at the OPSBA 2024 AGM, in order that they may be reviewed and discussed as necessary at the board table prior to the General Meeting in July. This review will help prepare the Voting Delegate for the AGM. This year's AGM is being held in Toronto on July 3-5, 2024. All Trustees will have received a copy of the full OPSBA Annual General Meeting Agenda and Handbook

#### (1) Appendix A - Policy Resolutions from OPSBA Member Boards

The OPSBA General By-Law allows member boards to submit policy resolutions for consideration at the Annual Meeting.

#### (2) Appendix B - Amended and Restated OPSBA General By-Law

To Comply with the Ontario Not-for-Profit Corporations Act

#### (3) Appendix C - Proposed Amendments to the Amended and Restated OPSBA General By-Law from Member Boards

Any change to the Amended and Restated OPSBA General By-Laws requires approval by at least two-thirds (2/3) of the votes cast at the Annual Meeting.

#### (4) [OPSBA Election Nomination Forms Received as of June 4, 2024.](#)

Please use the web link above to access the list of nominees and their profiles (where provided). Further information about the [OPSBA Roles and Responsibilities](#) can be found on their website.

#### **Financial implications**

The financial implications are not known at this time.



## **Communications**

Trustee M. Radlein, the Voting Delegate for WRDSB, will vote at the OPSBA AGM based on the decisions made during the June 10, 2024, Committee of the Whole Meeting.

Prepared by: Stephanie Reidel, Manager of Corporate Services, on behalf of Chairperson J. Weston, and in consultation with Leadership Council.



# Policy Resolutions from OPSBA Member Boards

## Executive Summary

The OPSBA General By-Law allows member boards to submit policy resolutions for consideration at the Annual Meeting.

## Overview

The OPSBA [Member Board Policy Resolution Submission Guideline](#) outlines the submission and review process for policy resolutions submitted by member boards.

Three policy resolutions were submitted by the deadline. The membership is asked to consider each of the three proposed policy resolutions along with alternate wording proposed by Executive Council and the Board of Directors.

For each policy resolution, the membership may introduce the original policy resolution, as presented by the member board or the alternate recommended language. Any resolution placed on the floor (requires a mover and seconder) will be discussed and voted on.

### 1. OPSBA Taking a Leadership Role in Addressing Accessibility Barriers in Education (Durham District School Board) ~ Appendix A

The Durham District School Board submitted the following, updated resolution, (See Appendix A for complete resolution).

**BE IT RESOLVED, That OPSBA take a leadership role in addressing accessibility barriers for students and their families in the public education system by:**

- **Endorsing in principle the recommendations in the 4th legislative review of the Accessibility for Ontarians with Disabilities Act (AODA).**
- **Having staff review the recommendations in the 4th legislative review to:**
  - **Identify how OPSBA can become a leader and role model in addressing the accessibility barriers and missed opportunities in public education;**
  - **Identify how OPSBA can incorporate the recommendations as specific goals in the annual operational plan; and**
  - **Provide a report with recommendations on the foregoing to the OPSBA Board of Trustees.**
- **Being accountable and ensuring that, where applicable and possible OPSBA addresses and advocates for the elimination of accessibility barriers in public education when it responds to the government or ministry of education during public consultation.**

Executive Council and the Board of Directors has proposed the following alternate language:

**WHEREAS, the Ontario Public School Boards' Association acknowledges the importance of addressing accessibility barriers in the Education Sector;**

**WHEREAS, OPSBA's Mission is to advocate for public education in Ontario; and**

**WHEREAS, OPBSA's Vision is to be public education's expert voice, promoting a high-quality system, focused on improving every students' success and well-being;**

**THEREFORE, BE IT RESOLVED, That the policy resolution presented by the Durham District School Board be referred to staff for inclusion of specific goals in the Annual Operational Plan.**

## **2. OPSBA Advocacy for a new, mandatory "Living Consciously" high school course (Near North District School Board) ~ Appendix B**

The Near North District School Board submitted the following resolution (See Appendix B for complete resolution).

