

OCTOBER 21, 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, October 21, 2024, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**Territorial Acknowledgement and O Canada**

**Approval of Agenda**

**Celebrating Board Activities/Announcements**

**Declarations of Pecuniary Interest**

**Delegations**

**Staff Follow Up**

**Policy and Governance**

01	Board Policy 1010 - Accessibility	Policy Working Group / D. Ahluwalia
09	Board Policy 1012 - Religious and Creed Accommodations	Policy Working Group / C. Hill
18	Board Policy 6002 - Compulsory Student Enrolment	Policy Working Group / N. Landry
23	Board Policy 6008 - Student Discipline	Policy Working Group / B. Lemon
42	Board Policy 6009 - Student Bullying	Policy Working Group / B. Lemon
61	New Indoor Air Quality Policy	S. Miller / C. Sagar / R. Dallan / L. Lima

**Reports**

65	Major Capital Projects Quarterly Update	C. Sagar
68	Annual Community Planning & Facilities Partnerships	N. Landry / L. Agar
71	2024-2025 Identification, Placement and Review Committees - Membership	J. Albrecht
	EQAO Update	B. Lemon / B. Chatha / D. Lane

**Board Reports**

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

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

**Adjournment**

Questions relating to this agenda should be directed to  
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

October 21, 2024

## **Subject: Board Policy 1010 - Accessibility**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 1010 - Accessibility as presented at the October 21, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 1010 - Accessibility. A copy of the draft recommendations and the current policy are included with this report.

Updates to the policy include changing the title from *Accessibility for Ontarians with Disabilities* to *Accessibility*. This policy update provides a more robust understanding of the legislative requirements.

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
- Student feedback through class review
- 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



## **ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES**

**Legislative References:** [Accessibility for Ontarians with Disabilities Act, 2005](#)  
~~Accessibility Standards for Customer Service, Ontario Regulation 429/07~~  
[Ontario Human Rights Code](#)  
[Integrated Accessibility Standards, Ontario Regulation 191/11](#)

**Related Board References:** Board Policy [1008](#) - Equity and Inclusion  
 Board Policy [1016](#) - Use of Service Animals by Students  
 Board Policy [1017](#) - Human Rights  
 Board Policy [4000](#) - Pupil Accommodation Review  
 Board Policy [5000](#) - Employment (Fair, Equitable, and Inclusive Hiring)  
 Administrative Procedure [1630](#) - Accessibility  
 Administrative Procedure [2020](#) - Use of Service Animals, Guide Dogs and Service Dogs by Students  
 Administrative Procedure [3370](#) - Recruitment and Selection Practices  
 Administrative Procedure [3810](#) - Workplace Accommodation Programme  
 Administrative Procedure [4065](#) - Website & Social Media Management  
 Administrative Procedure [4810](#) - Pupil Accommodation Review  
 Administrative Procedure [1210](#) - Code-based Human Rights Complaint Resolution Process for Staff  
 Administrative Procedure [1215](#) - Code-based Human Rights Complaint Resolution Process for Non-Staff  
 Multi-year Accessibility Plan [2021-2026](#)

**Effective Date:** March 2013

**Revisions:** April 20, 2015; **October 21, 2024**

**Reviewed:** October 15, 2018; January 18, 2021;

### **1. Purpose**

It is the policy of the Waterloo Region District School Board to provide an environment that builds inclusiveness, equity, and respect for all of our students, parents/guardians, staff, trustees, and the public. The Waterloo Region District School Board is committed to meeting the accessibility needs of persons with disabilities and to achieve the Accessibility Standards established pursuant to the Accessibility for Ontarians with Disabilities Act. This includes access to our sites and services, as well as the use and application of appropriate assistive technology and alternative forms of communications.

The Waterloo Region District School Board (WRDSB) is committed to providing an environment that fosters inclusion, equity, and respect for all students,

caregivers, guardians, staff, trustees, and the community and to addressing the accessibility needs of persons with disabilities in a timely manner. This Accessibility Policy was developed to support the WRDSB's commitment to achieve the Accessibility Standards established pursuant to the [Accessibility for Ontarians with Disabilities Act, 2005](#) (AODA), which includes accessibility standards in the five core areas of information and communications, customer service, employment, physical environment, and transportation.

## 2. Definitions

2.1. **Ableism<sup>1</sup>**: a belief system where persons with disabilities are viewed as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities.

2.2. **Accessibility Standards**: accessibility standards made by regulation under [AODA, Part III, Section 6](#)

**Accessible formats<sup>2</sup>**: may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.

**Accessibility Standards**: Laws that individuals, government, businesses, nonprofits, and public sector organizations must follow in order to become more accessible. The accessibility standards contain timelines for the implementation of required measures and help organizations identify, remove, and prevent barriers in order to improve accessibility for people with disabilities.

2.3. **Barriers<sup>3</sup>**: anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice

2.4. **Disability<sup>4</sup>**:

2.4.1. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment,

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<sup>1</sup>Policy on ableism and discrimination based on disability. Retrieved from: <https://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/2-what-disability>

<sup>2</sup> [O. Reg. 191/11: INTEGRATED ACCESSIBILITY STANDARDS](#)

<sup>3</sup> [Accessibility for Ontarians with Disabilities Act, 2005, Part 1, Section 2](#)

<sup>4</sup> [Ontario Human Rights Code, Part II, Interpretation and Application](#)

- deafness or hearing impairment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- 2.4.2. a condition of mental impairment or a developmental disability,
  - 2.4.3. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
  - 2.4.4. a mental disorder, or
  - 2.4.5. an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)
- 2.5. **Discrimination:** Any form of unequal treatment based on grounds protected by the [Ontario Human Rights Code](#) (the Code), whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices, procedures or policies that appear neutral, but disadvantage one or more individuals based on grounds protected by the Code.
- 2.6. **Harassment**<sup>5</sup>: Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.
- 2.7. **Supports:** may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

### 3. Application

- 3.1. This policy applies to all WRDSB students, caregivers, guardians, employees, trustees, stakeholder, members of consultative committees, clients of the Board, volunteers, permit holders, contractors, and employees of organizations not related to the Board but who work on or are invited onto WRDSB premises.
- 3.2. The WRDSB is committed to fulfilling its responsibilities under the [Ontario Human Rights Code](#) (OHRC), and under the AODA and the [Integrated Accessibility Standards Regulation 191/11](#) (IASR), in a way that ensures equitable access to its buildings, programs and services for all those that the WRDSB serves, including students, families, employees and members of the public.
- 3.3. The WRDSB further commits to providing working and learning environments that are free from discrimination and harassment and to achieving its accessibility goals in a way that promotes and ensures respect for every person’s human rights, dignity and independence. The work is rooted in the responsibilities to the OHRC and AODA; however, the goals lie

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<sup>5</sup> [Ontario Human Rights Code, Part II, Interpretation and Application](#)

well beyond the realm of compliance. The WRDSB is committed to action that ensures that we are actively identifying and removing barriers before they impact WRDSB students, staff and community.

- 3.4. The WRDSB understands that obligations under the AODA and its accessibility standards do not substitute or limit its obligations under the OHRC or obligations to people with disabilities under any law.
- 3.5. The WRDSB is committed to excellence in serving and providing goods, services or facilities to all customers including people with disabilities.
- 3.6. WRDSB accessible customer service procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for people with disabilities.
- 3.7. The WRDSB commits to developing and implementing accessibility standards for the identification and removal of barriers with respect to goods, services, facilities, accommodation, employment, buildings, structures, premises or such other things as may be identified and prescribed for the elimination and prevention of barriers experienced by persons with disabilities.
- 3.8. The WRDSB is committed to achieving and upholding the requirements specified in IASR for the AODA accessibility standards:
  - 3.8.1. **Customer Service:** The WRDSB provides mandatory training to staff and continues to review and improve its policies, procedures, guidelines, and protocols to ensure that services are provided equitably across the system. The WRDSB utilizes a number of mechanisms to engage feedback from students, staff, stakeholder groups and the public.
  - 3.8.2. **Information and Communications:** The WRDSB continues to ensure that information and communications are available and accessible to everyone in the community.
  - 3.8.3. **Employment:** The WRDSB has made notable improvements to a number of areas associated with accessible employment including, internal and external recruitment processes, workplace accommodation and individualized emergency response plans.
  - 3.8.4. **Physical Environment:** Facility Services works collaboratively with the Special Education Department to identify and prioritize capital expenditures on accessibility enhancements.
  - 3.8.5. **Transportation:** The WRDSB works collaboratively with the Student Transportation Services of Waterloo Region (STSWR) to ensure the transportation needs of students with disabilities are identified and provided in a timely, inclusive and integrated manner.
- 3.9. The WRDSB commits to respecting and promoting the principles of dignity,

independence, integration and equal opportunity for people with disabilities in WRDSB policies.

- 3.10. Any allegations of harassment and/or discrimination based on disability will be addressed through the [Human Rights Board Policy: BP1017](#).
- 3.11. This document is publicly available. Accessible formats are available upon request.

Draft





Waterloo Region  
District School Board

## Board Policy 1010

# ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES

Legal References:	<a href="#"><u>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</u></a> <a href="#"><u>Accessibility Standards for Customer Service, Ontario Regulation 429/07;</u></a> <a href="#"><u>Ontario Human Rights Code</u></a> <a href="#"><u>Integrated Accessibility Standards, Ontario Regulation 191/11</u></a>
Related References:	<i>Accessibility Planning Committee – Terms of Reference</i>
Effective Date:	<i>March 2013</i>
Revisions:	<i>April 20, 2015</i>
Reviewed:	<i>October 15, 2018, January 18, 2021</i>

1.

It is the policy of the Waterloo Region District School Board to provide an environment that builds inclusiveness, equity, and respect for all of our students, parents/guardians, staff, trustees, and the public. The Waterloo Region District School Board is committed to meeting the accessibility needs of persons with disabilities and to achieve the Accessibility Standards established pursuant to the Accessibility for Ontarians with Disabilities Act. This includes access to our sites and services, as well as the use and application of appropriate assistive technology and alternative forms of communications.



