

APRIL 16, 2025

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 **Wednesday, April 16, 2025, 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 2006 - Community Engagement	Policy Working Group / E. Dougan-McKenzie
09	Board Policy 4005 - Procurement	Policy Working Group / N. Landry
14	Board Policy 4018 - Fraud Management	Policy Working Group / N. Landry
21	Board Policy 6008 - Student Discipline	Policy Working Group / B. Lemon

Reports

41	Naming of 670 Thomas Slee Drive, Kitchener	J. Fedosoff
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Board Reports

46	Ontario Public School Boards' Association - Trustee Nominations/Appointments	Chairperson
72	Motion: Classroom Evacuations	Trustee C. Watson

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



Report to Committee of the Whole

April 16, 2025

Subject: Board Policy 2006 - Community Engagement

Recommendation

That the Waterloo Region District School Board approve replacing Board Policy 2006 - Consultation and Board Policy 3004 - Holding of Public Meetings with Board Policy 2006 Community Engagement as presented at the April 16, 2025, Committee of the Whole meeting.

Status

The Policy Working Group is recommending the approval of a new Community Engagement Policy, replacing both the Consultation and Holding of Public Meetings Policies.

Section 4.5 includes the information formally included in Board Policy 3004 - Holding of Public Meetings and the Consultation policy has been included within the new policy within Sections 1, 3 and 4.

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:

2.2 Powers and responsibilities

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 2006

COMMUNITY ENGAGEMENT CONSULTATION

Legal References: [Education Act](#)
[O Reg 612/00 School Councils And Parent Involvement Committees](#)

Related References: [Community Engagement Plan](#)
[WRDSB Community and Family Engagement Charter](#)
[Board Governance Policy G300 - Policy Development and Reviews](#)
[Board Policy 1017 - Human Rights](#)
[Board Policy 2001 - Communications](#)

Effective Date: April 16, 2025

Revisions:

Reviewed:

1. Purpose

- 1.1. The Waterloo Region District School Board (WRDSB) is committed to being an organization that values community collaboration and feedback. The WRDSB will provide opportunities for consultation with the WRDSB community during decision-making processes.
- 1.2. This policy provides the guiding principles, requirements, and processes for the WRDSB to follow when undertaking community engagement. This includes clearly communicating to the community the purpose of the engagement whether they are being informed, asked for feedback, or invited to collaborate.

2. Definitions

- 2.1. Deliberative engagement practices at WRDSB are defined as those that specifically seek and enable the input of community to enhance decision-making or the development of a strategy, policy, plan, or project.
- 2.2. Community is defined as families, caregivers, students, staff, and community stakeholders.

3. Guiding Principles

The guiding principles for effective consultation are as follows:

- 3.1. The WRDSB recognizes the vital role of consultation and the importance of meaningful two-way communication. The WRDSB Engagement Charter (Appendix A) was created to formalise this commitment and provide stakeholders with a clear understanding of this commitment.
- 3.2. The WRDSB is committed to clearly communicating to the public the level of input or influence of the feedback in WRDSB decision-making. This will be communicated throughout this process. And the WRDSB will use the Engagement Continuum to help decide on how to engage with community members for specific issues. (Appendix B)
- 3.3. The WRDSB will ensure that its community engagement efforts are purposeful, accountable and respectful of all who participate, while focussing on the process' goals and priorities.

- 3.4. The WRDSB recognizes that consultation is sometimes not possible (e.g. time constraints) or appropriate (e.g. regulations) in certain situations.
- 3.5. The WRDSB will strive to create a cooperative and productive consultation environment that demonstrates respect for due process, appreciates the legitimacy of different opinions and recognizes the value of diversity and dialogue.
- 3.6. The WRDSB will collect all comments, feedback, and input and review the relevant contributions. The information collected through specific consultations will be used as inputs to the specific process. The inputs are reviewed for patterns, themes, gaps, and discrepancies which help us gain key insights. So although all participation is welcome and needed, specific inputs may not be reflected in the final report or plan.

4. Application

- 4.1. This Policy applies to all WRDSB trustees and all levels of staff when considering and undertaking engagement with families, caregivers and communities. Any engagement requires staff and trustees to ensure deliberative engagement practices are implemented as mandated by the Education Act, the WRDSB Multi-Year Strategic Plan (MYSP), Board Improvement and Equity Plan (BIEP), WRDSB development plans and other WRDSB policies. Generally when decisions need to be made, community engagement will inform/shape/co-create actions and/or outcomes – including for strategies, projects, assets and/or services.
- 4.2. The WRDSB is committed to engaging with students, families, caregivers and community stakeholders when making decisions that impact students. The review and improvement of engagement processes are integral to empowering communities, building relationships, enhancing public confidence/trust and informing and improving WRDSB goals of improved student achievement and well-being.
- 4.3. The WRDSB will undertake deliberative engagement practices as required by the Education Act and/or where it has been determined as appropriate that decision-making or the development of a strategy, policy, plan, or project, be informed by such engagement practices.
- 4.4. To maximize the effectiveness of its consultation efforts, the WRDSB will engage in outreach activities using a variety of measurable consultation/engagement techniques to inform the public about key issues and promote input opportunities while respecting the contributions of all participants.
- 4.5. **Holding of Public Meetings**
 - 4.5.1. The WRDSB encourages engagement at public meetings in order to facilitate communication between the Board and its constituents;
 - 4.5.2. The WRDSB will differentiate clearly between meetings sanctioned by the Board and those held by Board members or staff in connection with their duties or responsibilities;
 - 4.5.3. The Board will approve, by formal motion, all public meetings which the Board conducts, sponsors, or sanctions.

APPENDIX A

Waterloo Region District School Board Engagement Charter

These new engagement plans reinforce our commitment to transparency, accountability and keeping families informed, as directed by the Education Act. To support this, the WRDSB has developed a charter to outline our commitments to students, families and community members.

As part of the current Strategic Plan, we committed to reporting back to those we serve about the long-term activities that support our Strategic Directions.

We commit to communicating in clear and accessible language with students and families about the work we are doing to meet the directions of the Multi-Year Strategic Plan.

We commit to engaging students, families and community members through various forms of consultation.

We commit to clearly stating the level of engagement, whether it is to inform, consult or collaborate. Regardless of type of engagement, the WRDSB will share information in a timely manner in advance of decision-making, when possible. We will establish patterns for communicating about long-term projects or issues and will prioritise engaging with those most impacted.

Our purpose is to fulfill our mandate from the Ministry of Education to improve student achievement and well-being. This is what underpins the WRDSB's strategic and operational goals. WRDSB is also guided by our commitment to improving outcomes for all students, especially those who come from historically marginalized backgrounds.

Engagement Continuum



INFORM	CONSULT	COLLABORATE
<p>Goal: To provide the participants with balanced, objective information to assist them in understanding the project/process/issue. To provide possible opportunities and solutions to participants.</p>	<p>Goal: To obtain participant feedback on project/process/issue, alternatives and decisions.</p>	<p>Goal: To work directly with the participant throughout the process/project/issue to ensure stakeholder concerns and aspirations are consistently understood and considered where possible.</p>
<p>Participant Role: The participants will be kept informed and be clear on the communication strategy.</p>	<p>Participant Role: The participants will be listened to, kept informed and concerns will be acknowledged as appropriate. The participants' feedback will be shared and may influence the final decision. The opportunity and process for providing input (and when) will be clear.</p>	<p>Participant Role: The participants will have their concerns and aspirations directly reflected in the solutions where possible.</p>
<p>How: FAQs, open houses, roundtable meetings, WRDSB website, school website, school/system communications</p>	<p>How: Public presentations, smaller focus groups, surveys, public meetings, social media</p>	<p>How: Focus groups, workshops, pilot projects, participant working groups</p>





Board Policy 2006

CONSULTATION

Legal References:	<i>Education Act, s.302 & 303.3</i>
Related References:	<i>Board Governance Policy G300 - Policy Development and Reviews Engagement Audit, 2013</i>
Effective Date:	<i>October 30, 2006</i>
Revisions:	<i>December 8, 2014, November 16, 2015</i>
Reviewed:	<i>February 13, 2017, November 19, 2018</i>

1.

- 1.1 The Waterloo Region District School Board (WRDSB) is committed to being an engaging organization that values community consultation and provides opportunities for effective involvement in decision-making processes for the public, which encompasses the full-range of stakeholders both internal and external, who may be interested in education-related issues as they support student learning and achievement.
- 1.2 The guiding principles for effective consultation are as follows:
 - 1.2.1 The WRDSB recognizes the vital role of consultation and the importance of interactive two-way communication.
 - 1.2.2 The WRDSB is committed to providing the public with meaningful opportunities to offer input and to influence Board decision-making. The level of input will be well communicated throughout this process.
 - 1.2.3 The WRDSB will ensure that its consultation efforts are purposeful, accountable and respectful of all who participate, recognizing mutual goals and priorities.
 - 1.2.4 The WRDSB recognizes that consultation is sometimes not possible (time constraints in which a decision needs to be made) or appropriate (personnel, union, legal matters, regulations) in certain situations.
 - 1.2.5 The WRDSB will strive to create a cooperative and productive consultation environment that demonstrates respect for due process, appreciates the legitimacy of different opinions and that recognizes the value of diversity and dialogue.
 - 1.2.6 The WRDSB will use the Engagement Continuum in decision-making. (Appendix A)
- 1.3 To maximize the effectiveness of its consultation efforts, the WRDSB will engage in outreach activities using a variety of measureable consultation/engagement techniques to inform the public about key issues and promote input opportunities while respecting the contributions of all participants.