**BE IT RESOLVED, That the Near North District School Board requests the Ontario Public School Boards' Association to petition the Ministry of Education to create and develop a mandatory Ministry of Education, high school course entitled 'Living Consciously' that includes four sections:**

- **Equity, Inclusion and Diversity (social norms);**
- **Food Security and Nutrition;**
- **Wellness (active lifestyle choices and mental health); and**
- **Climate Change (mitigation and living with);**

**in accordance with the OPSBA Mission, Vision and Values.**

Executive Council and the Board of Directors has proposed the following alternate language:

**WHEREAS, OPSBA's Mission is to advocate for public education in Ontario; and**

**WHEREAS, OPSBA values environmental stewardship;**

**BE IT RESOLVED, That the following policy resolution, presented by the Near North District School Board, be referred to the Education Program Work Group for discussion.**

### **3. Establishment of an OPSBA 2SLGBTQIA+ Trustees' Caucus (Ottawa-Carleton District School Board) ~ Appendix C**

The Ottawa Carleton District School Board submitted the following resolution (See Appendix C for complete resolution).

**BE IT RESOLVED, That the Ontario Public School Boards' Association establish a 2SLGBTQIA+ Trustees' Caucus to provide community-specific feedback and recommendations to the Ontario Public School Boards' Association.**

Executive Council and the Board of Directors has proposed the following alternate language:

**WHEREAS, OPSBA's Mission is to advocate for public education in Ontario; and**

**WHEREAS, OPSBA values equity, diversity, and inclusion;**

**THEREFORE, BE IT RESOLVED, That like the British Columbia School Trustees' Association, an affinity space be created at the 2024 OPSBA Annual General Meeting and 2025 Public Education Symposium where 2SLGBTQIA+ trustees and individuals with similar shared interests can safely gather.**

#### **Resources**

[OPSBA Guideline for Member Board Policy Resolution Submissions](#)

[OPSBA Policy Resolution Submission Form](#)

#### **Contact**

Stephanie Donaldson, Executive Director

Lisa Reinhardt, Managing Director, Corporate Affairs



# Amended and Restated OPSBA General By-Law (To Comply with the *Ontario Not-for-Profit Corporations Act*)

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## Executive Summary

The Ontario Public School Boards' Association ("Corporation") operates under the [Ontario Not-for-Profit Corporations Act](#) ("ONCA"). Changes to this legislation came into force in 2021. All organizations are required to be in full compliance by October 2024. The changes to the OPSBA General By-Law (formerly Constitution and By-Law) bring the Corporation into compliance. This report provides an overview of these changes and rationale for each.

## Overview

A clean version (Appendix A) and a track changes version (Appendix B) of the Amended and Restated OPSBA General By-Law are appended to this report. An overview and rationale for changes to each section can be found in Appendix C.

New requirements are:

- Title changed from "The Constitution and By-Laws" to "General By-Law"
- Board of Directors only, not alternates.
- A process by which membership may be terminated
- Annual confirmation of Directors prior to the Annual Meeting
- Definition of electronic and digital participation
- Majority of Directors constitute quorum (formerly 2/5)
- Specific meeting notice timelines

The membership is also required to approve Articles of Amendment (Appendix D) which will be filed with the Ministry of Public and Business Service Delivery.