# Report to Committee of the Whole

October 21, 2024

## **Subject: Board Policy 1012 - Religious and Creed Accommodations**

### **Recommendation**

*That the Waterloo Region District School Board approve Board Policy 1012 - Religious and Creed Accommodations as presented at the October 21, 2024, Committee of the Whole meeting.*

### **Status**

The Policy Working Group is recommending approval of Board Policy 1012 - Religious and Creed Accommodations. A copy of the draft recommendations and the current policy are included with this report. This draft policy includes updated language, curriculum exceptions and staff accommodations. 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



## RELIGIOUS AND CREED ACCOMMODATIONS

Legal References:	<a href="#"><u>Canadian Charter of Rights and Freedoms</u></a> (Section 15); <a href="#"><u>Ontario Human Rights Code</u></a> (The Code); <a href="#"><u>The Education Act</u></a> ; <a href="#"><u>PPM No. 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools"</u></a> ; <a href="#"><u>PPM No. 112, "Education about Religion in the Public Elementary and Secondary Schools"</u></a> ; <a href="#"><u>PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"</u></a> . <a href="#"><u>PPM No. 162, "Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019"</u></a>
Related References:	<a href="#"><u>Policy 1008 – Equity and Inclusion</u></a> ; <b><a href="#"><u>Policy 1017 - Human Rights</u></a></b> <del>The Multifaith Information Manual (4<sup>th</sup> edition)- Ontario Multifaith Council-</del> <b><a href="#"><u>The Canadian Multifaith Federation (CMF)</u></a></b> <a href="#"><u>Policy on Preventing Discrimination based on Creed (2015) – Ontario Human Rights Commission (OHRC)</u></a> <b><a href="#"><u>Health and Physical Education Curriculum Gr 1-8 - Strand D</u></a></b> <del>The Ontario Human Rights Code</del>
Effective Date:	December 13, 2010
Revisions:	December 11, 2017, February 10, 2020, <b>October 21, 2024</b>
Reviewed:	January 2015, April 18, 2016

### 1. ~~Preamble~~ **Purpose**

- 1.1 The Waterloo Region District School Board (WRDSB) acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on creed or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The WRDSB understands that staff and students ~~from~~ with diverse faith **and creed beliefs** ~~communities~~ need a safe and respectful environment to succeed academically. ~~The Religious and Creed Accommodations Policy~~ **WRDSB** supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The WRDSB believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The WRDSB will not provide accommodations for curriculum and lessons that build a climate of inclusion and safety, including discussions about any of the protected human rights under the *Ontario Human Rights Code*. This applies to all classroom discussions and school activities about inclusion during the school year. **An exception may be provided for Strand D of the Health and Physical Education Curriculum in grades 1-8.**

## 2. Definitions

**2.1** Accommodation: The WRDSB defines creed-based accommodation as the obligation to meet the diverse needs of individuals or groups when ~~religious~~ **their sincerely held** beliefs conflict with a WRDSB requirement, qualification or practice in accordance with the *Ontario Human Rights Code (the Code)*, to the point of undue hardship.

**2.2** Creed: Under *the Code*, creed includes, but is not necessarily limited to, "religious creed" or "religion. Creed must be a factor in a person's treatment for it to be discrimination based on creed. *The Code* prohibition on discrimination because of "creed" extends to situations where:

- The person who is the target of such behaviour is atheist or agnostic
- Neither the person discriminated against nor the person discriminating follows a creed
- A person is targeted and treated unequally because of their "perceived creed," or because of their association with an individual or group with a particular creed (or lack thereof).

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.27)

**2.3** Undue Hardship: Organizations covered by *the Code* have a duty to accommodate to the point of undue hardship. Accommodation need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. *The Code* lists only three considerations when assessing whether an accommodation would cause undue hardship:

- Cost
- Outside sources of funding, if any
- Health and safety requirements, if any.

In many cases, it will not be costly to accommodate someone's creed. Accommodation may involve making policies, rules and requirements more flexible. While making these more flexible may involve some administrative inconvenience, inconvenience by itself is not a factor for assessing undue hardship. To rely on an undue hardship defense, an organization will have to show that an accommodation in fact causes undue hardship. It is not up to the person with a creed-related need to prove that the accommodation can be put in place without undue hardship.

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

**2.4** Competing Rights: A request for accommodation may turn out to be a "competing human rights" situation. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the human rights of another party or parties.

Organizations and institutions operating in Ontario have a legal duty to take steps to prevent and respond to situations involving competing rights.

In dealing with competing rights claims, the Supreme Court of Canada has confirmed that there is no hierarchy of Charter rights. All have equal status and no right is more important than the others. Related to this is the principle that no right is absolute. Every right is inherently limited by the rights and freedom of others. Therefore, if rights do come

into conflict, Charter principles require a “reconciliation” that fully respects the importance of both sets of rights so that each is realized to the greatest extent possible.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.73-74)

- 2.5** Inclusive design (design with everyone in mind): ~~that~~ removes barriers up front is a preferred approach to removing barriers after they become apparent, or making “one-off” accommodations. The one-off approach assumes that existing structures are fine or only need slight modifications to make them acceptable. The Supreme Court of Canada has affirmed organizations’ obligations to be aware of differences between individuals and groups, including based on creed, and wherever possible to build in concepts of equality into standards, rules or requirements. The duty to accommodate is about more than providing the most appropriate accommodation in the circumstances (the substantive component). It is also about engaging in a meaningful, good-faith process to assess needs and find appropriate solutions (the procedural component). Failing to carry out either component appropriately may be discriminatory.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.5)

### 3. Application

- 3.1** The WRDSB acknowledges the presence of students and staff without religious affiliations who study and work in the school system. The WRDSB assures these members that religious **and creed** accommodation guidelines and procedures will not interfere with or compromise their rights and privileges.
- 3.2** It should also be noted that respect for faith **and creed** diversity is considered to be a shared responsibility. While the WRDSB works to ensure that students and staff are able to observe the tenets of their **faith belief systems** in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of **religious creed-based** and secular communities.
- 3.3** The WRDSB does not support the primacy of one **creed**, faith, religious or secular belief over another.
- 3.4** For many students and staff in **WRDSB** Waterloo Region schools, there are a number of areas where the practice of their religion **or creed** may result in a request for accommodation on the part of the school and/or WRDSB. These areas may include, but are not limited to:
- 1.6.1 Observance of major religious holy days and celebrations
  - 1.6.2 Prayer and rituals
  - 1.6.3 Dietary requirements and fasting
  - 1.6.4 Religious attire
  - 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities
- 3.5** For many staff in Waterloo Region schools, there are areas where the practice of religion **or creed** may result in a request for accommodation on the part of the school and/or WRDSB. These areas may include, but are not limited to:
- 1.7.1 Observance of major religious holy days and celebrations
  - 1.7.2 Prayer and rituals
  - 1.7.3 Dietary requirements and fasting
  - 1.7.4 Religious attire

#### 4. Duty to Accommodate

**4.1** The *Ontario Human Rights Commission's (OHRC) Policy on Preventing Discrimination based on Creed (2015)* states that accommodation "...is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs."

**4.2** The WRDSB has a duty to accommodate both obligatory and voluntary expressions of faith **and creed**, as long as they are sincerely held. It is the creed-based, "religious or spiritual essence of an action, not any mandatory or perceived-as-mandatory nature of its observance, that attracts protection."

**4.3** Sincerity of belief should generally be accepted in good faith unless there are evident reasons for believing otherwise. Where warranted, inquiry into a person's sincerity of belief should be as limited as possible. An inquiry only needs to establish that an asserted creed belief "is in good faith, neither fictitious nor capricious, and that it is not an artifice." In many cases, this will be unnecessary or relatively easy to show. However, in other cases, evidence may be required, usually from the person asserting the right, to establish that a person's claim is sincere.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.62)

**4.4** Fulfilling the duty to accommodate requires that the most appropriate accommodation be determined and provided, short of undue hardship. The most appropriate accommodation is the one that most:

- Respects dignity (including autonomy, comfort, and confidentiality)
- Responds to a person's individualized needs
- Allows for integration and full participation.



## RELIGIOUS AND CREED ACCOMMODATIONS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	<i>Policy 1008 – Equity and Inclusion; PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”; PPM No. 112, “Education about Religion in the Public Elementary and Secondary Schools”; PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”. The Multifaith Information Manual (4<sup>th</sup> edition)- Ontario Multifaith Council Policy on Preventing Discrimination based on Creed (2015) – Ontario Human Rights Commission (OHRC) The Ontario Human Rights Code</i>
Effective Date:	<i>December 13, 2010</i>
Revisions:	December 11, 2017, February 10, 2020
Reviewed:	January 2015, April 18, 2016

### 1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) acknowledges each individual’s right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on creed or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The WRDSB understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The Religious and Creed Accommodations Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The WRDSB believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The WRDSB acknowledges the presence of students and staff without religious affiliations who study and work in the school system. The WRDSB assures these members that religious accommodation guidelines and procedures will not interfere with or compromise their rights and privileges.
- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the WRDSB works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also

the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.

- 1.5 The WRDSB does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or WRDSB. These areas may include, but are not limited to:
  - 1.6.1 Observance of major religious holy days and celebrations
  - 1.6.2 Prayer and rituals
  - 1.6.3 Dietary requirements and fasting
  - 1.6.4 Religious attire
  - 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities
- 1.7 The WRDSB will not provide accommodations for curriculum and lessons that build a climate of inclusion and safety, including discussions about any of the protected human rights under the *Ontario Human Rights Code*. This applies to all classroom discussions and school activities about inclusion during the school year.

## 2. Duty to Accommodate

The *Ontario Human Rights Commission's (OHRC) Policy on Preventing Discrimination based on Creed (2015)* states that accommodation "...is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs."

The WRDSB has a duty to accommodate both obligatory and voluntary expressions of faith, as long as they are sincerely held. It is the creed-based, "religious or spiritual essence of an action, not any mandatory or perceived-as-mandatory nature of its observance, that attracts protection."

Sincerity of belief should generally be accepted in good faith unless there are evident reasons for believing otherwise. Where warranted, inquiry into a person's sincerity of belief should be as limited as possible. An inquiry only needs to establish that an asserted creed belief "is in good faith, neither fictitious nor capricious, and that it is not an artifice." In many cases, this will be unnecessary or relatively easy to show. However, in other cases, evidence may be required, usually from the person asserting the right, to establish that a person's claim is sincere.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.62)

Fulfilling the duty to accommodate requires that the most appropriate accommodation be determined and provided, short of undue hardship. The most appropriate accommodation is the one that most:

- Respects dignity (including autonomy, comfort, and confidentiality)
- Responds to a person's individualized needs
- Allows for integration and full participation.

Inclusive design (design with everyone in mind) that removes barriers up front is a preferred approach to removing barriers after they become apparent, or making "one-off" accommodations. The one-off approach assumes that existing structures are fine or only need slight modifications to make them acceptable. The Supreme Court of Canada has affirmed organizations' obligations to be aware of differences between individuals and groups, including based on creed, and wherever possible to build in concepts of equality into standards, rules or requirements. The duty to accommodate is about more than providing the most appropriate accommodation in the circumstances (the substantive component). It is also about engaging in a meaningful, good-faith



process to assess needs and find appropriate solutions (the procedural component). Failing to carry out either component appropriately may be discriminatory.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.5)

### 3. Definitions

3.1 Accommodation: The WRDSB defines creed-based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a WRDSB requirement, qualification or practice in accordance with the *Ontario Human Rights Code (the Code)*, to the point of undue hardship.

3.2 Creed: Under *the Code*, creed includes, but is not necessarily limited to, "religious creed" or "religion. Creed must be a factor in a person's treatment for it to be discrimination based on creed. *The Code* prohibition on discrimination because of "creed" extends to situations where:

- The person who is the target of such behaviour is atheist or agnostic
- Neither the person discriminated against nor the person discriminating follows a creed
- A person is targeted and treated unequally because of their "perceived creed," or because of their association with an individual or group with a particular creed (or lack thereof).