Engagement Continuum



INFORM	CONSULT	COLLABORATE
Goal: To provide the participants with balanced, objective information to assist them in understanding the project/process/issue. To provide possible opportunities and solutions to participants.	Goal: To obtain participant feedback on project/process/issue, alternatives and decisions.	Goal: To work directly with the participant throughout the process/project/issue to ensure stakeholder concerns and aspirations are consistently understood and considered where possible.
Participant Role: The participants will be kept informed and be clear on the communication strategy.	Participant Role: The participants will be listened to, kept informed and concerns will be acknowledged as appropriate. The participants' feedback will be shared and may influence the final decision. The opportunity and process for providing input (and when) will be clear.	Participant Role: The participants will have their concerns and aspirations directly reflected in the solutions where possible.
How: FAQs, open houses, roundtable meetings, WRDSB website, school website, school/system communications	How: Public presentations, smaller focus groups, surveys, public meetings, social media	How: Focus groups, workshops, pilot projects, participant working groups





Board Policy 3004

HOLDING OF PUBLIC MEETINGS

Legal References: [Education Act, Section 207](#) and [Division E – Education Development Charges](#)

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *January 15, 2018, November 16, 2020*

- 1 It is the policy of the Waterloo Region District School Board to:
 - 1.1 encourage engagement at public meetings in order to facilitate communication between itself and its constituents;
 - 1.2 differentiate clearly between meetings sanctioned by the Board and those held by Board members or employees in connection with their duties or responsibilities;
 - 1.3 approve, by formal motion, all public meetings which it conducts, sponsors, or sanctions.



Report to Committee of the Whole

April 16, 2025

Subject: Board Policy 4005 - Procurement

Recommendation

That the Waterloo Region District School Board approve Board Policy 4005 - Procurement as presented at the April 16, 2025, Committee of the Whole meeting.

Status

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

- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

Changes to the policy include a suggestion to support Canadian businesses, where permissible by legislation and within fiscal constraints.

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:

2.2 Powers and responsibilities

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 4005 PROCUREMENT

Legal References:	<u>Broader Public Sector Accountability Act (2010)</u> <u>Canadian Free Trade Agreement (CFTA)</u> <u>Canada-European Union Comprehensive Economic and Trade Agreement</u> <u>Procurement Directive – Ministry of Finance</u>
Related References	<u>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</u> <u>Board Policy 4008 - Segregation of Duties and Signing Authority</u> <u>Board Policy 4460 - Procurement Cards</u> <u>Board Policy 4018 - Fraud Management</u> <u>Administrative Procedure 4360 - Principles of Business Conduct For Board Employees</u> <u>Administrative Procedure 4370 - Ethical Procurement of Apparel</u> <u>Administrative Procedure 4570 - Procurement</u> <u>Administrative Procedure 4680 – Vendor Registration</u>
Effective Date:	March 30, 1998
Revision:	February 12, 2018, October 19, 2020
Reviewed:	April 16, 2025

1. Purpose Policy Statement

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

2. Application

- 2.1. Sound and ethical business practices shall be followed by all persons who acquire products and/or services on behalf of the **WRDSB** ~~WRSD~~, including all departments, schools, school funds, school councils and any other related organizations. These practices include:
- Adherence to the Board's Supply Chain Code of Ethics as outlined in Appendix 1; and,
 - Adherence to the Broader Public Sector (BPS) Procurement Directive as issued by the Ministry of Finance; and,
 - Adherence to national and international trade agreements.
- 2.2. The WRDSB will purchase products and services which take into account environmental, health and safety factors, and will not knowingly purchase goods and/or services from manufacturers who operate in contravention of local and international labour law and standards.
- 2.3. **The WRDSB will endeavor to support Canadian businesses, where permissible by legislation and within fiscal constraints.**

Waterloo Region District School Board
Supply Chain-~~Broader Public Sector~~ Code of Ethics

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

I. Personal Integrity and Professionalism

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

II. Accountability and Transparency

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

III. Compliance and Continuous Improvement

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

¹ Source: [Ontario Broader Public Sector \(BPS\) Supply Chain Code of Ethics Procurement Directive - Purchasing Management Association of Canada Code of Ethics](#), Ontario Public Buyers Association, Plexxus and Toronto District School Board.



Board Policy 4005

PROCUREMENT

Legal References:	<i>Broader Public Sector Accountability Act (2010)</i> <i>Canadian Free Trade Agreement (CFTA)</i> <i>Comprehensive Economic and Trade Agreement (CETA)</i>
Related References	<i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</i> <i>Board Policy 4008 - Segregation of Duties and Signing Authority</i> <i>Board Policy 4015 - Procurement Cards</i> <i>Board Policy 4018 - Fraud Management</i> <i>Administrative Procedure 4360 - Principals of Business Conduct For Board Employees</i> <i>Administrative Procedure 4370 - Ethical Procurement of Apparel</i> <i>Administrative Procedure 4570 - Procurement</i> <i>Administrative Procedure 4680 - Vendor Registration</i>
Effective Date:	<i>March 30, 1998</i>
Revision:	<i>February 12, 2018, October 19, 2020</i>
Reviewed:	

1. Policy Statement

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

Waterloo Region District School Board
Supply Chain Code of Ethics

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

I. Personal Integrity and Professionalism

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

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

III. Compliance and Continuous Improvement

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

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



Report to Committee of the Whole

April 16, 2025

Subject: Board Policy 4018 - Fraud Management

Recommendation

That the Waterloo Region District School Board approve Board Policy 4018 - Fraud Management as presented at the April 16, 2025, Committee of the Whole meeting.

Status

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

- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

Changes to the policy include added definitions and the removal of procedural language that is also present in Administrative Procedure 4315 - Fraud Management.

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:

2.2 Powers and responsibilities

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



FRAUD MANAGEMENT

Legal References:	<i>Criminal Code, R.S.C. 1985, c.C-46</i>
Related References:	<i>Board Policy 6001 – Code of Conduct</i> <i>Board Policy 4016 – Whistleblower Business Complaint Policy</i> <i>Administrative Procedure 3760 – Progressive Discipline</i> <i>Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies</i> <i>Administrative Procedure 4310 – Whistleblower Line Total Integrity Plan (The TIP-Line)</i> <i>Administrative Procedure 4315 – Fraud Management</i> <i>Administrative Procedure 4360 – Principles of Business Conduct for Board Employees</i> <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i>
Effective Date:	March 2013
Revisions:	November 20, 2017, November 18, 2019, <i>April 16, 2025</i>
Reviewed:	

1. ~~Preamble~~ Purpose

- 1.1 The purpose of this policy is to set out the process to be followed for the identification, investigation, escalation, and reporting of fraud at the Waterloo Region District School Board (**WRDSB Board**).
- 1.2 This policy applies to trustees, employees **staff**, and all organizations that do business with the **WRDSB Board**.

2. ~~Roles and Responsibilities~~

~~2.1.1.1 The Director of Education, in collaboration with the Coordinating Superintendent, Business Services & Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this policy.~~

2. Definitions

- 2.1 Fraud is a deliberate act of deception, manipulation, or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves wilful misrepresentation or deliberate concealment of material facts.
- 2.2 **Complainant: Any person (employee, citizen, or other party) who reports their complaint or concerns of questionable or illicit activity in an attempt to have the activity brought to an end.**
- 2.3 **Good Faith: Is evident when a report is made without malice or consideration of personal benefit and the complainant has a reasonable basis to believe that the**

report is true. A report does not have to be proven to be true to be made in good faith; good faith is lacking when the disclosure is known to be malicious or false.

- ~~2.4~~ Types of fraud may include, but are not limited to, the following:
- ~~2.4.1~~ Theft, embezzlement, or misappropriation of funds, supplies, and services, resources, other assets, or time.
 - ~~2.4.2~~ Forgery or alteration of cheques or other banking documents and records.
 - ~~2.4.3~~ Any irregularity in the handling or reporting of money transactions, including the falsification, unauthorized destruction, or removal of corporate records or financial statements.
 - ~~2.4.4~~ Any computer-related activity involving the alteration, destruction, forgery, manipulation of data, or unauthorized access for fraudulent purposes, in violation of [Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies](#).
 - ~~2.4.5~~ Any claim for reimbursement of business expenses that is either intentionally inflated or not a bona fide business expense of the **WRDSB** Board.
 - ~~2.4.6~~ The unauthorized use of **WRDSB** Board money, property, resources, or authority for personal gain or other non-**WRDSB** Board related purposes.
 - ~~2.4.7~~ Misuse or abuse of authority in the context of purchasing goods or services.
 - ~~2.4.8~~ False claims for grants, contributions, or any program/service payments, including refunds and rebates.
 - ~~2.4.9~~ Seeking or accepting anything of material value from vendors of the **WRDSB** Board in violation of the conflict of interest provisions in [Administrative Procedure 4360 – Principles of Business Conduct for Board Employees](#) or [Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures](#).

3. Application

3.1 Principles

- 3.1.1 Fraud and the material misstatement of financial information can have a significant adverse effect on the **WRDSB's** Board's public image, reputation, and its ability to achieve its strategic objectives.
 - 3.1.2 The policy is intended as a means to increase awareness of key fraud indicators, the different types of fraud and fraud schemes that may exist, and the roles/responsibilities of all staff in fraud prevention, deterrence, and detection.
 - 3.1.3 The **WRDSB** Board is committed to protecting its revenue, property, proprietary information, and other assets. The **WRDSB** Board will not tolerate any misuse or misappropriation of those assets.
- 3.2 The **WRDSB** Board will make every reasonable effort to protect itself against fraud; and will establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.
- 3.3 The **WRDSB** Board will provide the necessary information and training to ensure that staff is familiar with the types of improprieties that might occur within the workplace and be alert for any indications of such conduct.
- 3.4 Provided there are reasonable grounds, the **WRDSB** Board shall investigate any and all incidents of suspected or alleged acts of fraud. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or

relationship with the **WRDSB** Board, of any party who becomes the subject of such an alleged incident.