## Recommendations

### 1) By-Law No. 5, Amendment and Restatement (Appendix A)

**WHEREAS** the directors of the Corporation have resolved to amend and restate By-law No. 5 of the Corporation in its entirety as set out in Appendix A attached hereto;

**THEREFORE BE IT RESOLVED that:**

1. **By-law No. 5 of the Corporation be, and hereby is, amended and restated by replacing it, in its entirety, with the amended and restated By-Law No. 5 attached as Appendix A hereto; and**
2. **By-law No. 5 of the Corporation, as so amended and restated is hereby ratified and confirmed by the members of the Corporation.**

**2) Articles of Amendment and Number of Directors (Appendix D)**

**WHEREAS the Corporation wishes to file Articles of Amendment with Ontario's Ministry of Public and Business Service Delivery and to determine the number of directors of the Corporation to be elected by the members within the range specified in the Articles of Amendment;**

**THEREFORE BE IT RESOLVED that:**

1. **The directors of the Corporation are authorized and directed to prepare Articles of Amendment setting out the information set out in Exhibit A hereto, any two directors or officers of the Corporation shall sign such Articles of Amendment, and the Board of Directors shall file the resulting Articles of Amendment with Ontario's Ministry of Public and Business Service Delivery.**
2. **The number of directors of the Corporation and the number of directors to be elected at the annual meeting of the members of the Corporation shall be a number determined from time to time by resolution of the Board of Directors, and the Board of Directors are empowered to so determine such number from time to time by resolution, subject to the Articles of Amendment.**

**Resources**

Appendix A: Resolution for By-Law No.5, Amendment and Restatement

Exhibit 1: Contents of Amended and Restated OPSBA By-Law No.5 (Clean Version)

Appendix B: Track changes version of the Amended and Restated OPSBA General By-Law

Appendix C: Chart of changes by section with rationale

Appendix D: Resolution for Articles of Amendment and Number of Directors

Exhibit A: Contents of Articles of Amendment

[Existing OPSBA Constitution and By-Laws](#)

[Ontario Not-for-Profit Corporations Act](#)

**Contact**

Stephanie Donaldson, Executive Director

Lisa Reinhardt, Managing Director, Corporate Affairs



# Proposed Amendments to the Amended and Restated OPSBA General By-Law from Member Boards

## Executive Summary

Any change to the Amended and Restated OPSBA General By-Laws requires approval by at least two-thirds (2/3) of the votes cast at the Annual Meeting. Two member boards submitted similar proposed revisions to the OPSBA General By-Law for consideration at the July 4, 2024 Annual Meeting.

## Connection to OPSBA Strategic Priorities

The OPSBA Constitution and By-Laws support good governance and the leadership role of the OPSBA Board of Directors.

## Overview

The [OPSBA Constitution and By-Law Amendments Guideline](#) outlines the process by which member boards may recommend changes to the OPSBA General By-Law for consideration by the membership.

Two recommendations were submitted by the deadline. A formal resolution (below) has been prepared, in consultation with legal counsel, that is aligned with the Amended and Restated OPSBA General By-Law, and reflects recommended amendments put forward by the Toronto District School Board (Appendix A) and the Waterloo Region District School Board (Appendix B).

These changes are in addition to the comprehensive changes required to comply with the *Ontario Not-for-Profit Corporations Act (ONCA)*.

## Resolution

**WHEREAS, the Ontario Education Act states: *The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society;***

**WHEREAS, every board shall pursuant to Section 169.1 (1) of the Education Act: (a) promote student achievement and well-being; (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;**

**WHEREAS, the Ontario Public School Boards' Association strategic priorities stated goal is to promote and advance high-quality, equitable, and inclusive learning environments to support student success and well-being;**

**WHEREAS, the Ontario Public School Boards' Association has a formal structure called the Black Trustees' Caucus (BTC);**

**WHEREAS, the comprehensive review of the Ontario Public School Boards' Association governance structure, Project Compass, undertaken in 2021-2022 identified an overarching theme that equity, diversity, inclusion, decolonization, anti-racism and anti-oppression are critical to the ongoing and future work of OPSBA;**

**WHEREAS, recommendations 24-29 of the Ontario Public School Boards' Association Equity, Diversity and Inclusion Audit of 2021 address the formalization and role of the Black Trustees' Caucus;**

**WHEREAS, the OPSBA Board of Directors approved in principle, the recommended actions from Project Compass in February 2022; and**