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.27)

3.3 Undue Hardship: Organizations covered by *the Code* have a duty to accommodate to the point of undue hardship. Accommodation need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. *The Code* lists only three considerations when assessing whether an accommodation would cause undue hardship:

- Cost
- Outside sources of funding, if any
- Health and safety requirements, if any.

In many cases, it will not be costly to accommodate someone's creed. Accommodation may involve making policies, rules and requirements more flexible. While making these more flexible may involve some administrative inconvenience, inconvenience by itself is not a factor for assessing undue hardship. To rely on an undue hardship defense, an organization will have to show that an accommodation in fact causes undue hardship. It is not up to the person with a creed-related need to prove that the accommodation can be put in place without undue hardship.

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

3.4 Competing Rights: A request for accommodation may turn out to be a "competing human rights" situation. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the human rights of another party or parties.

Organizations and institutions operating in Ontario have a legal duty to take steps to prevent and respond to situations involving competing rights.

#

In dealing with competing rights claims, the Supreme Court of Canada has confirmed that there is no hierarchy of Charter rights. All have equal status and no right is more important than the others. Related to this is the principle that no right is absolute. Every right is inherently limited by the rights and freedom of others. Therefore, if rights do come into conflict, Charter principles require a “reconciliation” that fully respects the importance of both sets of rights so that each is realized to the greatest extent possible.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, 2015, pg.73-74)



# Report to Committee of the Whole

October 21, 2024

**Subject: Board Policy 6002 - Compulsory Student Enrolment**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 6002 - Compulsory Student Enrolment as presented at the October 21, 2024, Committee of the Whole meeting.*

## Status

The Policy Working Group is recommending approval of Board Policy 6002 - Compulsory Student Enrolment. A copy of the draft recommendations and the current policy are included with this report. This draft policy includes minor changes.

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 6002 COMPULSORY STUDENT ENROLMENT

Legal References:	<u><a href="#">Education Act, R.S.O. 1990, c.E.2.</a></u>
Related References:	<del><u><a href="#">Education Act, R.S.O. 1990, c.E.2.</a></u></del> <u><a href="#">Administrative Procedure 1010 - Junior and Senior Kindergarten Registration</a></u> <u><a href="#">IS-14-01: Transition to Full Day Kindergarten</a></u>
Effective Date:	February 23, 1998
Revisions:	January 22, 2018, February 10, 2020, <b>October 21, 2024</b>
Reviewed:	September 12, 2016

### 1.0 Purpose

- 1.1 ~~It is the policy of the~~The Waterloo Region District School Board (WRDSB) ~~to offer~~s, on the first school day of September in that year:
- 1.1.1 Junior kindergarten to any child who has attained the age of four years on the 31st day of December in that *calendar year*;
  - 1.1.2 Senior kindergarten to any child who has attained the age of five years on the 31st day of December in that calendar year.
- 1.2 The WRDSB promotes full time attendance whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment. Students benefit from the social/emotional opportunities provided in this environment and are provided with a strong foundation for learning.

### 2.0 Definitions

- 2.1 Full-day kindergarten: operates Monday through Friday of each week and follows the school year calendar.**

### 3.0 Application

- 3.1 Attendance in both the junior kindergarten and senior kindergarten programs are not compulsory unless, consistent with the Education Act, a child has registered and attended either a junior or senior kindergarten program, at which point, they are considered compulsory school age regardless of their age, and their attendance is compulsory.
- 3.2 Junior kindergarten and senior kindergarten programs operate Monday through Friday of each week and **follow** the school year calendar. If parents intend to adjust their child's schedule to assist with their transition into the full-day kindergarten program, parents are to do so in consultation with the school administrator by completing form IS-14-01:

Transition to Full Day Kindergarten. If the student is not attending full-time by October 31, the student will be placed on the appropriate register, based on minutes of instruction.

- 3.3 In compliance with legislation contained in the Education Act, it is the policy of the WRDSB to enroll in school every child who attains the age of six on or before the first school day in September of that calendar year (compulsory school-age), on the first school day in September of that year.

Draft



## COMPULSORY STUDENT ENROLMENT

Legal References:	<i>Education Act</i>
Related References:	<i>Education Act</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>January 22, 2018, February 10, 2020</i>
Reviewed:	<i>September 12, 2016</i>

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to offer, on the first school day of September in that year:
  - 1.1.1 Junior kindergarten to any child who has attained the age of four years on the 31st day of December in that *calendar year*;
  - 1.1.2 Senior kindergarten to any child who has attained the age of five years on the 31st day of December in that calendar year.
- 1.2 Attendance in both the junior kindergarten and senior kindergarten programs are not compulsory unless, consistent with the Education Act, a child has registered and attended either a junior or senior kindergarten program, at which point, they are considered compulsory school age regardless of their age, and their attendance is compulsory.
- 1.3 Junior kindergarten and senior kindergarten programs operate Monday through Friday of each week and follows the school year calendar. If parents intend to adjust their child's schedule to assist with their transition into the full-day kindergarten program, parents are to do so in consultation with the school administrator by completing form IS-14-01: Transition to Full Day Kindergarten. If the student is not attending full-time by October 31, the student will be placed on the appropriate register, based on minutes of instruction.
- 1.4 In compliance with legislation contained in the Education Act, it is the policy of the WRDSB to enroll in school every child who attains the age of six on or before the first school day in September of that calendar year (compulsory school-age), on the first school day in September of that year.
- 1.5 The WRDSB promotes full time attendance whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment. Students benefit from the social/emotional opportunities provided in this environment and are provided with a strong foundation for learning.



# Report to Committee of the Whole

October 21, 2024

**Subject: Board Policy 6008 - Student Discipline**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 6008 - Student Discipline as presented at the October 21, 2024, Committee of the Whole meeting.*

## Status

The Policy Working Group is recommending approval of Board Policy 6008 - Student Discipline. A copy of the draft recommendations and the current policy are included with this report. This policy includes minor updates.

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



## STUDENT DISCIPLINE

Legal References:	<p><i>Education Act, as amended;</i>  <i>Ontario Human Rights Code;</i>  <i>Canadian Charter of Rights and Freedoms;</i>  <i>Provincial Code of Conduct;</i>  <i>Ontario Regulation 472/07.</i>  <a href="#"><i>PPM 128 - The Provincial Code of Conduct and School Board Codes of Conduct;</i></a>  <a href="#"><i>PPM 141 - School board program for students on long-term suspension;</i></a>  <a href="#"><i>PPM 142 - School board programs for expelled students;</i></a>  <a href="#"><i>PPM 144 – Bullying Prevention and Intervention;</i></a>  <a href="#"><i>PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i></a>  <a href="#"><i>Ministry of Education - Supporting Bias-Free Progressive Discipline in Schools</i></a></p>
Related References:	<p><a href="#"><i>Board Policy 6000 – Safe Schools;</i></a>  <a href="#"><i>Board Policy 6001 – Code of Conduct;</i></a>  <a href="#"><i>Board Policy 6009 – Student Bullying Prevention and Intervention;</i></a>  <a href="#"><i>Administrative Procedure 1300 – Delegation of Authority;</i></a>  <a href="#"><i>Administrative Procedure 1260 – Student Discipline;</i></a>  <a href="#"><i>Administrative Procedure 1620 – Alternative Suspension Program;</i></a>  <a href="#"><i>Administrative Procedure 1270 - Traumatic Events Response;</i></a>  <a href="#"><i>Administrative Procedure 1280 - Threat Risk Assessment;</i></a>  <i>School Board Police Protocol.</i></p>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<i>October 17, 2016, April 8, 2019, <b>October 21, 2024</b></i>
Reviewed:	<i>February 12, 2018</i>

### 1. Purpose Preamble

- 1.1 The Provincial Code of Conduct, the Waterloo Region District School Board (WRDSB) Code of Conduct, the *Education Act, as amended*, Ontario Regulation 472/07, Policy Program Memorandum (PPM) 128, 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention), 145 (progressive discipline), together with the Board's discipline policies and procedures ~~together with the Board's discipline policies and procedures~~ **The Waterloo Region District School Board (WRDSB)'s policies and procedures and relevant provincial regulations** create expectations for behaviour for all persons on school property **and during school related activities** and outline strategies to be taken to reduce incidents and impose appropriate consequences for students.

### 2 Definitions

- 2.1 **Progressive Discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. The district and school administrators will consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.**



### 3 Human Rights Code Compliance

- 3.1 The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

### 4 Application

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

#### Duty to Respond

- 4.8 WRDSB employees who work directly with students, including administrators, teachers, designated early childhood educators, paraprofessionals, secretaries, custodians, social workers, and board resource staff must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at

any school-related event if, in the employee's opinion, it is safe to respond to it in accordance with subsection 300.4 of part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, **cyberbullying**, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

### Duty to Report

- 4.9 All WRDSB employees and all third party service providers (e.g. transportation provider, early childhood educator, etc.) have a duty to report if they become aware that a student may have engaged in an activity described in sections 306(1) or 310(1) of the *Education Act*. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but in any case, must report it to the principal no later than the end of the school day or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.
- 4.10 In accordance with Ministry of Education's PPM 144, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the *Education Act*. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to **themselves** him or herself or to others. ~~All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS 15-03). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.~~

## 5 Progressive Discipline

- 5.1 The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every student can reach their full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, district and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender expression, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*.
- ~~5.2 Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. The district and school administrators will consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07. (moved to 2.1)~~
- ~~5.3 It is the expectation of WRDSB that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, and support staff, shall, in accordance with district procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed. Staff is required to respond and report situations they have personally observed or heard about during the course of their~~

~~duties, while on school property or during a school related event that would require the consideration of a suspension or expulsion.~~

- 5.4 WRDSB, and school administrators, must consider all mitigating and contextual (other) factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

## 6 Positive Practices

6.1 In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and inclusive learning and teaching environments that encourage and support students to reach their full potential, WRDSB supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

6.2 WRDSB also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

3.3 Preventative practices include:

- Human Rights strategy pursuant to PPM 119;
- Bullying prevention and intervention programs;
- Mentorship programs;
- Student success strategies;
- Character development;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Healthy lifestyles.