- ~~3.5 When a fraud is substantiated by the **an** investigation substantiates a fraud **has occurred**, appropriate disciplinary action shall be taken, up to and including dismissal.~~
- ~~3.6 In the event that If fraud is found to have occurred, the **WRDSB** Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the **WRDSB** Board's insurers.~~
- ~~3.7 In the event of criminal misconduct, the police shall be notified, as appropriate.~~

Requirements

- ~~3.8 The responsibility for ensuring all reported allegations of fraud are investigated rests with the Director of Education (or designate), through the Superintendent, Business Services & Treasurer of the Board, as appropriate.~~
- ~~3.9 Details on reporting and investigating alleged fraud is noted in Administrative Procedure 4315 – Fraud Management.~~
- ~~3.10 Duty to Report Suspicion of Fraud (**part of the procedure**)~~
- ~~3.10.1 Any act of fraud that is detected or suspected must be reported immediately and investigated in accordance with this policy, as expeditiously as possible.~~
- ~~3.10.2 Any employee **staff member** who has knowledge of an occurrence of a fraud, or has reason to suspect that a fraud has occurred, shall immediately notify his/her **their** supervisor. If the employee **staff member** has reason to believe that the employee's **staff member's** supervisor may be involved, the employee **staff member** must notify their supervisor's superior.~~
- ~~3.10.3 Upon notification from **a staff member** an employee of a suspected fraud, the supervisor shall notify Risk & Review Services immediately.~~
- ~~3.10.4 Where the person reporting the suspicion of fraud is not satisfied that their suspicion will be investigated, they must contact one of the following:~~
- ~~3.10.4.1 Risk & Review Services;~~
- ~~3.10.4.2 Coordinating Superintendent, Business Services and Treasurer of the Board; or~~
- ~~3.10.4.3 File a complaint using the **Whistleblower** TIP Line [see Administrative Procedure 4310 – Whistleblower Line Total Integrity Plan (The TIP Line)].~~
- ~~3.10.5 Where **a staff member** an employee or other person suspects a member of Senior Staff (i.e. **Associate Director, Supervisory Officer, Executive Officer, or Controller**) of fraud, the **staff member** employee must notify the Director of Education directly.~~
- ~~3.10.6 Where the Director of Education is suspected of fraud, the **staff member** employee must notify the Chair of the Board.~~
- ~~3.10.7 Where a Trustee is suspected of fraud, the **staff member** employee must notify the Director of Education or the Coordinating Superintendent, Business Services & Treasurer of the Board.~~
- ~~3.11 Investigation of Suspicions or Allegations of Fraud~~
- ~~3.11.1 The responsibility for ensuring all reported allegations of fraud are investigated rests with the Director of Education (or designate), through the Superintendent, Business Services & Treasurer of the Board, as appropriate.~~



Legal References:	<i>Criminal Code of Canada</i>
Related References:	<i>Board Policy 6001 – Code of Conduct</i> <i>Board Policy 4016 – Business Complaint Policy</i> <i>Administrative Procedure 4315 – Fraud Management</i> <i>Administrative Procedure 4310 – Total Integrity Plan (The TIP Line)</i> <i>Administrative Procedure 4360 – Principles of Business Conduct for Board Employees</i> <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i> <i>Administrative Procedure 3760 – Progressive Discipline</i> <i>Administrative Procedure 4070 – Responsible Use Procedure for Information Communication and Collaboration Technologies</i>
Effective Date:	<i>March 2013</i>
Revisions:	<i>May 30, 2016, November 20, 2017, November 18, 2019</i>
Reviewed:	

1. Preamble

- 1.1 The purpose of this policy is to set out the process to be followed for the identification, investigation, escalation and reporting of fraud at the Waterloo Region District School Board (Board).
- 1.2 This policy applies to trustees, employees and all organizations that do business with the Board.

2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the Coordinating Superintendent, Business Services & Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this policy.

3. Principles

- 3.1 Fraud and the material misstatement of financial information can have a significant adverse effect on the Board's public image, reputation and its ability to achieve its strategic objectives.
- 3.2 The policy is intended as a means to increase awareness of key fraud indicators, the different types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.
- 3.3 The Board is committed to protecting its revenue, property, proprietary information and other assets. The Board will not tolerate any misuse or misappropriation of those assets.
- 3.4 The Board will make every reasonable effort to protect itself against fraud, and will establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.

- 3.5 The Board will provide the necessary information and training to ensure that staff is familiar with the types of improprieties that might occur within the workplace and be alert for any indications of such conduct.
- 3.6 Provided there are reasonable grounds, the Board shall investigate any and all incidents of suspected or alleged acts of fraud. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such an alleged incident.
- 3.7 When a fraud is substantiated by the investigation, appropriate disciplinary action shall be taken, up to and including dismissal.
- 3.8 In the event that fraud is found to have occurred, the Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the Board's insurers.
- 3.9 In the event of criminal misconduct, the police shall be notified, as appropriate.

4. Definitions

- 4.1 Fraud is a deliberate act of deception, manipulation or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves wilful misrepresentation or deliberate concealment of material facts.
- 4.2 Types of fraud may include, but are not limited to, the following:
 - 4.2.1 Theft, embezzlement or misappropriation of funds, supplies and services, resources, other assets or time.
 - 4.2.2 Forgery or alteration of cheques or other banking documents and records.
 - 4.2.3 Any irregularity in the handling or reporting of money transactions, including the falsification, unauthorized destruction or removal of corporate records, or financial statements.
 - 4.2.4 Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for fraudulent purposes, in violation of Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies.
 - 4.2.5 Any claim for reimbursement of business expenses that is either intentionally inflated or not a bona fide business expense of the Board.
 - 4.2.6 The unauthorized use of Board money, property, resources, or authority for personal gain or other non-Board related purposes.
 - 4.2.7 Misuse or abuse of authority in the context of purchasing goods or services.
 - 4.2.8 False claims for grants, contributions or any program/service payments, including refunds and rebates.
 - 4.2.9 Seeking or accepting anything of material value from vendors of the Board in violation of the conflict of interest provisions in Administrative Procedure 4360 – Principles of Business Conduct for Board Employees or Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.

5. Requirements

- 5.1 Duty to Report Suspicion of Fraud
 - 5.1.1 Any act of fraud that is detected or suspected must be reported immediately and investigated in accordance with this policy, as expeditiously as possible.
 - 5.1.2 Any employee who has knowledge of an occurrence of a fraud, or has reason to suspect that a fraud has occurred, shall immediately notify his/her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee must notify their supervisor's superior.
 - 5.1.3 Upon notification from an employee of a suspected fraud, the supervisor shall notify Risk & Review Services immediately.
 - 5.1.4 Where the person reporting the suspicion of fraud is not satisfied that their suspicion will be investigated they must contact one of the following:

- 5.1.4.1 Risk & Review Services;
 - 5.1.4.2 Coordinating Superintendent, Business Services and Treasurer of the Board; or
 - 5.1.4.3 File a complaint using the TIP Line [see Administrative 4310 – Total Integrity Plan (The TIP Line)].
 - 5.1.5 Where an employee or other person suspects a member of Senior Staff of fraud, the employee must notify the Director of Education directly.
 - 5.1.6 Where the Director of Education is suspected of fraud, the employee must notify the Chair of the Board.
 - 5.1.7 Where a Trustee is suspected of fraud, the employee must notify the Director of Education or the Coordinating Superintendent, Business Services & Treasurer of the Board.
- 5.2 Investigation of Suspicions or Allegations of Fraud
- 5.2.1 Responsibility for ensuring all reported allegations of fraud are investigated rests with the Director of Education, through the Coordinating Superintendent, Business Services & Treasurer of the Board, or the Coordinating Superintendent, Human Resource Services, as appropriate.
 - 5.2.2 Where a suspected fraud is of a material amount the Director of Education and the Coordinating Superintendent, Business Services & Treasurer of the Board shall inform the Chair of the Audit Committee. They shall ensure that all instances of alleged or suspected fraud are appropriately investigated.
 - 5.2.3 The Director of Education and the Coordinating Superintendent, Business Services & Treasurer of the Board may, involve the services of the Manager of Risk & Review Services or the Regional Internal Audit Manager, where appropriate. Similarly, the Board may involve forensic consultants and Board legal counsel.
 - 5.2.4 Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
 - 5.2.5 All participants in a fraud investigation shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those involved in the investigation.
- 5.3 Whistleblower Protection
- 5.3.1 Protection from Reprisal – This policy prohibits reprisals against individuals, acting in good faith, who report incidents of suspected fraud, or who act as witnesses in any subsequent investigation. The Board shall make every effort to ensure that an individual, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment consequence. Anyone who retaliates against someone who has reported in good faith is subject to discipline, up to and including dismissal.
 - 5.3.2 Acting in Good Faith – In making a report, an individual must be acting in good faith with reasonable grounds for believing that there is a breach of a code of conduct or questionable financial practices. An individual who makes an unsubstantiated report, which is knowingly false or made with vexatious or malicious intent, will be subject to discipline, up to and including dismissal.



Report to Committee of the Whole

April 16, 2025

Subject: Board Policy 6008 - Student Discipline

Recommendation

That the Waterloo Region District School Board approve Board Policy 6008 - Student Discipline as presented at the April 16, 2025, Committee of the Whole meeting.

Status

The Policy Working Group is recommending approval of Board Policy 6008 - Student Discipline.

On October 21, 2024, the Board of Trustees referred the policy back to the Policy Working Group to amend the language in Section 4.60 (previously numbered Section 15.4) to reflect the collaborative process. The requested amendment was made.

A copy of the draft recommendations and the current policy are included with this report.