**WHEREAS, the OPSBA Board of Directors approved, in principle, recommended actions from the Equity, Diversity and Inclusion Audit in April 2022.**

**NOW THEREFORE be it resolved that the amended and restated By-Law No. 5 of the Association, be amended as follows:**

- 1. Section 7 Title (REGIONAL STRUCTURE AND INDIGENOUS TRUSTEES' COUNCIL) of By-Law No. 5 shall be amended:**
  - (a) by **removing** the word **AND between** the words **STRUCTURE** and **INDIGENOUS**;
  - (b) by **adding** to the section title, the words, *AND BLACK TRUSTEES' CAUCUS* **after** the word **COUNCIL**
- 2. New Section 7.05 (Black Trustees' Caucus) of By-Law No. 5 shall be added to the Constitution as follows:**

*The Black Trustees' Caucus shall be composed of any Trustee who identifies as Black.*

*The Black Trustees' Caucus, through its Chair, may advise the Executive Council and the Board of Directors of matters affecting the interest of Black students, including recommending items for the agenda of Executive Council and/or annual and special meetings of the members of the Association.*



*A meeting schedule will be developed annually by the Black Trustees' Caucus. The Black Trustees' Caucus shall hold a meeting at or about the time of the Annual meeting for the purpose of selecting a Chair and Vice-Chair of the Black Trustees' Caucus pursuant to Article 9 and to select Black Trustees' Caucus representatives, and alternates, from a Member Board to serve on core issue and ad hoc work groups. See also Section 17.01, Meeting Notice Requirements.*

**3. Section 8.08, (Vacancies)** of By-Law No. 5 shall be amended:

- (a) by **adding** section 8.08 (viii) which will read as follows:

*In the case of a vacancy in the position of a Director selected by the Black Trustees' Caucus pursuant to Section 9.06, a replacement shall be selected by such Caucus.*

**4. New Section 9.06 (Black Trustees' Caucus)** of By-Law No. 5 shall be **added** as follows:

*Trustees who identify as Black shall select a Chair of the Black Trustees' Caucus. The Chair shall be a member of the Executive Council and the Board of Directors. The Vice-Chair of the Black Trustees' Caucus may attend Executive Council meetings as the alternate Black Trustees' Caucus representative in the absence of the Black Trustees' Caucus Chair. The President shall be advised of the Chair and Vice-Chair of the Black Trustees' Caucus, in writing, prior to/or at the Annual meeting.*

**5. Section 13.01, (Executive Council) Membership and Quorum** of By-Law No. 5 shall be amended:

- (b) by **adding** the words, *the Chair of the Black Trustees' Caucus* **after** the words *the Chair of the Indigenous Trustees' Council*.

**6. Section 15.03, Regional Council and Indigenous Trustee Membership on Ad Hoc Work Groups** of By-Law No. 5 shall be amended:

- (c) by **changing** the title to read *Regional Council, Indigenous Trustee Council, and Black Trustees Caucus Membership on Ad Hoc Work Groups*;
- (d) by **removing** the word *and* **after** the words *Regional Councils* and **before** the words *the Indigenous Trustees Council*; and
- (e) by **adding** the words and *Black Trustees' Caucus* **after** the words *Indigenous Trustees Council*.

**7. Section 17.01, Meeting Notice Requirements** of By-Law No. 5 shall be amended:

- (a) by **adding** the words, *the Black Trustees' Caucus* **after** the words *the Indigenous Trustees' Council*, and **before** the words *or any Core Issue*.

8. **Section 18.01 (Parliamentary Rules to Govern Association Proceedings)** of By-Law No. 5 shall be amended:

- (a) by **adding** the words, *and the Black Trustees' Caucus* **after** the words The Indigenous Trustees' Council and **before** the words *shall determine how their meetings will be conducted*.

### **Contact**

Stephanie Donaldson, Executive Director

Lisa Reinhardt, Managing Director, Corporate Affairs