3.4 Positive behaviour management practices include:

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

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

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

## 4. Progressive Discipline Consequences

- 4.1 Progressive discipline may include early and/or ongoing intervention strategies, such as:
- Contact with the student's parent(s)/guardian(s);

- Verbal reminders;
  - Visual Cues to the desired behaviour;
  - Review of expectations set out in the school's Code of Conduct;
  - Written work assignment with a learning component related to the incident;
  - Behaviour Contract;
  - ~~Volunteer service to~~ Support from Child Youth Worker;
  - Peer mentoring;
  - Conflict mediation and resolution;
  - Restorative interventions;
  - Consultation with school and/or board support staff;
  - Referral to community agency for counseling; and
  - Review of Program needs.
- 4.2 Progressive discipline may also include a range of interventions, supports and consequence when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the student's parent(s)/guardian(s), student and principal;
  - Referral to a community agency for additional support, counselling or treatment;
  - Detentions;
  - Withdrawal of privileges;
  - Withdrawal from class with planned learning activities;
  - Restitution for damages;
  - Restorative practices; and/or
  - Transfer with full disclosure to the receiving school. The receiving school must ensure appropriate supports are implemented. The sending school must contact their Superintendent of Education prior to the transfer.
- 4.3 Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.
- 4.4 When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate. All responses to behaviours that are contrary to the board's and school's codes of conduct must be developmentally appropriate.
- 4.5 WRDSB also supports the use of suspension and expulsion as outlined in Part XIII of the *Education Act* where a student has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.
- 4.6 An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act* and consistent with the *Human Rights Code*. A student shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure. PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, **they are** ~~he or she is~~ expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

## 5. Suspension

- 5.1 The infractions for which a suspension may be imposed by the principal include:
- 5.1.1 Uttering a threat to inflict serious bodily harm on another person;
  - 5.1.2 Possessing alcohol, illegal and/or restricted drugs;
  - 5.1.3 Possession of cannabis (unless medical approval has been granted previously);
  - 5.1.4 Being under the influence of alcohol and/or restricted drugs;

- 5.1.5 Being under the influence of cannabis (unless medical approval has been granted previously);
  - 5.1.6 Swearing at a teacher or at another person in a position of authority;
  - 5.1.7 Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
  - 5.1.8 Bullying or Cyberbullying;
  - 5.1.9 Any other act that is an activity for which a principal may suspend a pupil under a policy of the board;
  - 5.1.10 Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
  - 5.1.11 Any act considered by the principal to be contrary to the Board or school Code of Conduct.
- 5.2 A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- 5.3 Any such infractions about which a board staff member or a third party service provider, (e.g. transportation provider, early childhood educator, etc.) become aware must be reported to the principal or designate in accordance with school district procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with school district procedures must be made when it is safe to do so. All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-03-07). The Principal must provide the **staff** employee with a written acknowledgment, using Part II of the same form.
- 5.4 A principal who suspends a student under section 306 shall make all reasonable efforts to inform the student's parent/guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parental control. **The principal must take steps to confirm that the parent/guardian understands the details surrounding the suspension.**

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

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

## 7. Mitigating Factors

- 7.1 The mitigating factors to be considered by the principal are:
  - 7.1.1 Whether the student has the ability to control their behaviour;
  - 7.1.2 Whether the student has the ability to understand the foreseeable consequences of their behaviour; and

- 7.1.3 Whether the student's continuing presence in the school does not create an unacceptable risk to the safety of any other individual at the school.

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

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

## 9. Expulsion

- 9.1 The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in one of the activities listed below, for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.
- 9.2 The infractions for which a principal may consider recommending to the Board that a student be expelled from the student's school or from all schools of the Board include:
- 9.2.1 Possessing a weapon, including possessing a firearm or knife;
- 9.2.2 Using a weapon to cause or to threaten bodily harm to another person;
- 9.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 9.2.4 Committing sexual assault;
- 9.2.5 Trafficking in weapons, illegal or restricted drugs;
- 9.2.6 Committing robbery;
- 9.2.7 Giving alcohol to a minor;
- 9.2.8 Giving cannabis to a minor;
- 9.2.9 Bullying or Cyberbullying, if:
- The student has previously been suspended for engaging in bullying, and

- The student's continued presence in the school creates an unacceptable risk to the safety of another person;
- 9.2.10 Any activity listed in Section 306(1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- 9.2.11 An act considered by the principal to be significantly injurious ~~to the moral tone of the school and/or~~ to the physical or mental well-being of others;
- 9.2.12 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 9.2.13 Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 9.2.14 Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- 9.2.15 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- 9.3 The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society;
- 9.4 Any such infractions about which a board staff member or a third party service provider becomes aware must be reported to the principal or designate in accordance with school district procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

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

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

## 11. Principal Investigation

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

## 12. Appeal

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

## 13. Superintendent, Student Achievement & Well-Being

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

## 14. Discipline Committee

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

## 15. Supports for Students Who Have Been Harmed

- 15.1 WRDSB supports students who are victims of serious incidents of student behaviour causing harm contrary to the provincial, school district, and school Codes of Conduct.
- 15.2 The principal or designate, in consultation with the Superintendent, is required to provide information in accordance with WRDSB procedures, to the parent/guardian of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control, and



where the principal is NOT of the opinion that informing the parent/guardian would put the student at risk of harm and would not be in the student's best interests.

- 15.3 The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.
- 15.4 WRDSB shall develop appropriate plans to protect the student who has been harmed and will communicate to parents/guardians of such student, information about the plan and a method of identifying dissatisfaction with steps taken to provide support to **them** ~~him/her~~.



## STUDENT DISCIPLINE

Legal References:	<i>Education Act, as amended;</i> <i>Ontario Human Rights Code;</i> <i>Canadian Charter of Rights and Freedoms;</i> <i>Provincial Code of Conduct.</i>
Related References:	<i>Ontario Regulation 472/07;</i> <i>Ministry of Education Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Ministry of Education Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Board Policy 6000 – Safe Schools;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 6009 – Bullying Prevention and Intervention;</i> <i>Administrative Procedure 1300 – Delegation of Authority;</i> <i>Administrative Procedure 1260 – Student Discipline;</i> <i>Administrative Procedure 1620 – Alternative Suspension Program;</i> <i>School Board Police Protocol, 2016;</i> <i>Traumatic Response Protocol, 2013; and</i> <i>Threat Risk Assessment Protocol.</i>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<i>October 17, 2016, April 8, 2019</i>
Reviewed:	<i>February 12, 2018</i>

### 1. Preamble

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

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

### **Duty to Respond**

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

### **Duty to Report**

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

negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him-or herself or to others. All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-15-03). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.

## 2. Progressive Discipline

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

## 3. Positive Practices

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

- 3.3 Preventative practices include:
- Human Rights strategy pursuant to PPM 119;
  - Bullying prevention and intervention programs;
  - Mentorship programs;
  - Student success strategies;
  - Character development;
  - Citizenship development;
  - Student leadership;
  - Promoting healthy student relationships; and
  - Healthy lifestyles.
- 3.4 Positive behaviour management practices include:
- Program modifications or accommodations;
  - Class placement;
  - Positive encouragement and reinforcement;
  - Individual, peer and group counselling;
  - Conflict resolution/Dispute resolution;
  - Restorative Practices;
  - Mentorship programs;
  - Promotion of healthy student relationships;
  - Sensitivity programs;
  - Safety Plans;
  - School, Board and community support programs; and
  - Student success strategies.
- 3.5 WRDSB recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of consequences.
- 3.6 In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

#### **4. Progressive Discipline Consequences**

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

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

## 5. Suspension

- 5.1 The infractions for which a suspension may be imposed by the principal include:
- 5.1.1 Uttering a threat to inflict serious bodily harm on another person;
  - 5.1.2 Possessing alcohol, illegal and/or restricted drugs;
  - 5.1.3 Possession of cannabis (unless medical approval has been granted previously);
  - 5.1.4 Being under the influence of alcohol and/or restricted drugs;
  - 5.1.5 Being under the influence of cannabis (unless medical approval has been granted previously);
  - 5.1.6 Swearing at a teacher or at another person in a position of authority;
  - 5.1.7 Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
  - 5.1.8 Bullying or Cyberbullying;
  - 5.1.9 Any other act that is an activity for which a principal may suspend a pupil under a policy of the board;
  - 5.1.10 Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
  - 5.1.11 Any act considered by the principal to be contrary to the Board or school Code of Conduct.

- 5.2 A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- 5.3 Any such infractions about which a board staff member or a third party service provider, (e.g. transportation provider, early childhood educator, etc.) become aware must be reported to the principal or designate in accordance with school district procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with school district procedures must be made when it is safe to do so. All reports will be made using the Safe Schools Incident Reporting Form, Part I (IS-03-07). The Principal must provide the employee with a written acknowledgment, using Part II of the same form.
- 5.4 A principal who suspends a student under section 306 shall make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

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

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

## **7. Mitigating Factors**

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

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

- 8.1 The student's academic, discipline and personal history;
- 8.2 Whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 8.3 Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 8.4 The impact of the discipline on the student's prospects for further education;
- 8.5 The student's age;

- 8.6 Where the student has an IEP or disability related needs:
- 8.6.1 Whether the behaviour causing the incident was a manifestation of the student's disability;
  - 8.6.2 Whether appropriate individualized accommodation has been provided; and
  - 8.6.3 Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 8.7 Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

## 9. Expulsion

- 9.1 The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in one of the activities listed below, for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.
- 9.2 The infractions for which a principal may consider recommending to the Board that a student be expelled from the student's school or from all schools of the Board include:
- 9.2.1 Possessing a weapon, including possessing a firearm or knife;
  - 9.2.2 Using a weapon to cause or to threaten bodily harm to another person;
  - 9.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - 9.2.4 Committing sexual assault;
  - 9.2.5 Trafficking in weapons, illegal or restricted drugs;
  - 9.2.6 Committing robbery;
  - 9.2.7 Giving alcohol to a minor;
  - 9.2.8 Giving cannabis to a minor;
  - 9.2.9 Bullying or Cyberbullying, if:
    - The student has previously been suspended for engaging in bullying, and
    - The student's continued presence in the school creates an unacceptable risk to the safety of another person;
  - 9.2.10 Any activity listed in Section 306(1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
  - 9.2.11 An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
  - 9.2.12 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
  - 9.2.13 Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
  - 9.2.14 Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;



9.2.15 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

9.3 The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society;

9.4 Any such infractions about which a board staff member or a third party service provider becomes aware must be reported to the principal or designate in accordance with school district procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

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

10.1 The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

10.2 For the purpose of the Student Discipline Policy and Procedures, WRDSB interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society.

10.3 If, on concluding the investigation, the principal decides not to recommend to the Board of Trustees that the student be expelled, the principal shall:

10.3.1 Confirm the suspension and the duration of the suspension;

10.3.2 Confirm the suspension but short its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or

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

## 11. Principal Investigation

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

## 12. Appeal

12.1 The Suspension Appeal shall be held in accordance with the *Education Act*, the Board's Student Discipline Policy and the Student Discipline Procedures.

12.2 A suspension may be appealed by an adult student or the student's parent/guardian/caregiver. An adult student is a student who is 18 years old or older, or who is 16 or 17 years old and has withdrawn from parental control, in accordance with the *Administrative Procedure 1260 – Student Discipline* and Suspension Appeal Guidelines.

- 12.3 A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent. If prior notice is not provided, it may be necessary to reschedule the Suspension Appeal to a later date.
- 12.4 The Discipline Committee and/or the Principal may exercise the right to legal counsel.

### **13. Superintendent, Student Achievement & Well-Being**

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

### **14. Discipline Committee**

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

### **15. Supports for Students Who Have Been Harmed**

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



# Report to Committee of the Whole

October 21, 2024

**Subject: Board Policy 6009 - Student Bullying Prevention and Intervention**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 6009 - Student Bullying Prevention and Intervention as presented at the October 21, 2024, Committee of the Whole meeting.*

## Status

The Policy Working Group is recommending approval of Board Policy 6009 - Student Bullying Prevention and Intervention. A copy of the draft recommendations and the current policy are included with this report. This policy includes updated language.