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> <i>PPM 128 - The Provincial Code of Conduct and School Board Codes of Conduct;</i> <i>PPM 141 - School board program for students on long-term suspension;</i> <i>PPM 142 - School board programs for expelled students;</i> <i>PPM 144 – Bullying Prevention and Intervention;</i> <i>PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Ministry of Education - Supporting Bias-Free Progressive Discipline in Schools</i></p>
Related References:	<p><i>Board Policy 6000 – Safe Schools;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 6009 – Student 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>Administrative Procedure 1270 - Traumatic Events Response;</i> <i>Administrative Procedure 1280 - Threat Risk Assessment;</i> <i>School Board Police Protocol.</i></p>
Effective Date:	<i>February 1, 2008</i>
Revisions:	<i>October 17, 2016, April 8, 2019, October 21, 2024</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 ~~What about 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 while taking into account mitigating circumstances.** ~~and outline Strategies are outlined to be taken to reduce incidents and impose appropriate consequences for students.~~

2 Definitions

- 2.1 **Exclusion refers to the removal of a student from the school or classroom that is not voluntary and is not a suspension or expulsion. This can happen through various means, such as shortening the student's school day or requesting that the student stay home. Exclusion is often used when a student's presence is deemed detrimental to the physical or mental well-being of other students.**
- 2.2 **Expulsion is a more severe form of discipline where a student is removed from their school for a longer period or permanently. Expelled students may be placed in**

another school or educational program. Expulsion can occur due to serious infractions such as repeated misconduct, violence, or other activities that significantly disrupt the school environment

2.3 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.

2.4 Suspension means a student is temporarily removed from school for up to 20 school days. During this period, the student cannot attend or participate in regular school activities or events. However, they have opportunities to continue learning to stay on track with their education. Only a principal can suspend a student for reasons defined in the *Education Act*. The reasons for suspension can include threats, possession of illegal substances, vandalism, bullying, and other activities identified in school board policy.

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.~~

Progressive Discipline

- 4.11 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*.

- ~~4.12 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)~~
- ~~4.13 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.~~
- 4.14 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.

Positive Practices

- 4.15 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.
- 4.16 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.
- 4.16.1 Preventative practices **may** 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.
- 4.16.2 Positive behaviour management practices **may** 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.
- 4.17 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 **for the purpose of remediating the behaviour**.
- 4.18 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.

Progressive Discipline Consequences

- 4.19 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.
- 4.20 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.
- 4.21 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.
- 4.22 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.
- 4.23 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.

- 4.24 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).

Suspension

- 4.25 The infractions for which a suspension may be imposed by the principal include:
- 4.25.1 Uttering a threat to inflict serious bodily harm on another person;
 - 4.25.2 Possessing alcohol, illegal and/or restricted drugs;
 - 4.25.3 Possession of cannabis (unless medical approval has been granted previously);
 - 4.25.4 Being under the influence of alcohol and/or restricted drugs;
 - 4.25.5 Being under the influence of cannabis (unless medical approval has been granted previously);
 - 4.25.6 Swearing at a teacher or at another person in a position of authority;
 - 4.25.7 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;
 - 4.25.8 Bullying or Cyberbullying;
 - 4.25.9 Any other act that is an activity for which a principal may suspend a pupil under a policy of the board;
 - 4.25.10 Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
 - 4.25.11 Any act considered by the principal to be contrary to the Board or school Code of Conduct.
- 4.26 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.
- 4.27 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.
- 4.28 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.**

Mitigating and Contextual (other) Factors When Considering a Suspension

- 4.29 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.
- 4.30 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*.

- 4.31 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.

Mitigating Factors

- 4.32 The mitigating factors to be considered by the principal are:
- 4.32.1 Whether the student has the ability to control their behaviour;
 - 4.32.2 Whether the student has the ability to understand the foreseeable consequences of their behaviour; and
 - 4.32.3 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.

Additional Factors to be taken into Account When Considering Suspension

- 4.33 The student's academic, discipline and personal history;
- 4.34 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;
- 4.35 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;
- 4.36 The impact of the discipline on the student's prospects for further education;
- 4.37 The student's age;
- 4.38 Where the student has an IEP or disability related needs:
- 4.38.1 Whether the behaviour causing the incident was a manifestation of the student's disability;
 - 4.38.2 Whether appropriate individualized accommodation has been provided; and
 - 4.38.3 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
- 4.39 Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

Expulsion

- 4.40 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.
- 4.41 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:
- 4.41.1 Possessing a weapon, including possessing a firearm or knife;
 - 4.41.2 Using a weapon to cause or to threaten bodily harm to another person;
 - 4.41.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 - 4.41.4 Committing sexual assault;

- 4.41.5 Trafficking in weapons, illegal or restricted drugs;
 - 4.41.6 Committing robbery;
 - 4.41.7 Giving alcohol to a minor;
 - 4.41.8 Giving cannabis to a minor;
 - 4.41.9 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;
 - 4.41.10 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;
 - 4.41.11 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;
 - 4.41.12 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;
 - 4.41.13 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;
 - 4.41.14 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;
 - 4.41.15 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.
- 4.42 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;
- 4.43 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.

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

- 4.44 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.
- 4.45 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.
- 4.46 If, on concluding the investigation, the principal decides not to recommend to the Board of Trustees that the student be expelled, the principal shall:
- 4.46.1 Confirm the suspension and the duration of the suspension;
 - 4.46.2 Confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or

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

Principal Investigation

- 4.47 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*.

Appeal

- 4.48 The Suspension Appeal shall be held in accordance with the *Education Act*, the Board's Student Discipline Policy and the Student Discipline Procedures.
- 4.49 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.
- 4.50 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.
- 4.51 The Discipline Committee and/or the Principal may exercise the right to legal counsel.

Superintendent, Student Achievement & Well-Being

- 4.52 The Superintendent shall have the procedural powers and duties outlined in the *Administrative Procedure 1260 – Student Discipline*.
- 4.53 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.

Discipline Committee

- 4.54 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.
- 4.55 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.
- 4.56 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.

Supports for Students Who Have Been Harmed

- 4.57 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.
- 4.58 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.
- 4.59 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.
- 4.60 WRDSB shall develop appropriate plans to protect the student who has been harmed and will **collaborate with** ~~communicate to~~ parents/guardians of ~~the~~ such student, ~~information about the plan and a method of identifying dissatisfaction with steps taken to provide support to~~ ~~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

April 16, 2025

Subject: Naming of 670 Thomas Slee Drive, Kitchener

Recommendation

*That the Waterloo Region District School Board approve the name, **Willow River Public School**, from the following shortlisted names for the naming of the elementary school at 670 Thomas Slee Dr., Kitchener, Ontario.*

- *Willow River Public School*
- *Mapleview Public School*
- *Hummingbird Public School*

Status

The Naming Committee for 670 Thomas Slee Dr. reviewed suggestions received through two rounds of public consultation and has shortlisted the following names:

- **Willow River Public School**
 - O:se Kenhionhata:tie is the Mohawk name for the Grand River. This means "Willow River" and refers to the many willows in the watershed along the Grand. The Haldimand Treaty of 1784 covers the six miles on either side of the Grand River and includes land granted to the Six Nations (Haudenosaunee).
- **Mapleview Public School**
 - Thousands of small maple trees growing through the vegetation can be seen in this school's neighbourhood. There is also White Owl Sugar Bush down the street that provides traditional teaching on collecting maple syrup to children.
- **Hummingbird Public School**
 - The hummingbird is a beautiful, resilient bird. In many cultures, the hummingbird is seen as a messenger of joy symbolizing intelligence, beauty, devotion, and love.

Context

The design of the new school at 670 Thomas Slee Dr. reflects an ongoing commitment of WRDSB to deepen our understanding and relationship with the environment as taught to us by the Indigenous people who have been its stewards from the beginning. WRDSB worked with an all female, Indigenous-led architectural firm who in turn engaged students, families and community around the design for the new school.

We believe that this school will become a hub in service to the entire community and believe that the connections to the region's Indigenous history would be accurately and respectfully represented by the name Willow River Public School.

Students will have many opportunities to learn about the importance of each of us as individuals and as community members to work to be good stewards of the environment and their neighbourhood. With the school's proximity to and the local connection to the Grand River, it is hoped that all those who engage at the school will embrace and steward the Indigenous, environmental and community hub vision.

Background

A school provides a focal point for a community. School names typically reflect the community they serve or nearby geographical or historical characteristics. As such, seeking input from the public offers the opportunity to engage with the community in the naming process and an understanding of the rationale and history that prompted the renaming of the school.

The naming committee had 4 virtual meetings each lasting 1-1.5 hours. The committee met on January 23, March 4, March 18 and March 31 to plan its consultation, screening and decision-making processes while ensuring adherence to Board Policy 4020 (Naming and Renaming of Board Facilities) and Administrative Procedure 4865 (Naming and Renaming of Board Facilities).

Between February 11 and 21, 2025, we asked community members to submit their suggestions for the naming of 670 Thomas Slee Dr. The committee received 348 responses; approximately 320 (including duplicates) of which met the criteria outlined in Board Policy 4020 (Naming and Renaming of Board Facilities) and Administrative Procedure 4865 (Naming and Renaming of Board Facilities). Meetings on March 4th and committee 'homework' afterwards sought to review input from the community and to reduce the submission to a list of 10 names for further community consideration. To support the reduction of 320 to 10, each committee member submitted their own 'top 10' which were then scored by the chair (e.g., each #1 got 10 points, each #10 got 1 point, etc.). From that, the top 20 names were reviewed and discussed by the committee to finalize a 'Committee Top 10.'

The committee believed that a "feedback loop" within the school community and with local Indigenous communities should play a vital role in informing the committee of its recommendations to Trustees. From March 19 to March 25, 2025, the WRDSB community had the opportunity to indicate their preference of the short-listed names. With 450 responses to this 'feedback loop,' the committee believes its recommendations to be aligned with and reflective of this consultation process.

The committee met on March 31, 2025 to review the feedback from the community consultation process and to determine its final recommendation(s).

The Naming Committee members, listed in alphabetical order were:

- Carol Coyle, Principal
- Jay Fedosoff, Superintendent (Chair)
- Alison Gaymes San Vicente, Associate Director
- Pauline Janke, LSS
- Dr. Edwin Laryea
- Trustee Scott Piatkowski
- Nicole Robinson, IEHR
- Peter Schuler
- Trustee Joanne Weston
- Pandora Wilhelm

[Board Policy 4020 - Naming and Renaming of Board Facilities](#), states that facilities must be named in accordance with the following:

- WRDSB schools and facilities will not be named for individuals as of June 2021;
- WRDSB facilities shall be given a name which is meaningful and reflects local historic events and/or places and distinguishing characteristics of the area, and that the name is not associated with family names;
- In selecting a place-based name that acknowledges and honours Indigenous history and the diverse cultures found within a community, it is necessary to seek early engagement and involvement from the appropriate Indigenous and school communities;
- In no case will any school or facility be named after a corporation;
- The Board may choose to accept or reject any recommendation of the Naming Committee, but shall not choose any name not on the short-list of names recommended by the Naming Committee;
- The Board may choose to determine a request to be malicious or vexatious and may refuse to act on the request.

Financial Implications

None.

Communications

We will inform the WRDSB community of the new school name online through social media, the WRDSB corporate website as well as the websites for the boundary schools.

Prepared by: Jay Fedosoff, Superintendent, Student Achievement & Well-Being

Appendix A: Full List of Names Submitted for Naming 670 Thomas Slee Dr.

Names listed (duplicates removed) met the criteria outlined in Board Policy 4020 and Administrative Procedure 4865

- 6 Nations Elementary
- Akwé:kon Public School (Ah-gway-gohn)
- Amik Elementary School
- Aspen Grove Public School
- Aster Frost Public School
- Attiwandaron Public School
- Aurora Borealis
- Autumn Ridge Public School.
- Beacon Hills Elementary School
- Bechtel Woods
- Berlin Public School
- BertKitch Elementary school
- Biindigen
- Bimose Public School (Bih-moh-say)
- Blair Creek Elementary
- Blair Woods
- Blanding's Turtle Public School
- Bluebird Grove
- Bluegill PS
- Blue Gill PS
- Bobolink Elementary
- Bonnie Doon public school
- Boweting Acres Public School
- Branta
- Cayuga
- Chonnonton Public School
- Creekside
- Dandelion elementary
- Deer Creek Public School
- Doon Creek Elementary School
- Doon Village Public School
- Doon Heritage Community School
- Doon Hill
- Doon Mills
- Doon Pioneer Community Public School
- Doon Ridge Woods PS
- Doon South
- Doon South Crossing
- Doon Southwest
- Doon Valley Heritage Community School
- Doon Valley PS
- Dundee South PS
- Elementary PS
- Everbright Public School
- Everflow Public School
- Evergreen Hills
- Forest Creek
- Forward Hope Public School
- Golden Maple
- Glowing Hearts
- Goldenrod Elementary School
- Grand Valley
- Grand River Elementary public school
- Grand River Grove
- Grand River Meadows PS
- Grand Trunk Elementary School
- Great Egret Public School
- Green School
- Green Vistas Public School
- Guiding Light
- Haldimand Elemental School
- Haldimand Elementary Public School
- Haldimand South
- Haldimand Tract Elementary School
- Harmony
- Harmony Hill PS
- Harmony Hills PS
- Harmony Valley PS
- Heritage Hills PS
- Heritage Trail PS
- Hope Elementary School
- Heritage Valley
- Horizon PS
- Horizon Trail Elementary School
- Hummingbird PS
- Indigenous PS
- Inuit PS
- Jefferson Salamander
- Kahionni Public School
- Kahnewa
- Kanata Grand
- Kawartha Elementary School
- Kingfisher
- Kitchener Community Collegiate Institute
- Legacy Public School
- Lepidoptera Elementary
- Little Flower high school
- Little Pines
- Loch Doon Elementary
- Loon Public School
- Maple Blossom Elementary School
- Maple Glen
- Maple Leaf
- Maple Ridge
- Maple Valley
- Maplevue
- Maplewood
- Meadowbrook
- Monarch Woods
- Moonglade Public School
- Moraine Public School
- Mosaic Meadows Public School

- Neebing Public School
- New Horizon Elementary
- Nibi View Public School or Nithview Public School
- North Star Public School
- Northern Aurora School
- O:se Kenhionhata:tie School
- Old Mill Public School
- Opportunity
- Papillon Elementary
- Parkvalley Public School
- Peace maker
- Pioneer Mill
- Pioneer Ridge
- Pioneer Trails
- Pine Grove Public School
- Pinnacle PS
- Pinnacle Hill Elementary
- Pinnacle Woods
- PS(#), where (#) would be assigned by the Board. PS*** for a public school or HS*** for a high school
- PS001
- Queen's Bush
- Rainbow Lake
- Reconciliation public elementary school
- Redbud Public School
- Rising Star Elementary School
- River Current
- Riverbend Elementary School
- Riverstone Public School
- Rosier Public School
- S.T. Southwest Public School
- Safe PS
- Sand Dune Elementary School
- Sapling Roots Elementary School
- Seed to Tree Elementary School
- Schneider Creek School
- Shieldback Elementary
- Shining Star Learning Facility
- Silver Maple Public School
- Six Mile Public School
- Six Miles Public School
- Six Nations Land
- Six Nations Trail PS
- Six Oaks Elementary School
- Six Rivers Elementary School
- Solidago Public School
- Song Sparrow Public School
- South Side Elementary
- South Village Public School
- South West Public School
- Southwest Elementary
- Southwest Kitchener
- Spirit Trail
- Staghorn Sumac
- Starlore Academy
- Starlight Creek
- Steckle Woods PS
- Strive and Thrive
- Sunnysdale
- Sunrise Path
- Sunrise Ridge
- Sunstone Public School
- Sussex Public School
- Sweetwater Public School
- Tallgrass
- Teiohate Kaswenta
- Tewathró:ri Elementary
- The Six Seven Oh (670) Elementary
- The Wetlands
- Three Rivers
- Trailside
- Trillium Clearing
- Trillium Crossing
- Trillium Grove
- Trillium Meadow
- Trillium Meadows Elementary School
- Turtle Circle Public School
- Turtle Island Elementary School
- Twine Public School
- Unity Heights Public School
- Valleyfield Public School
- Wabanaki Springs Public School
- Wampum Public School
- Wandering Spirit
- Warbler Elementary
- Wetland Public School
- Wetlands Public School
- Wetland Way PS
- Whispering Pine
- Whispering Pines
- White Pine PS
- Whitetail Marsh
- Whitetail Valley
- Willow Branch
- Willow Brook
- Willow Creek PS
- Willow Lake PS
- Willow Oak PS
- Willow River Public School
- Willow Roots
- Willbrook Academy
- Windrush Park P. S.
- Wītaskīwin
- Wood Turtle Public School
- Woody Marsh Public School
- Wyldwood Willow Public School
- Wyldwoods Public School



Report to Committee of the Whole

April 13, 2025

Subject: OPSBA 2025-2026 Director and Voting Delegate

Recommendation

That the Waterloo Region District School Board of Trustees confirm or appoint its 2025-2026 Ontario Public School Boards' Association (OPSBA) Director; and Confirm or appoint its Voting and Alternate Voting Delegate for the 2025 Ontario Public School Boards' Association (OPSBA) Annual General Meeting.

Status

Appointment of OPSBA Director (2025 - 2026)

The constitution and bylaws of the Ontario Public School Boards' Association entitle certain member boards to appoint a trustee representative to the Association's Board of Directors. The Waterloo Region District School Board meets the criteria to be eligible to appoint one Director.

The Term of Office of the OPSBA Board of Directors begins immediately following the Annual Meeting and ends immediately following the subsequent Annual Meeting. The OPSBA Board of Directors meets for the first time at their Organizational Meeting, the day following the Annual Meeting.

Voting Delegate/Voting Alternate – 2025 Annual General Meeting

For the Annual General Meeting, this Board must appoint one member to serve as the Voting Delegate and a second member to act as an Alternate in the absence of the Voting Delegate in preparation for the Association's Annual General Meeting (AGM) being held from June 13-14, 2024 in Niagara-on-the-Lake, Ontario.

Appendix B provides Trustees with additional information on the requirements and expectations of the positions.

Background

The voting process can be found as Appendix A.

Note: Trustees must attend in person in order to participate in the voting process.

The Board's 2025 trustee appointments to OPSBA were:

- Director S. Piatkowski
- Voting Delegate M. Radlein

- Alternate Voting Delegate

S. Estoesta

Note: Should trustees be willing to continue serving in their current roles with the Association, there is nothing within OPSBA's procedures that would prevent re-appointment..

Financial implications

No financial implications.

Communications

Confirmations and/or appointments will be communicated by the Manager of Corporate Services to OPSBA following Board approval.

Prepared by: Stephanie Reidel, Manager of Corporate Services on behalf of
Chairperson, M. Radlein

Appendix A**CLARIFICATION OF VOTING PROCESS FOR ELECTION OF OPSBA POSITIONS FOR 2025-2026**

The information below is provided for clarification of the voting process, if required, for the election of the Director, Alternate Director, Voting Delegate and Alternate Voting Delegate positions at the Committee of the Whole Meeting on Wednesday, April 16, 2025. Trustees will be using the same process outlined in the Bylaws for Election of the Chair and Vice-Chair.

The Board's bylaws state:

10.3. The Director, or Director's designate, shall name two scrutineers appointed for the election of Chair and Vice-Chair.

10.4. Election Process

10.4.1. The Director or designate shall call for verbal nominations for the office of Chair. No seconder is required.

10.4.2. After all nominees have been identified, in random order they will be asked to declare whether they accept the nomination.

10.4.3. After a suitable length of time, and after a motion to close nominations has been supported by a majority vote, the Director or designate shall declare nominations closed.