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



Waterloo Region  
District School Board

## Board Policy 6009

# STUDENT BULLYING PREVENTION AND INTERVENTION

Legal References:	<p><i>Education Act, as amended;</i>  <i>Ontario Human Rights Code;</i>  <i>Canadian Charter of Rights and Freedoms;</i>  <i>Provincial Code of Conduct;</i>  <i>Policy/Program Memorandum 144 – Bullying Prevention and Intervention;</i>  <i>Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i>  <i>Safe Schools: Creating a Positive School Climate;</i>  <i>Ontario Regulation 474/00 – Access to School Premises;</i>  <i>Ontario Regulation 472/07 – Suspension and Expulsion of Pupils;</i>  <i>Trespass to Property Act.</i></p>
Related References:	<p><i>Caring and Safe Schools in Ontario;</i>  <i>Realizing the Promise of Diversity, Ontario’s Equity and Inclusive Education Strategy;</i>  <a href="#">Board Policy 6000 – Safe Schools;</a>  <a href="#">Board Policy 6008 – Student Discipline;</a>  <a href="#">Board Policy 6001 – Code of Conduct;</a>  <a href="#">Board Policy 1008 – Equity and Inclusion;</a>  <a href="#">AP1200 Student Bullying Prevention and Intervention;</a>  <a href="#">AP1260 Student Discipline;</a>  <a href="#">Administrative Procedure 1270 - Traumatic Events Response;</a>  <a href="#">Administrative Procedure 1280 - Threat Risk Assessment;</a>  <b><a href="#">Bullying Prevention and Intervention Plans</a></b>  <i>School Board Police Protocol.</i></p>
Effective Date:	February 1, 2008
Revisions:	April 20, 2015, April 8, 2019
Reviewed:	February 22, 2016, <b>October 21, 2024</b>

### 1.0 ~~Preamble~~ **Purpose**

- 1.1 The Waterloo Region District School Board (**WRDSB**) believes that every student has the right to be treated with respect, dignity and to feel safe at school. Research tells us students who feel safe and respected at school are able to reach their full potential.
- 1.2 The Board recognizes that bullying:
  - 1.2.1 adversely affects a school’s ability to educate its students;
  - 1.2.2 adversely impacts a student’s ability to learn;
  - 1.2.3 affects the dignity and self-esteem of students who are bullied;
  - 1.2.4 damages healthy relationships;
  - 1.2.5 adversely impacts school climate, including healthy relationships; and

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

## 2.0 Definitions of Bullying

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

## 2.2 Cyber-bullying

For the purposes of the definition, “bullying” includes bullying by electronic means (commonly known as cyber-bullying), including, **but not limited to texting, instant messaging tools, Artificial Intelligence (AI) tools, and other web-based platforms.**

- 2.2.1 ~~Creating a web page, a blog or use of social media tools, in which the creator assumes the identity of another person;~~

~~2.2.2 Impersonating another person as the author of content or messages posted on the internet; and~~

~~2.2.3 Texting, using web-based chat tools, Artificial Intelligence (AI), or communicating harmful material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.~~

## 2.3 Positive School Climate

2.3.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.

2.3.2 The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, ~~parents/guardians~~ **families**/caregivers, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

## 2.4 Means and Forms of Bullying

Bullying is a dynamic of unhealthy interaction that can take the following means and forms<sup>1</sup>:

2.4.1 *Physical bullying* includes behaviours such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.

2.4.2 *Verbal bullying* includes behaviours such as: name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments, or sexual harassment.

2.4.3 *Social bullying* includes behaviours such as: rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships.

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<sup>1</sup> Definitions of Means and Forms of Bullying ~~based on~~ **based on** ~~from~~ *PREVnet.ca*

- 2.4.4 *Electronic or Cyber-bullying* **includes bullying by electronic means including, but not limited to texting, instant messaging tools, Artificial Intelligence (AI) tools, and other web-based platforms** ~~includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.~~
- 2.4.5 *Racial bullying* includes behaviours such as: treating people disrespectfully because of their racial or ethnic background, saying **inappropriate** ~~bad~~ things about a cultural background, **verbal and non-verbal racist acts.** ~~calling someone racist names, or telling racist jokes.~~
- 2.4.6 *Religious bullying* comprises treating people disrespectfully because of their religious background or beliefs, saying bad things about a religious background or belief, name calling or telling jokes based on others' religious beliefs and practices.
- 2.4.7 *Sexual bullying* includes behaviours such as leaving someone out or treating him/her disrespectfully because of their gender, making sexist comments or jokes, unwanted touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumor about someone, **using transphobic/homophobic slurs or epithets** ~~calling someone gay, a fag, a dyke, or making inferences about their sexual orientation or gender identification.~~
- 2.4.8 *Disability bullying* includes behaviours such as: leaving someone out or treating them disrespectfully because of a disability, making someone feel uncomfortable because of a disability, using slurs or epithets regarding ability, or making comments or jokes to hurt someone with a disability.

## 2.5 Rough Play vs. Conflict vs. Bullying

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

Rough Play	Conflict	Bullying
Usually friends or friendly. Often repeated. Same players.	Acquaintances or friends. Occasional. Usually issue-centred, until resolved; could centre around misunderstanding, misinformation or no common ground.	Typically not friends; however may have had a relationship previously or have a relationship currently. Intentional target. Repeated and persistent.
Balance of power	Power relatively equal	Unequal power
Equal, consensual reaction.	Equal or near equal emotional reaction.	Bully's reaction meets own intrinsic need for power and control (consciously or unconsciously).



		Strong emotional, mental and physical reaction for target.
Not seeking power or attention	Not seeking power or attention	Attempt to gain power and control, possessions or popularity
No intent to harm.	Intentionally to sort out who is right.	Intentionally harm-doing
Intention is fun. If <b>something</b> goes wrong, then remorseful.	Remorse – takes responsibility	Bully may or may not show remorse. May or may not know what they are doing is wrong. May blame target or believe the target deserves it.
Not regarded as a problem.	Effort to solve <b>a</b> problem.	Bully may deny there is a problem. Target may not be able to articulate.
Not serious, unless something goes wrong.	Usually not serious and can be resolved on their own or with <b>the</b> aid of third party.	Threats of physical or emotional harm; intent to humiliate, exclude or victimize.

### 3.0 Reporting of Bullying Incidents by Students

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

### 4.0 Reporting of Bullying Incidents by ~~Parents/Guardians~~Families/Caregivers

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

### 5.0 Responding to Bullying by Board Staff

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

## 6.0 Reporting of Bullying Incidents by Board Staff

- 6.1 All bullying incidents must be reported using the appropriate form (*IS-15-03 Safe Schools Incident Reporting Form*). Bullying incidents must be reported by the end of the school day and as soon as possible after the incident. Where immediate action is required, the report can be made verbally, with submission of the written form by the following day.

## 7.0 Principals Response to Reports of Bullying

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

harm to the other child, the nature of any disciplinary measures taken in response to the incident, and the supports that will be provided to the student in response to his or her engagement in the activity. Principals must not share the name of the student who was harmed or any identifying information with the **family/parent/guardian/caregiver** of the student who caused the harm, except to the extent that it is necessary to comply with the requirements of subsection 300.3(6) of the Education Act.

- 7.9 When notifying a ~~parent/family/caregiver/guardian~~ under these sections, the ~~p~~**P**Principal shall invite the ~~parent/family/caregiver/guardian~~ to have a discussion with the ~~p~~**P**Principal about the supports that will be provided for **their** ~~his or her~~ child.

## 8.0 Supports for Victims and for Students who Bully

- 8.1 All WRDSB staff must take allegations of homophobia, sexual harassment, gender-based violence, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously. Incidents of this nature must be dealt with in a sensitive, supportive and timely manner.
- 8.2 All staff must support students who disclose they are being bullied by providing programs, interventions or other supports and by making available information on community agencies that can provide professional support.
- 8.3 Schools will develop specific plans to protect students who have been bullied and must outline a process for ~~parents/guardians~~**families**/caregivers to follow if they are not satisfied with the supports their children receive.
- 8.4 If it is deemed necessary that students need to be separated to protect a student or to preserve school safety, it is preferable if the victim remains in the home school, unless parents make a specific request for a move.
- 8.5 **Students who bully need help developing problem-solving skills that do not involve aggression and rechanneling their leadership skills. Formative consequences are designed to send the message that bullying is unacceptable while helping them learn the social skills and empathy they may lack. Assure students who bully that they can change their behaviour.**

## 9.0 Supports for Bystanders

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

## 10.0 Prevention Strategies

- 10.1 **Code of Conduct** – All WRDSB staff will familiarize themselves with both the Board Code of Conduct and the School's Code of Conduct which set out standards for behaviour. Schools will incorporate into their Code of Conduct the stipulations of this

policy, associated procedures and the responsibilities for staff, students and parents/guardians/caregivers as outlined in this policy.

- 10.2 **Safe, Caring & Inclusive Schools Team** - Every school will have a SCIS Team consisting of an administrator, teacher, paraprofessional, ~~parent/guardian~~ **family**/caregiver and a student. The team will meet a minimum of 3 times per year for the purpose of monitoring the school climate. Members will review the data from biennial surveys of students, staff, and parents, and recommend appropriate measures to address areas of concern. The Chair of this team must be a staff member.
- 10.3 **Positive School Climate** - A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included.
- 10.4 **Collaborations with Community Agencies** - The ~~WRDSB Waterloo Region District School Board~~ **WRDSB** pursues collaborations with community organizations and agencies to work towards the elimination of bullying.
- 10.5 **Training** - Bullying Awareness and Prevention Training will be provided to staff and students on an on-going basis, and, at a minimum, annually.
- 10.6 **Leadership Activities** - All students should participate in bullying prevention and leadership initiatives within their own school, such as daily classroom teaching with curriculum links, character education initiatives, mentorship programs, citizenship development, student leadership, student success strategies, healthy lifestyles initiatives and social skills development.
- 10.7 **Teaching Strategies** - Teaching strategies will support the school-wide Ministry of Education bullying prevention strategies by integrating prevention and intervention strategies into curriculum. Teaching strategies will focus on developing healthy relationships by promoting inclusion, respect and empathy. Prevention messaging will be reinforced through programs addressing discrimination based on age, race, sexual orientation, gender identity, gender expression, faith, special needs, ethnicity, social status and family circumstances.
- 11.0 Bullying Prevention and Intervention Plan**
- 11.1 The Board will support schools in the implementation of the ~~Board~~ **WRDSB**'s Bullying Prevention and Intervention Plans, which will comply with the Board's policies and procedures regarding Bullying Prevention and Intervention.
- 11.2 When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.
- 12.0 Bullying Awareness and Prevention Week**
- 12.1 The week beginning on the third Sunday of November in each year is provincially proclaimed as Bullying Awareness and Prevention Week. Schools are encouraged to support this and participate in any other bullying prevention awareness activities throughout the year.

### 13.0 Communication of the Policy

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

### 14.0 Access to Resources Information

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

Draft



Waterloo Region  
District School Board

## Board Policy 6009

# STUDENT BULLYING PREVENTION AND INTERVENTION

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

### 1.0 Preamble

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

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

## 2.0 Definitions of Bullying

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

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

## 2.3 Positive School Climate

2.3.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A promotion of a positive school climate means that all members of the school community are inclusive and accepting of all, including persons of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.