10.4.4. An individual who is absent may be considered a candidate if the individual has previously indicated in writing to the Director a desire to stand for election if nominated.

10.4.5. The nominees shall be offered the opportunity to speak to their nomination in random order for a maximum of two minutes each.

10.4.6. A vote by secret ballot shall then be conducted with each Trustee present able to cast one vote.

10.4.7. The Trustee receiving a majority of the votes cast shall be declared elected, but the count shall not be declared.

10.4.8. Should no Trustee receive a majority of the votes cast, the Director or designate, shall announce the names of the Trustees remaining on the ballot with the name of the Trustee receiving the fewest number of votes being dropped from the list of candidates.

10.4.9. Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes. In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing

of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.

10.4.10. A Trustee may voluntarily withdraw their name between votes.

10.4.11. By motion, the ballots shall be destroyed.

Instructions for an Anonymous Ballot:

The Board, by majority vote, appoints two staff members to act as scrutineers and such appointments have traditionally been from senior administration.

One of the scrutineers distributes a slip of paper to each trustee following the closing of nominations for the position. Once the ballots are completed, trustees fold the slip of paper in half and the second scrutineer will present the ballot box to each trustee in which he/she will deposit the ballot.

The scrutineers will withdraw from the Boardroom to the Trustees Lounge to count the ballots. The name of the successful candidate will be written on a piece of paper and handed to the Chairperson. The Chairperson will then announce the name of the successful candidate.

However, if a successful candidate is not determined through the first vote, the ballot process must be repeated. If the drawing of lots is required, one scrutineer will be selected to do so.

The same process will be repeated for the remaining positions.

Please contact Stephanie Reidel, Manager of Corporate Services, if you have any questions regarding the election process.



Member Board Appointments to the OPSBA Board of Directors and Identification of (Voting) Delegate

April 9, 2025

TO: OPSBA Board of Directors (BOD) Members

CC: School Board Chairs
Directors of Education
OPSBA Executive Staff

Please read all the following important information and share with trustees and staff who support governance in your school board.

OPSBA member school boards, school authorities and treatment school authorities are asked to identify the following **by Wednesday, May 14, 2025**.

- 1) (Voting) Delegate and Alternate (Voting) Delegate
- 2) Board of Directors (BOD) Member(s)*
 - * *School authorities and treatment school authorities will identify one trustee to represent their groups on the OPSBA Board of Directors.*

The following should be considered when selecting trustee representatives:

- 1) The trustees selected to be the (Voting) Delegate and Alternate (Voting) Delegate should be available to attend the [2025 Annual Meeting](#) on Friday, June 13, 2024 @1pm and Regional Elections on Saturday, June 14, 2025 @12pm (Queen's Landing Hotel, Niagara-on-the-Lake, ON)
- 2) The trustee(s) selected to serve on the OPSBA Board of Directors should be committed to participate in OPSBA BOD meetings (physically or virtually) and events. Key dates for 2025-2026 are outlined below. The OPSBA Meetings and Events Calendar is attached for information.

Date	Meetings/Events	Notes:
June 18, 2025 (11:30am-1pm)	Organizational Board of Directors (BOD) meeting and OPSBA BOD Orientation Session	<ul style="list-style-type: none"> • Online only
September 26-27, 2025	BOD Meeting	<ul style="list-style-type: none"> • Friday/Saturday meeting • Crowne Plaza Toronto Airport
November 22-23, 2025	BOD Meeting	<ul style="list-style-type: none"> • Saturday/Sunday meeting • TBD, Downtown Toronto
November 24, 2025	Advocacy Day	<ul style="list-style-type: none"> • Monday meeting • Queen's Park



Date	Meetings/Events	Notes:
February 27-28, 2026	BOD Meeting	<ul style="list-style-type: none"> • Friday/Saturday meeting • TBD, Near Pearson International Airport
April 24-25, 2026	BOD Meeting	<ul style="list-style-type: none"> • Friday/Saturday meeting • Sheraton Centre Hotel
June 4, 2026	BOD Meeting	<ul style="list-style-type: none"> • Thursday meeting • Brookstreet Hotel, Ottawa

Trustees who are interested in serving on the OPSBA Board of Directors or as the (Voting) Delegate are encouraged to review the [Guide to OPSBA Roles and Responsibilities](#) and reach out to their local [Regional Council Chair](#) to ask any questions of clarification about these roles. Trustees may also reach out to Lisa Reinhardt, Managing Director, Corporate Affairs, at lreinhardt@opsba.org for clarification. Answers to Frequently Asked Questions are included as Appendix A and guidance for OPSBA Board of Directors Members is outlined in Appendix B.

If your school board, school authority, or treatment school authority is unable to make the May 14, 2025, deadline to confirm your Delegate and/or Board of Directors member(s), please contact Lisa Reinhardt to advise when we can expect to receive confirmation in advance of the Annual meeting.

Please send the names of your Board appointed Delegate, Alternate Delegate, and Board of Directors member(s), where applicable, by end of day May 14, 2025 to:

Lisa Reinhardt
 Managing Director of Corporate Affairs
lreinhardt@opsba.org

If you are unable to meet this deadline, please advise Lisa Reinhardt (lreinhardt@opsba.org) when OPSBA might expect to receive this information in advance of the Annual Meeting.

If you have any questions, please contact your local Regional Council Chair or the following OPSBA staff.

Stephanie Donaldson
 Executive Director
sdonaldson@opsba.org
 647-390-9214 (Call or message)

Lisa Reinhardt
 Managing Director, Corporate Affairs
lreinhardt@opsba.org
 905-252-7379 (Call or message)

Appendix A: Frequently Asked Questions

1) What is a Delegate?

The Delegate is one trustee representative of each public-school board, treatment school authority, and school authority, that is a member of OPSBA, who attends Annual and Special meetings (i.e., the Annual Meeting) and votes on all matters on behalf of their school board, treatment school authority, or school authority.

Note: The school board, school authority, or treatment school authority is the OPSBA member.

Each of OPSBA's 31 member public school boards and 10 school authorities/treatment school authorities may appoint one Delegate and one Alternate.

Information about the role and responsibilities of (Voting) Delegates/Alternate (Voting) Delegates can be found on pages 6-7 of the [Guide to OPSBA Roles and Responsibilities](#).

2) What is the OPSBA Board of Directors?

The OPSBA Board of Directors is responsible for overseeing the affairs of the Association. Each member board, group of school authorities, group of treatment school authorities, the Indigenous Trustees Council, and the Black Trustees' Caucus appoints at least one representative to serve on the OPSBA Board of Directors. There are 51 individuals on the OPSBA Board of Directors.

Information about the OPSBA Board of Directors and responsibilities of and leading practices for individual Directors can be found on pages 11-14 of the [Guide to OPSBA Roles and Responsibilities](#).

3) Who is eligible to be an OPSBA Board of Directors Member?

Directors must be a trustee in a member board. As defined by the [Ontario Not-for-Profit Corporations Act \(ONCA\)](#), a director of any corporation, including OPSBA must be:

- an individual
- 18 years of age or older
- a person who has not been found incapable of managing property under the [Substitute Decisions Act, 1992](#) or the [Mental Health Act](#)
- a person who has not been found incapable by any court in Canada or elsewhere
- not bankrupt



4) What is the role of OPSBA Board of Directors Members?

Trustees appointed to the OPSBA Board of Directors meet regularly to make decisions in the best interest of OPSBA. Directors have a [fiduciary duty](#) to the Association.

Information about the role and responsibilities of individual Directors can be found on pages 13-14 of the [Guide to OPSBA Roles and Responsibilities](#).

5) What is the Term of Office on the OPSBA Board of Directors?

The Term of Office of the OPSBA Board of Directors begins immediately following the Annual Meeting and ends immediately following the subsequent Annual Meeting. The OPSBA Board of Directors meets for the first time at their Organizational Meeting (Electronic) on Wednesday, June 18, 2025 from 11:30am to 1pm.

6) What is the time commitment for OPSBA Board of Directors (BOD) members?

Aside from the Organizational Meeting (noted above) there are usually five BOD meetings each year (typically in September, November, February, April, and June). Dates of meetings scheduled in 2025-2026 can be found at: [Calendar - OPSBA](#) (And attached).

BOD Meetings are usually held from 7-9pm on Friday night (at the Sheraton Centre Hotel or other location in the Greater Toronto Area) and resume at 9am on Saturday morning. The time of adjournment is dependent on the amount of business and discussion.

7) How many Board of Directors can my school board appoint?

a) All English public school boards, that are members of OPSBA, may appoint one trustee, to serve on the OPSBA Board of Directors.

b) School boards with pupil enrolment percentage of between 5% and 14.99% of the total enrolment of all member boards may appoint a total of two trustees to serve on the OPSBA Board of Directors. These school boards include:

- Durham DSB,
- Ottawa-Carleton DSB
- Peel DSB
- Thames Valley DSB
- York Region DSB



- c) School boards with pupil enrolment percentage of 15% or more of total enrolment of all member boards may appoint two additional trustees. The only school board that currently meets this threshold is the Toronto DSB.

8) What happens if our Board of Directors member is unable to attend a meeting?

The [Ontario Not-for-Profit Corporations Act](#) (ONCA) does not permit alternates to act on behalf of absent directors.

Member boards, the ITC, the BTC, group of school authorities and group of treatment school authorities are encouraged to take care when selecting their trustee representative(s) to serve on the OPSBA Board of Directors. This includes ensuring that there is a general understanding of the role and knowing when meetings are scheduled so that the appointed representative can commit to attending all (or most) meetings.

OPSBA Board of Directors meetings are hybrid. Directors who are unable to attend the meeting in person may participate electronically.

In cases where a Director is unable to participate in person or electronically, the Regional Council Chair can act as a conduit of information between the Board of Directors and the member board Director. If necessary, they can be asked to make comments on agenda items on behalf of the absent director. Proxy voting is not permitted.

9) What happens if my Board appoints its OPSBA Delegate and Board of Directors member(s) at the Organizational meeting in November/ December?

Member boards are encouraged to adjust their appointment time to the Spring of each year.*

** This may require a policy or by-law change.*

Appointments made after the OPSBA Annual Meeting will not take effect until the next Term of Office (immediately following the next Annual Meeting).

Vacancies on the OPSBA BOD may be filled mid-term in accordance with the OPSBA General By-Law and ONCA. This includes in a Municipal and School Board Election year. A mid-term appointment, to fill a vacancy, will only be for the remainder of the existing OPSBA Term of Office.

10) Must the Delegate and Board of Directors member from a member board be the same person?

No. The appointed Delegate and Board of Directors Member(s) can be different trustees; however, many member boards select the same trustee to be the Delegate and Board of Directors member (for consistency).

11) When and how do member boards appoint their Delegate, Alternate Delegate, and Board of Directors Member(s)?

The Ontario Not-for-Profit Corporations Act (ONCA) requires member boards to confirm with OPSBA their Delegate, Alternate Delegate, and Board of Directors Member(s) 30 days prior to the Annual Meeting. In 2025, this is Wednesday, May 14.

DRAFT MOTION

That the XXX School Board approve the following appointments to the Ontario Public School Boards' Association for 2025-2026 Term of Office.

- 1. That Trustee XXX be appointed to the OPSBA Board of Directors****
- 2. That Trustee XXX be appointed OPSBA Delegate.**
- 3. That Trustee XXX be appointed OPSBA Alternate Delegate**

*** School boards with multiple OPSBA Board of Directors members will have to identify more than one trustee (See FAQ #7).*

OPSBA staff will work with the Indigenous Trustees' Council, Black Trustees' Caucus, group of school authorities, and group of treatment school authorities to identify their Board of Directors Members.

12) How are OPSBA Board of Directors Members supported in their Role?

An online orientation session is scheduled on Wednesday, June 18, 2025, for all Board of Directors to become acquainted with their role. New and returning Board of Directors members are encouraged to attend this session.

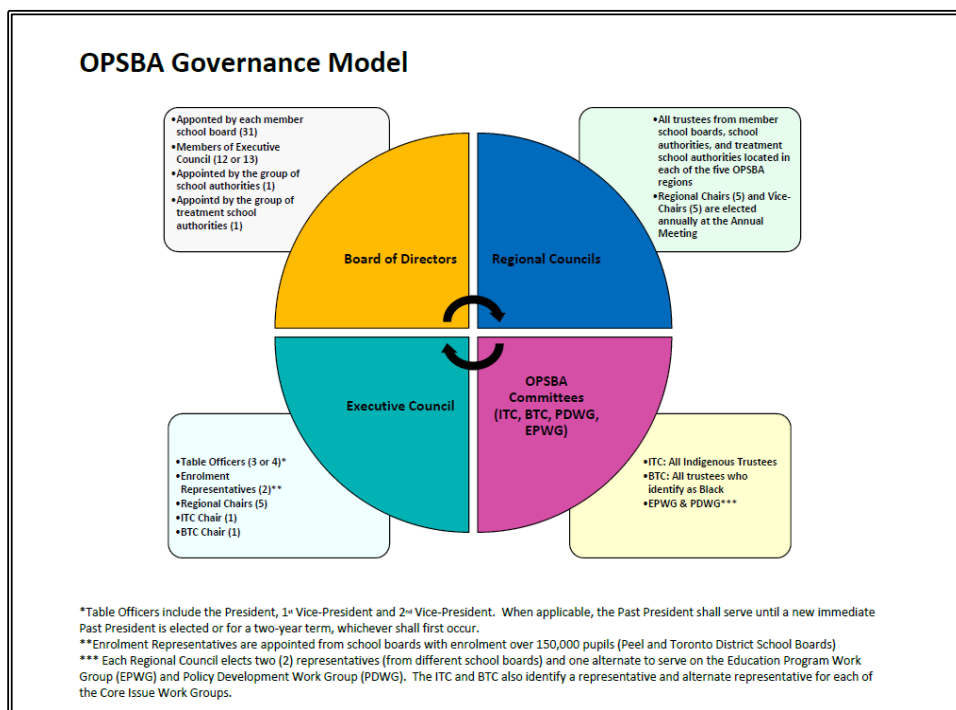
A variety of OPSBA policies and resources are also available to help Board of Directors members learn about their role, and how they fit into OPSBA's Governance Structure. These include:

- [Guide to OPSBA Roles and Responsibilities](#)
- [OPSBA Mission, Vision, and Values](#)
- [OPSBA's Multi-Year Strategic Priorities](#)

- [Code of Conduct Policy and Enforcement Procedure](#)
- [OPSBA General By-Law](#)
- [OPSBA Policies, Procedures, and Supporting Documents](#)

A variety of human resources are also available including the President, First and Second Vice-Presidents and Regional Council Chairs. In addition, Executive Director Stephanie Donaldson and Managing Director, Corporate Affairs Lisa Reinhardt are available to answer questions about the [General By-Law](#) and OPSBA's Governance Structure.

13) What is OPSBA's Governance Model?





14) What are the differences between the (Voting) Delegate and the OPSBA Board of Directors Member?

(Voting) Delegate	Board of Directors Member
<ul style="list-style-type: none"> • One trustee, identified by each member school board (31), school authority (4), and treatment school authority (6) • One alternate trustee may be identified by each member school board, school authority, and treatment school authority to vote in the absence of the Delegate • Identified at least 30 days prior to the Annual Meeting • In 2025-2026, there are a total of 41 Delegates • Attend and vote on behalf of their member school board, school authority, or treatment school authority at OPSBA Annual and Special meetings of the membership • Do not have a role to play at OPSBA Board of Directors meetings 	<ul style="list-style-type: none"> • One to three trustee(s) identified annually by each member school board, the ITC, the BTC, the group of school authorities, the group of treatment school authorities • In addition to those noted above, the President, First Vice-President, Second Vice-President, Five Regional Council Chairs, Two Enrolment Representatives, and Past President (for the two-year period immediately following the election of a new President) are also BOD members • Alternate Board of Directors members are not permitted under ONCA • Identified at least 30 days prior to the Annual Meeting • In 2025-2026, there are a total of 51 trustees on the OPSBA Board of Directors • Attend OPSBA Board of Directors meetings during their Term of Office and make decisions on behalf of the Association



Appendix B: Guidance for OPSBA Board of Directors Members

Consistent with your local board practices:

- 1) Bring to the attention of your Chair the need for your school board, school authority, or treatment school authority to identify a trustee to serve as their OPSBA Board of Directors Member(s)*, (Voting) Delegate, and Alternate (Voting) Delegate for 2025-2026. A possible motion that member boards could use to approve these appointments is included in the FAQs.
** School authorities and treatment school authorities only need to appoint a (Voting) Delegate and Alternate (Voting) Delegate. Each group will meet before the Annual Meeting to identify a trustee to represent their group of member boards at OPSBA Board of Directors meetings.*
- 2) Share this Memo, the FAQs, and a link to the [Guide to OPSBA Roles and Responsibilities](#) with trustees at your board.
- 3) Recommend that any trustee who is interested in being school board's appointed (Voting) Delegate or Board of Directors Member(s) carefully review the Memo, FAQs, and the [Guide to OPSBA Roles and Responsibilities](#) and discuss any questions with you, the Regional Chair, or OPSBA staff.
- 4) When supporting your school board's selection of trustees:
 - i. Ensure the trustee who will act as the (Voting) Delegate is aware of their role and are available to attend (in person) the [OPSBA Annual Meeting](#) on Friday, June 13, 2025 @1pm and Regional Elections on Saturday, June 14, 2025 @12pm at the Queen's Landing Hotel in Niagara-on-the-Lake. In person attendance at the Annual Meeting is required for voting.
 - ii. Ensure the trustee(s) selected to serve on the OPSBA Board of Directors are aware of their role and are committed to participating in all meetings and events (See the Memo, FAQ, and OPSBA Meetings and Events Calendar).
NOTE: [ONCA](#) does not allow for alternates.
 - iii. Ensure the trustee(s) who are selected to be the Delegate and member(s) of the OPSBA Board of Directors understand their role and responsibilities (See FAQs and [Guide to OPSBA Roles and Responsibilities](#)).
- 5) Send the name of your Board appointed Delegate, Alternate Delegate, and Board of Directors member(s), where applicable, to Lisa Reinhardt at lreinhardt@opsba.org by May 14, 2025.



- 6) Contact Managing Director, Corporate Affairs Lisa Reinhardt (lreinhardt@opsba.org) if your school board, school authority, or treatment school authority is unable to meet the deadline with an expected time that the appointment will be received in advance of the Annual Meeting.

- 7) Recommend your local board review and update (if necessary) any applicable policies and/or by-laws that address the timing of trustee appointments to OPSBA.