2.3.2 The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents/guardians/caregivers, and students. All partners are actively engaged.
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- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

## 2.4 Means and Forms of Bullying

Bullying is a dynamic of unhealthy interaction that can take the following means and forms<sup>1</sup>:

- 2.4.1 *Physical bullying* includes behaviors such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.
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- 2.4.5 *Racial bullying* includes behaviors such as: treating people disrespectfully because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names, or telling racist jokes.
- 2.4.6 *Religious bullying* comprises treating people disrespectfully because of their religious background or beliefs, saying bad things about a religious background

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

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

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

## 2.5 Rough Play vs. Conflict vs. Bullying

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

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

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Not seeking power or attention	Not seeking power or attention	Attempt to gain power and control, possessions or popularity
No intent to harm.	Intentionally to sort out who is right.	Intentionally harm-doing

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

### 3.0 Reporting of Bullying Incidents by Students

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

### 4.0 Reporting of Bullying Incidents by Parents/Guardians/Caregivers

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

### 5.0 Responding to Bullying by Board Staff

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

### 6.0 Reporting of Bullying Incidents by Board Staff

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

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

## 7.0 Principals Response to Reports of Bullying

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

## 8.0 Supports for Victims and for Students who Bully

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

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

## 9.0 Supports for Bystanders

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

## 10.0 Prevention Strategies

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

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

#### **11.0 Bullying Prevention and Intervention Plan**

- 11.1 The Board will support schools in the implementation of the Board's Bullying Prevention and Intervention Plans, which will comply with the Board's policies and procedures regarding Bullying Prevention and Intervention.
- 11.2 When revising its plan, the Board will review school climate surveys to identify concerns, identify best practices of evidence-informed programs currently used at the Board, consider other evidence-based practices and identify key collaborators in respect of its bullying initiatives.

#### **12.0 Bullying Awareness and Prevention Week**

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

#### **13.0 Communication of the Policy**

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

#### **14.0 Access to Information**

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



# Report to Committee of the Whole

October 21, 2024

## **Subject: Ad Hoc Indoor Air Quality Policy Committee - Final Report**

### **Recommendation**

*That the Waterloo Region District School Board approve the new Board Policy on Indoor Air Quality as presented at the October 21, 2024, Committee of the Whole meeting.*

### **Status**

The Ad Hoc Indoor Air Quality Policy Committee is recommending approval of the new Board Policy on Indoor Air Quality. A copy of the draft policy is included with this report.

The Policy Working Group has ensured that the following steps have occurred consultation with WRDSB Committees, including but not limited to, Parent Involvement Committee, Special Education Advisory Committee, and Equity and Inclusion Advisory Group.

### **Background**

At the March 18, 2023, Committee of the Whole meeting the Board of Trustees approved the following extension to the committee timelines:

*That the Waterloo Region District School Board extend the reporting deadline for the Ad Hoc Air Quality Policy Committee until such time as the new policy has completed the consultation process outlined by the Policy Working Group.*

At the September 18, 2023, Committee of the Whole meeting the Board of Trustees approved the creation of a committee as outlined below:

*That the Waterloo Region District School Board strike an ad hoc committee that would develop an indoor air quality policy that would consider the following items but not limited to, air purifiers and the ratio of air purifiers for every learning space per school, placement and replacement of air purifiers, the advantages and cost effectiveness of CR boxes, appropriate window use, portable CO2 monitors with real time readings that are easily read within the classroom environment, consideration for ongoing evaluation of emerging technology as well as a reporting procedure that would inform parents, and parent councils and staff about the quality of air in classrooms and working environments; and*

*That the committee include, at minimum, appropriate staff, two trustees, two parents, two frontline teachers from the elementary and secondary panel as well as student trustees; and*

*That the indoor air quality policy upon completion be presented to the Board of Trustees at a Committee of the Whole in March 2024 for approval;*

### **Financial implications**

The financial implications are not known at this time.

### **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 Ad Hoc Air Quality Policy Committee in consultation with Leadership Council



# INDOOR AIR QUALITY

Legal References:	<i>Education Act S265 Occupational Health and Safety Act Ontario Building Code, Section 62.2.1 – Required Ventilation</i>
Related References:	<i>ASHRAE Standard – 62.1 Administrative Procedure 4180 – Extreme Temperatures Administrative Procedure 1225 - Smudging for Indigenous Staff and Students Facility Services Procedure 1140 – Extreme Heat Conditions Facility Services Procedure 1150 – Extreme Cold Conditions Facility Services Procedure 1170 - Indoor Air Quality Investigations Facility Services Procedure 1165 – No Heat or Ventilation Response WRDSB Asbestos Management Program – 5.3 Air Monitoring <a href="#">Residential Air Quality Guidelines (Health Canada - March 2021) CO2</a> Administrative Procedure XXXX – Indoor Air Quality (to be developed)</i>
Effective Date:	<i>March 2024</i>
Revisions:	
Reviewed:	

## 1. Preamble

It is the policy of the Waterloo Region District School Board to promote educational success and to support all students in reaching their full potential. This, in part, is accomplished through focus on a safe and healthy environment for its students and staff, which includes clean and safe air. This policy also meets the requirements of the Ministry of Education, and as per the Education Act S265 1(j), as it relates to ventilation.

## 2. Scope

- 2.1 It is a goal that each student, employee, volunteer, and trustee will be provided a safe and comfortable working/educational environment. The WRDSB commits itself to take the required measures to meet all current legislative standards.
- 2.2 This policy applies to all schools and administration buildings within the WRDSB.
- 2.3 Acceptable Indoor Air Quality is defined by the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE).
- 2.4 It is not within this policy to address the concerns of individuals who report adverse health effects and/or symptoms of discomfort even when generally accepted industry standards are met. Concerns of individuals with medically documented conditions must be addressed on a case-by-case basis through the WRDSB's medical accommodation processes.

## 3. Objectives

The objective of the policy is to establish principles that ensure the quality of indoor air, respecting applicable legislative and regulatory frameworks. The WRDSB is committed to:

- 3.1 Ensure all regulatory obligations and certifications (e.g., Education Act, Building Code, Occupational Health and Safety Act, CSA standards or equivalent, etc.) are complied with in relation to the planning, construction, renovation, and maintenance of schools and workplace infrastructures/equipment;"
- 3.2 Ensure protocols exist to prevent and control the risk factors that may affect the quality of indoor air in schools and board workplaces



- 3.2.1 The Board will have a preventative maintenance program executed for all mechanical ventilation equipment;
  - 3.2.2 The board will have a program to detect, identify and respond to malfunctioning mechanical ventilation equipment;
  - 3.2.3 The board will have a program to monitor and replace end of life mechanical ventilation equipment.
- 3.3 Utilize standalone air purifiers in a manner consistent with Ministry of Education guidelines and board direction.
- 3.4 The Board's building automation system will be used to ensure timely response to system anomalies.
- 3.5 The Board will invest in air quality infrastructure in a manner consistent with Ministry of Education funding and Board direction. Investments in air quality infrastructure will align with the Board's energy conservation priorities.
- 3.6 Invest in air quality infrastructure will occur in a manner consistent with Ministry of Education funding and Board direction. Investments in air quality infrastructure will align with the Board's energy conservation priorities.
- 3.7 Provide specialized ventilation systems to support specific programming (science, arts, technology, family studies, hospitality, etc., when supported by the Ministry of Education).
- 3.8 Provide specialized ventilation systems for purpose built Special Education Spaces. Students who have medically validated needs, but are studying in a regular classroom environment, will be accommodated through existing accommodation procedures.
- 3.9 Monitor new air quality technologies, as they are developed and available and deemed suitable by the Ministry of Education for use in schools. These will be monitored, evaluated, and where appropriate, upgraded and thus aligning with the objectives of this policy.
- 3.10 Ensure air quality policy and procedures will be made available to staff, students, families and caregivers, school councils, including the process for sharing concerns about air quality. Concerns will be addressed and status updates will be provided in a timely manner.



# Report to Committee of the Whole

October 21, 2024

## **Subject: Major Capital Projects Quarterly Update Report**

### **Recommendation**

*This report is for the information of the Board.*

### **Status**

Current capital priority projects with budgets greater than \$2.5M are outlined in Appendix A and are presented with dashboard symbols to indicate the project status relative to the schedule, budget, and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding through their stages with the following comments. Appendix A now reflects these changes.

#### **Laurelwood Addition**

The addition at Laurelwood is now complete and occupied

#### **South Kitchener**

For the new school in South Kitchener, we are now in construction.

#### **South East Cambridge JUC.**

For the new Joint Use Campus with the WCDSB we have successfully closed the tender and will begin construction shortly. We also have site plan approval/building permit approvals with the City of Cambridge.

#### **Breslau Hopewell Crossing**

For the new Breslau Hopewell Crossing school we have now officially submitted to the Ministry an approval to proceed to tender. This includes a request for an additional ~\$15M.

### **Background**

The major capital projects listed in Appendix A have been funded by the Ministry and approved by the Board of Trustees.

### **Financial implications**

The major capital projects listed in Appendix A have all received Ministry funding approval. As we progress through the design and construction phases of each project, additional funding may be required due to price escalations for both supplies and

services; staff will continue to submit requests to the Ministry for additional funding as required.

### **Communications**

Facility Services staff have consulted with the Ministry of Education, administration, contractors, architects, Financial Services, municipalities, various internal committees and the Board of Trustees regarding the stages of approval, design, construction and budget approvals.




Prepared by: Scott Miller, Associate Director  
Nick Landry, Superintendent Business Services and Treasurer of the Board  
Chris Sagar, Superintendent Facility Services  
Ron Dallan, Manager of Capital Projects  
in consultation with Leadership Council

**Major Capital Projects  
Quarterly Update Report  
October 21 2024**

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
P.S. Breslau-Hopewell Crossing (new)	ATP Submitted		New School	16-Sep-19	23-Nov-21	Yes	No	K+ Architects	No	No	No	\$16,552,917	TBA
P.S. in South Kitchener (new)	In Construction		New School	16-Sep-19	31-Mar-20	Yes	No	Walter Fedy Partnership	Yes	Yes	Yes	\$25,092,850	September 2025
P.S. in South East Cambridge (new)	Tender Closed		New School	9-May-16	21-Nov-16	Yes	No	JP Thomson Architects	Yes	Yes	Yes	\$25,697,487	TBA
Laurelwood P.S. (additon)	Complete		Addition	16-Sep-19	20-Oct-20	NA	No	Hossack and Assoc.	Yes	Yes	Yes	\$6,421,759	September 2024

Major Capital Projects are those greater than \$2.5M total project cost.

**Dashboard Definitions**

On schedule, on budget, within scope.	
Schedule, budget or scope concerns.	
Schedule delays, budget creep, or quality concerns.	



# Report to Committee of the Whole

October 21, 2024

## **Subject: Community Planning and Facility Partnership Opportunities, Report and Annual Meeting**

### **Recommendation**

*This report is for the information of the Board.*

### **Status**

To satisfy the requirements of [Board Policy 1011 – Community Planning and Facility Partnerships](#), this report presents the annual identification of:

- school buildings and sites suitable and available for community partnership; and
- future capital projects with potential co-building partnership opportunities (see Section 4 of the Board Policy 1011).

On September 16, 2024, the Waterloo Region District School Board (WRDSB) submitted three projects for consideration through the 2024-25 Capital Priorities Grant Program (see Committee of the Whole Report “2024-25 Capital Priorities Grant Program Submission” presented September 16, 2024, and Ministry of Education [Memorandum 2024:B11](#)).

For this annual public meeting, proposed new schools and additions identified in the [2020-2030 Long-term Accommodation Plan \(LTAP\)](#) are the prime candidates for partnership opportunities. The LTAP identifies Review Areas where long-term facility utilization makes facilities candidates for partnerships in unoccupied school spaces. See Section 8.1 of [Administrative Procedure 4990 – Community Planning and Facility Partnerships](#) for the complete criteria for sharing unused space in existing schools.

Appendix A provides a detailed list of the WRDSB’s short and medium-term needs for additional capacity (new schools and major additions). The projects submitted but not approved for capital funding in 2024 are marked with an asterisk; the other projects have not been submitted to the Ministry for Capital Priorities funding.

As staff determine a school has sufficient space and is suitable for partnership opportunities, entities on the community partners list would be notified in accordance with the requirements outlined in Administrative Procedure 4990 – Community Planning and Facility Partnerships. Eligible partners are encouraged to begin preliminary discussions with WRDSB staff anytime; however, presenting the partnership opportunity at the annual meeting remains an additional opportunity. Where available space has been identified for partnership or co-building opportunities, the Community Partner Selection Criteria ([Section 3 of Administrative Procedure 4990 – Community Planning and Facility Partnerships](#)) will be used to evaluate the suitability of potential partners and their proposals related to specific sites.

## Background

[Board Policy 1011 – Community Planning and Facility Partnerships](#) took effect July 1, 2016. The policy provides opportunities to share facilities with community partners when building new schools or undertaking significant renovations when considering unoccupied spaces. The policy, updated in June 2023, is consistent with the [Ministry's 2015 Community Planning and Partnerships Guideline](#).

Many relationships with municipal and other partner organizations exist in schools where surplus capacity may never have been identified. These agreements include licenses for longer-term uses and rentals under the WRDSB's Community Use of Schools program and may include daytime and after-school uses.

The WRDSB's Request for Supplier Qualification process for selecting child care providers in new facilities remains unchanged.

## Financial implications

No financial implications.

## Communications

A notice of intention to hold this public meeting was posted on the WRDSB's website. Additional information regarding the WRDSB's facility partnership opportunities has been posted on the Partnerships section of the website and detailed within the LTAP.

In addition, eligible partners on the notification list identified in Administrative Procedure 4990 – Community Planning and Facility Partnerships have been notified of the potential partnership opportunities outlined in this report and this public meeting.

Community partners are invited to inform the WRDSB of their proposals or plans to build new facilities.

Prepared by: Lauren Agar, Senior Manager of Planning  
Nick Landry, Superintendent, Business Services & Treasurer of the Board  
in consultation with Leadership Council

POTENTIAL PARTNERSHIP OPPORTUNITIES IN THE 2020-2030

LONG-TERM ACCOMMODATION PLAN

SHORT-TERM ACTIONS	REVIEW AREA	SCHOOL / PROJECT
<b>New schools and Rebuilds</b>	E02*	Proposed North Cambridge (Equestrian Way)
	E25	Proposed Lexington Public School facility rebuild
	S02	Proposed Kitchener Secondary VII (South West Kitchener)
	S05	Proposed Waterloo Collegiate Institute Rebuild project through WCI/Northdale Feasibility Study Project
<b>Major Additions</b>	E03*	Proposed Parkway Public School Addition
	E04	Proposed Clemens Mill Public School Addition
	E16	Proposed Lackner Woods Public School Addition
	E19	Proposed John Mahood Public School Addition
	E21	Proposed Ayr Public School Addition
	S02*	Proposed Huron Heights Secondary School Addition (amendment to LTAP)
	S04	Proposed Waterloo-Oxford District Secondary School Addition

MEDIUM TO LONG-TERM ACTIONS	REVIEW AREA	SCHOOL/PROJECT
<b>New schools</b>	E01	Proposed Cambridge West (Bismark Dr) Elementary School
	E07*	Proposed Rosenberg I (Rosenberg Way) and Rosenberg II (Gehl Pl) Elementary Schools
	E12	Proposed Trussler North (Benninger Dr) Elementary School or alternative accommodation solution
	E22	Proposed North Waterloo (Beaver Creek Meadows) Elementary School
<b>Major Additions</b>	E17	Proposed Forest Glen Public School or Grandview Public School (New Hamburg) Addition
	E23	Proposed Keatsway, Centennial or Mary Johnston Public Schools Addition
	S04	Proposed Elmira District Secondary School Addition

*Note: Proposed schools are identified with a temporary community name and would be subject to being formally named through Board Policy 4020 - Naming and Renaming of Board Facilities*

*\*Project was submitted for funding approval through the 2024-25 Capital Priorities Grant Program. Prioritization for future funding opportunities is to be determined.*



# Committee of the Whole Meeting

October 21, 2024

## **Subject: 2024-2025 Identification, Placement and Review Committees (IPRC) - Membership**

### **Recommendation**

That the jurisdiction of each of these committees as outlined below and the attached Appendix A outlining WRDSB IPRC Committees, is approved:

#### **A) School Committees:**

A school IPRC is held when a program modification to accommodate an exceptional student with Special Education Needs can be accomplished within the home school environment.

#### **B) Area Committees:**

An area IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs is necessary for them to access a designated program within their current school environment or if a change in schools is required for the student to access the designated program.

#### **C) District Committees:**

A district IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs requires placement in cross-district Special Education Programs (i.e., Provincial School). This occurs when school and district resources have been exhausted or when specialized equipment that is not available in a school setting is being considered.

### **Status**

Each Identification Program and Review Committee shall consist of a minimum of three members, all of which shall be appointed by the Waterloo Region District School Board. The Chair of the Committee shall be the sending School Principal or the Principal's Designate. A member or Trustee of the Board is not eligible to be appointed as a member of this committee.

### **Background**

The Waterloo Region District School Board operates Identification, Placement and Review Committees. These committees are organized within schools, areas of schools, and the district. According to Regulation 181/98 of the Education Act, "Each board shall establish one or more committees for the identification and placement of exceptional pupils, determine the jurisdiction of each committee and establish the manner of selecting the chair of each committee."



**Financial implications**

No financial implications.

**Communications**

In accordance with Ministry of Education policy, the makeup of these committees must receive Board of Trustees approval. This information will be shared with the appropriate staff.

Prepared by: Jodi Albrecht, Superintendent, Student Achievement & Well-Being in consultation with Leadership Council

**Identification, Placement and Review Committee Membership (IPRC)****2024-2025**

The mandate and membership for Identification, Placement and Review Committees (IPRC) are recommended as follows:

**A. SCHOOL COMMITTEES****Jurisdiction**

A school IPRC is held when program modification is possible to accommodate exceptional pupils within the home school programs.

**Elementary Membership:**

<b>School Name</b>	<b>Members</b>
Abraham Erb	Jodie Hancox-Meyer, Danielle George-Campbell, Teri Easton, Sarah Nagge
Alpine	Yomi Aroso, Julie Jackson-Lawson, Joshua Dickson, Kristin Jones
Avenue Road	Laurie Mackechnie, Susan Fryer-Davis, Megan Murray, Travis Feltz, Sharon Jones, Dan Oppen
Ayr	Chris Eaton, Mark Elmes, Lisa Lynch
Baden	Paul Francas, Tina Bodendistle, Adam Becker
Blair Road	Carolina Miranda, Marilyn Promoli, Christopher Mallon, Andrea Martinescu-Moon, Jackie Nash-Smowton
Blue Heron	James Moszcelt, Rhianna Koopman, Diane Lowrie, Paula Capa
Breslau	Jill Strome, Ramanjit Mahli, Jennifer Bell, Stacey White
Bridgeport	Murray Crewson, Alisha Steele, Jaime Yanke
Brigadoon	Nick Chiarelli, Paula Reise, Brigitta Bell
Cedar Creek	Stephanie Morris, Chris Elis, Sarah Cunningham, Cindy Poucher
Cedarbrae	Erin Agnello, Birgit Sievert, Andrea Heaton, Jon Hallett
Centennial (C)	Stephanie Munro, Lauren Smillie
Centennial (W)	Stephen Sherlock, Andrea Spoltore, Kevin Watt, Danielle Fritsch, Sarah Taylor
Central	Kim Freeman, Alicia Pearle, Jennifer Ewing
Chalmers Street	Sherifat Ilo, Christine Burrowes, Andrea Harmer, Carrie Hatton
Chicopee Hills	Jenni Guy, Christopher Berscht, Jennifer Marshall, Ali Rudd, James Lawrie, Andrew Palmer
Clemens Mill	Vinay Tiwari, Karen Batty, Tara Duguid, Andi Gourlay, Dana Papalia
Conestogo	Sara MacNeill, Wendy Rudd, Sherrie Cochrane
Coronation	Jenni-Rebecca Baer, Cassandra Jetter, Carolyn Kay, Raegan White
Country Hills	Beth Creighton, Dana McIntosh, Joanna Kneale
Courtland	Siobhan O'Neill Shonk, Michael Geraci, Jennifer Antwi
Crestview	Sherri Davidson, Diana Bowe, Jillian Andersen-Dann
Doon	Beverlie Stewart, Breanne McArthur, Janelle Byrnes, Peter Kalbfleisch
Driftwood Park	Holly Smith, Sharon Tully, Cindy Davis, Andrew Braid, Ashley Weicker
Edna Staebler	Tatania Stroud, Susan Black, Amanda Russell, Lana Wheeler
Elgin Street	T Scott, Martina Sallewsky, Matt Hunter
Elizabeth Ziegler	Amy Humphrys, Farida Jamal, Sheri Burns, Erin Probert, Tamara Awad Lobe
Empire	Lynda Trudeau, Michelle Low, Kirsten Service, Lindsay Fox, Todd Schiedel, Kristen Snow
Floradale	Shawn Thompson, Chrisoula Xintavelonis
Forest Glen	Sherry Lwlor Alexander, Laura Teskey, Jenn Hanson-Barry, Tracey MacLauren
Forest Hill	Melissa Stacey, Ozlem Samuels, Alanna Bauman, Debbie Fishbein
Franklin	Linda Cotnam, Jason Paddon, Karen Morton, Samantha Hutchinson
Glencairn	Christina Elmslie, Deborah Bird, Jesse Ottogalli
Grand View (C)	Amanda Matessich, Victoria Chimankire, Carolyn Mitten, Carolyn Eltervoog
Grandview (NH)	Brad Hughes, Tammy Holst-Meier, Amy Shannon
Groh	Taryn Dowsling, Holly McPherson-Mount, Natasha Tsetsekas, Lyndsay Morrow, Jeff Brown
Hespeler	Julie Passmore, Diane Davenport, Laura Walter, Danielle Ross, Shanon Nancekivell, Kim Fraser
Highland	Sean Finn, Brenda Fowler, Kyle Metcalf, Lyndsay Porteous
Hillcrest	Cindy Foss-Silveira, Cindy Walsh, Kirsten Hammer
Hillside	Afrim Ficic, Christine Klassen, Byron Newberry, Kristi Johannes
Howard Robertson	Steve Lipskie, Aliosn Bell, Rachel Willms, Justin Davis, Reagan Wells
J.F. Carmichael	Leah Pullen, Jaime Demsey, Samantha Hill, Sarah Quart
J.W. Gerth	Trish MacFarlane, Tina Bishun-Argunen, Martin Butcher
Janet Metcalfe	Krista Mohr Beamish, Rory McLachlin, Andrea Errich, Kristen McCulligh, Jordan Patrick, Geethu Nair
Jean Steckle	Andrea Harris, Rebecca Riche, Karina Meier, Lori Peebles
John Darling	James Bond, Deanna Heer, Catherine Dufourmand
John Mahood	Pamela Mustin, Mary Janzen, Kevin Rempel
Keatsway	Christine Hristov, Sarah Taylor, Sonja Pratt, Gaynor Kent, Taylor Bergman
King Edward	Roopam Dhillon, Duane Heide, Jane Ferguson, Stacey Golubovic, Chris Cowan, Nicole Prendergast
Lackner Woods	Julie Jackson Sinclair, Tina Mitchell, Tracy Asher, Stephen Coe, Sharon Shim, Meera Baker
Laurelwood	Andrea Michelutti, Lisa Daudjee, Cori Bullock, Krista Sweeney, Heather Samuel
Laurentian Senior	Paul Fulcher, Angela Szijarto, Sheri Bowman, Jami Bowan
Lester B. Pearson	Alison Wardrop, Steve Coe, Euen O'Connor, Rebecca Pope, Kate Pease
Lexington	Dave Glebe, Sylvia Young, Jennifer Myers
Lincoln Heights	Scott Dowling, Sharon Shaddan, Gail Thomson, Andrew Panday, Alessia Sammarco
Linwood	Matt Cain, Tanya Clarke, Jeff Pfohl, Krysten Shoemaker
MacGregor	Andy Lavell, Laura Schnarr, Tracy Gleeson, Jeff Witmer, Erika Romanowski
Mackenzie King	Sharlene McHolm, Jenn Bender, Andreas Richter
Manchester	Stephanie Hutchison, Christine Salomon, Sheri Wunder, David To, Aleks Newberry
Margaret Avenue	Silvana Hoxha, Mariko Yoshyt, Claire Swarbrick, Darren Jones, Nicole Ronald
Mary Johnston	Marcus Hoare, Janice Taylor, John Keller
Meadowlane	Marc Vender, Jane Jones, Stephanie Webb
Millen Woods	Karen Grant-O'Grady, Dave Fitzsimmons
Moffat Creek	Valerie Martin, Lindsay Kurt, Shaina Malcho, Amy Maidment, Amanda Potter
N.A. MacEachern	Annette Birch, Jennifer Goncalves, Gemma Duley
New Dundee	Craig Bell, Christina Ferreira, Emily Upshaw

Northlake Woods	Rebecca Bearinger Fay, Christine Martin, Jennifer Welch
Oak Creek	Jeff Johnson, Jennifer Burke, Makayla Soares, Natalie Stauffer
Park Manor	Chris Schlei, Marnie McKenzie, Christina Neely
Parkway	Karen Madsen, Greg Matsuo, Michael Mendoza, Linnea Bates
Pioneer Park	Tracy Tait, Peter Kalbfleisch, Sandra Jovanovic, Kim Wright
Preston	Marc Lehmann, Melanie Heymans, Susan Woosnam-Battler, Kayla Pranger
Prueter	Amy Innes, Charlotte Harrison, Anna Vu, Olivia Perrin, Joe Safar, Susan Miller
Queen Elizabeth	Kevin Pomfret, Sheena Hogan, Joshua Kirk, Lindsay Adamson, Meghan Laginski
Queensmount Senior	Jeff Adam, Tania Bumstead, Martin Wolfe, Vanessa Schinkel
Riverside	Julie Turner, Ryan McCluskey, Sara Mayled
Rockway	Ben MacDonald, Ana Milanovic, Brian Klokoff, Brittany Robertson
Saginaw	Karen Canapini, Jennifer Burr, Alison McGauley
Sandhills	Jennifer Crits, Katie Dechert, Jade Haskins, Joseph Heer
Sandowne	Kelly Gudas, Lauren King-Mieske, Lisa Henry, Libby Laythorpe, April Murray
Sheppard	Rebecca Jutzi, Jennifer Osburn, Kerri Gettcliffe, Joanne Underhill
Silverheights	Jason Stere, Tara Goudy, Andrea Schofield, Jennifer Pinder, Laura Macleod
Sir Adam Beck	Sandy Sparks, Susan Schaffner, Sara Roth
Smithson	Keri Reay, April Harper, Laura Slemmon
Southridge	Bobbie Jo Lovell, Katherine Sleeman, Julie White, Irene Loupos
St. Andrew's Senior	Paul Schlegel, Kristen Hrbak, Bailey Prior, Gary Moorby
St. Jacobs	Tamara Schmelzie, Casey Sullivan, Rachael Bertelink
Stanley Park Senior	Ryan Day, Josh Kirk, Brent Johnston, Lindsey Hickey, Jill Mathers
Stewart Avenue	Carol Coyle, Anne MacInnes, Sam Mulcahy, Jeremy DeFazio, Justin Bauman, John Taylor
Suddaby	Chris Greenhough, Virginia Conly, Melissa Quint, Corrin Clarke
Sunnyside Senior	Kojo Millington, John Howison, Charity Frey, Charmaine deBoer, Alexa Strome
Tait Street	Maggie Watson, Liz Fuhman, Karlee Holroyd, Carrie McGinnis, Meghan Obergan
Trillium	Devrim Sherifali, Meghan Loker, Meghan White, Georgia Boutsikakis
Vista Hills	Penny Miller, Heidi Schrier, Jennifer Seale, Trena Summer, Jennifer Huff
W.T. Townshend	Jill Colyer, Shannon Korpan, Heather Blair
Wellesley	Elke Whitmore, Maria Piccin, Sandra Rath
Westheights	Danielle Holden, Keith Halley, Nadima Mahamad, Lisa Osborn
Westmount	Heidi Mannhardt, Andrea Hill, Diana Colautti, Katelyn Cook
Westvale	Mary Sue Meredith, Stephen Ahlberg, Greg Miller, Kim Puzak, Kathy Reaume
William G. Davis	Sonya Sykes, Mandy Wetherup, Sarah Allen, Chad Dube, Jessica Kelley, Melissa Sky
Williamsburg	Lori Williams, Devon Yoell, Jennie Moskalik, Crystal Tomson, Sarah Cormier
Wilson Avenue	Elizabeth Martz, Robert Wilson, Lisa Mitani, Michael Frey, Sarah Ives
Winston Churchill	Liz Anderson, Rashaad Beg, Alicia Grist, Ashley Boily
Woodland Park	Bryan Rankine, Teresa Striker, Hera D'Angelis, Amazda Azzopardi-Grafe

## Secondary Membership:

School Name	Members
Bluevale C.I.	Debbie Tyrrell, Tim Sargeant, Cathy Coe, Liz Maloney
Cameron Heights C.I.	David Wilson, Sharon MacKenzie, Stephanie Rutledge, Natalie Hull, Ignatius Farina, Ryan Van Horne
Eastwood C.I.	Josh Windsor, Kelly MacDonald, Katrina Cove-Shannon, Gina Martinez, Holly Linkert, Laura Paling
Eimira District S.S.	Sandy Millar, Nanci Henderson, Pam Germann, Nicole Paquette, Jess Reichard, Mike Wood
Forest Heights C.I.	Paula Bender, Allison Schiedel, Giampiero Del Rizzo, Biljana Vazic, Tanya Farnan, Krista Tostik
Galt C.I.	Sue Martin, Leigh Evans, Michelle McCoy, Adrian Blair, Erika Litschgym, Liane Navarra
Glenview Park S.S.	Bev Wood, Tracy Lee Hunter, Craig McLeman, Lyntje Vorsteveld, Lee Weismiller
Grand River C.I.	Jennifer Shortreed, Jodie Antonini, Ben Crane, Dollie Buttici, Susan Kruck, Anne-Marie Finland
Huron Heights S.S.	Jennifer Bistolas, Mark Rubicini, Audrey Roznic, Stephanie Brake, Kristy Adeniyi, Candace Bamber
Jacob Hespeler S.S.	Brad Marsh, Jen Williams, Virginia Santos, Wendy Farkas, Kelly Salema, Nicole Reis
Kitchener-Waterloo C.I.	Dennis Haid, Christine LeBeau, Karen Letwin, Bill Bulmer, Will Stroeder, Phillip Parsons
Laurel Heights S.S.	Bryan Lozon, Katherine Stauch, James Shantz, Bonnie Wigmore, Amanda Groothuis, Sarah Kocher
Preston H.S.	Shawn Weatherdon, Stephanie Knarr, Darcy Mintz, Noriko Fukumoto, Jason Garramone, Kylie Poole
Rosemount Grand River	Karen Moore, Kristen Morrison, Kevin Benevides, Tanya Young, Dianne Hustwitt, Lindsay McKnight
Southwood S.S.	Carli Parsons, Patricia Pascoe, Sue Shepley, Lucas Bedell
Waterloo C.I.	Ryan Hume, Rebecca Playford, Jennifer Fairhall, Emily Cullen, Ryan Eagles, Greg McKeown
Waterloo-Oxford District S.S.	Carolyn Salonen, Kathryn Jacklin, Laura Moffat, Craig Eastabrook

## B. AREA COMMITTEES

### Jurisdiction

An area IPRC is held when program modifications to accommodate an exceptional student with Special Education Needs is necessary for them to access a designated program within their current school environment or if a change in schools is required for the student to access the designated program.

### Membership

Standing members appointed by the Board will be selected from the following:

- Superintendent, Student Achievement & Well-Being or designate
- Special Education Teacher
- Learning Support Services (Special Education) Resource Staff

All standing members of the school committees are also members for their respective area committees. The chairperson of each area committee will select the standing members for a specific meeting from the school committees, plus any member of the Learning Support Services (Special Education) Resource Staff. The chairperson of the area committee is selected by the Superintendent of Student and Achievement and Well-Being with responsibilities for Special Education.

**C. DISTRICT COMMITTEES****Jurisdiction**

A district IPRC is held when placement into cross-district Special Education Programs is being considered, when school and area resources have been exhausted.

**Membership**

- Associate Director
- Superintendent, Student Achievement & Well-Being (Special Education)
- System Administrator, Learning Support Services (Special Education)

All the standing members of the area committees are also standing members for the district committees. The chairperson of the district committees will select the standing members for specific meetings. The chairperson of the district committees is the Associate Director or designate.