September 2025

August '25							October '25						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2				1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	
31													

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 Labour Day Statutory Holiday	2	3	4	5	6
7 Mennonite Heritage Week (7-13)	8	9	10	11	12 Joint EPWG & PDWG Meeting @9am OPSBA Board Room	13
14	15	16	17	18	19	20
21 Gender Equality Week (21-27)	22 Rosh Hashanah (Sundown)	23 Rosh Hashanah	24 Rosh Hashanah	25 BTC Meeting @6pm Online	26 EC Meeting @1pm Crowne Plaza, Airport BOD Meeting @7pm Crowne Plaza, Airport	27 BOD Meeting @9am Crowne Plaza, Airport
28 British Home Child Day	29	30 National Day for Truth and Reconciliation	NOTES: EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings			

October 2025

September '25							November '25						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6							1
7	8	9	10	11	12	13	2	3	4	5	6	7	8
14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30					23	24	25	26	27	28	29

German Heritage Month
 Canadian Islamic History Month
 Latin American Heritage Month
 Women's History Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1 Yom Kippur (Sunset) Dussehra National Seniors Day	2 Yom Kippur	3	4
5	6 Sukkot (Sunset)	7 Sukkot	8 Sukkot	9	10	11 International Day of the Girl Child
12	13 Thanksgiving Day Statutory Holiday Shemini Atzeret (Sundown)	14 Shemini Atzeret Simchat Torah (Sundown)	15 Simchat Torah	16	17 Northern Conference & Regional Council Sault Ste. Marie	18 Northern Conference & Regional Council Sault Ste. Marie
Local Government Week (October 14-20, 2025)						Persons Day
19	20 Diwali LGW (October 20, 2025)	21	22 Birth of the Bab	23 Birth of Baha'u'llah	24	25
26	27	28	29 EC Meeting @1pm (Tentative) Online	30	31	1
2	3	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics</i> = Special Worship Day Bold Purple Text = No Meetings				

November 2025

October '25							December '25 62										
S	M	T	W	T	F	S	S	M	T	W	T	F	S				
				1	2	3	4					1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13				
12	13	14	15	16	17	18	14	15	16	17	18	19	20				
19	20	21	22	23	24	25	21	22	23	24	25	26	27				
26	27	28	29	30	31	28	29	30	31								

Hindu Heritage Month
Lebanese Heritage Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1 Fall Regional Council Meetings (Except North) <i>All Saints Day</i>
2 Daylight Savings Time Ends	3	4	5 EPWG Meeting Online Veterans Week (5-11)	6	7	8 Indigenous Veterans Day
9	10	11 Remembrance Day	12 PDWG Meeting Online	13	14 <i>Birthday of Guru Nanak Dev Ji</i>	15
16	17	18	19	20 National Child Day Transgender Day of Remembrance	21	22 EC Meeting @1pm (TBD, Downtown)
23 BOD Meeting and Advocacy Day Prep @ 9am (Downtown) Holodomor Memorial Day	24 <i>Advocacy Day</i> <i>Queen's Park</i>	25 16 Days of Activism Against Gender Violence Nov 25 to Dec 10	26	27	28	29
30	1	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics = Special Worship Day</i> Purple Bold Text = No Meetings				

December 2025

November '25							January '26						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1					1	2	3
2	3	4	5	6	7	8	4	5	6	7	8	9	10
9	10	11	12	13	14	15	11	12	13	14	15	16	17
16	17	18	19	20	21	22	18	19	20	21	22	23	24
23	24	25	26	27	28	29	25	26	27	28	29	30	31
30													

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3 International Day of Persons with Disabilities	4	5	6 National Day of Remembrance and Action on Violence Against Women
7	8	9	10 Human Rights Day	11 Anniversary of the Statute of Westminster	12	13
14	15	16	17	18	19	20
21	22	23	24 Office Closed	25 Christmas Day Statutory Holiday	26 Boxing Day Statutory Holiday <i>Kwanzaa Begins</i>	27
28	29 Office Closed	30 Office Closed	NOTES: EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings			

January 2026

December '25							February '26						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31										

Tamil Heritage Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1 New Years Day Statutory Holiday Kwanzaa Ends	2 Office Closed	3
4	5	6	7 Christmas (Eastern Orthodox)	8 National Day of Remembrance for Victims of Air Disasters	9	10
11	12 Birth date of Guru Gobind Singh Ji	13 <i>Makar Sankranti</i>	14	15	16	17 Raoul Wallenberg Day
18	19	20	21 EC Meeting @ 1pm (Tentative) Online Lincoln Alexander Day	22	23 Public Education Symposium (Day 1)	24 Public Education Symposium (Day 2) BTC/ITC/RC Meetings World Day for African & Afrodescendant Culture
25	26	27 International Holocaust Remembrance Day	28 Quebec City Mosque Attack and Action Against Islamophobia	29	30	31
1	2	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus PES = Public Education Symposium RC = Regional Council <i>Italics = Special Worship Day</i> Purple Bold Text = No Meetings				

February 2026

January '26							March '26 65						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				

Black History Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 EPWG Meeting Online	5	6	7
8	9	10	11 PDWG Meeting Online	12	13	14 
15 National Flag of Canada Day	16 Family Day Statutory Holiday	17 Lunar New Year (Year of the Horse)	18 <i>Ash Wednesday</i>	19	20	21 International Mother Language Day
22	23	24	25	26	27 EC Meeting @1pm (TBD, Near Pearson) BOD Meeting @7pm (TBD, Near Pearson)	28 BOD Meeting @9am (TBD, Near Pearson)
1	2	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics = Special Worship Day</i> Purple Bold Text = No Meetings				

March 2026

February '26							April '26 66						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
							26	27	28	29	30		

Irish Heritage Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <i>Purim (Sundown)</i>	3 <i>Magha Puja Day</i> <i>Purim</i> <i>Holi (Sundown)</i>	4 <i>Holi</i>	5	6	7
8 International Women's Day	9	10	11	12	13	14 Commonwealth Day
15 International Day to Combat Islamophobia	16	17	18	19 <i>Eid-al-Fitr (Sundown)</i>	20 <i>Eid-al-Fitr</i>	21 <i>Naw-Ruz</i>
Daylight Savings Time Begins	March Break (March 16-20, 2026)					International Day for the Elimination of Racial Discrimination
22	23	24	25	26 BTC Meeting @6pm Online	27	28 <i>Purim (Sundown)</i>
29	30	31 International Transgender Day of Visibility National Indigenous Languages Day	NOTES: EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group		ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings	

April 2026

March '26							May '26						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7						1	2
8	9	10	11	12	13	14	3	4	5	6	7	8	9
15	16	17	18	19	20	21	10	11	12	13	14	15	16
22	23	24	25	26	27	28	17	18	19	20	21	22	23
29	30	31					24	25	26	27	28	29	30

Sikh Heritage Month
 Genocide Remembrance, Condemnation and Prevention Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 Passover (Sundown)	2 Passover	3 Good Friday Statutory Holiday Passover	4
5 Easter	6 Office Closed	7	8 International Day of Pink	9 Anniversary of the Battle of Vimy Ridge Passover Ends	10 Holy Friday (Eastern Orthodox)	11 Spring Regional Council Meetings (All Regions)
12 Vaisakhi	13 Yom HaShoah (Holocaust Remembrance Day) (Sundown)	14 Yom HaShoah (Holocaust Remembrance Day)	15	16	17	18
19	20	21 First Day of Ridvan	22	23 LRS (Day 1) Symposium Day 1 BTC Meeting TBD	24 LRS (Day 2) EC Meeting @2pm BOD Meeting @7pm TBD	25 BOD Meeting @9am TBD
26	27	28	29 Ninth Day of Ridvan	30		
		Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus LRS = Labour Relations Symposium <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings				

May 2026

April '26						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June '26						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Asian Heritage Month
 Canadian Jewish Heritage Month
 Polish Heritage Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2
3	4	5 Dutch Heritage Day	6	7	8 Joint EPWG & PDWG Meeting @10am OPSBA Board Room	9
10	11	12	13	14	15	16
17 International Day Against Homophobia, Transphobia, and Biphobia	18 Victoria Day Statutory Holiday	19	20	21 Shavuot (Sundown)	22 Shavuot	23 Shavuot
<i>Education Day/Week (May 19-22, 2026)</i>						
24 Declaration of the Bab	25	26 EC Meeting @1pm Online	27 Eid-al-Adha	28	29 Ascension of Baha'u'llah	30
31 Wesak	1	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics = Special Worship Day</i> Purple Bold Text = No Meetings				

June 2026

May '26							July '26						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2				1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	

National Indigenous History Month
 Italian Heritage Month
 Filipino Heritage Month
 Portuguese Heritage Month
 Launch of Pride Season

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4 BOD Meeting (Ottawa) Annual Meeting and Program (Ottawa) BTC Meeting (Ottawa)	5 Annual Meeting and Program (Ottawa) ITC Meeting (Ottawa)	6 Annual Meeting and Program (Ottawa) Regional Elections (Ottawa)
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 National Indigenous Peoples Day	22	23 National Day of Remembrance for Victims of Terrorism	24 Saint-Jean-Baptiste Day	25 <i>Ashura</i>	26	27 Canadian Multiculturalism Day
28	29	30	NOTES: EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings			

July 2026

June '26						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

August '26							70
S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1 Canada Day Statutory Holiday	2	3	4
5	6	7	8	9	10 Martyrdom of the Bab	11
12	13	14	15	16	17	18
19	20	21	22 Tisha B'Av (22-23) (Sundown)	23 Tisha B'Av (22-23)	24	25
26	27	28 Day of Commemoration of the Great Upheaval	29	30	31	1
2	3	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group RC = Regional Council ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus CSBA = Canadian School Boards' Association AGM = Annual General Meeting <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings				

August 2026

July '26							September '26						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4			1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	29	30	31		27	28	29	30			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1 Emancipation Day (1st)
2	3 Civic Holiday Statutory Holiday	4	5	6	7	8
9	10	11	12	13	14	15 National Acadian Day
16 Public Service Pride Week (3rd Week in Aug)	17	18	19	20 ITC & BTC Summer Planning Meetings Day 1	21 ITC & BTC Summer Planning Meetings Day 2	22
23 Executive Council Planning Session Day 1	24 Executive Council Planning Session Day 2	25	26	27	28	29
30	31	Notes EC = Executive Council BOD = Board of Directors PDWG = Policy Development Work Group EPWG = Education Program Work Group RC = Regional Council ITC = Indigenous Trustees' Council BTC = Black Trustees' Caucus <i>Italics</i> = Special Worship Day Purple Bold Text = No Meetings				



Report to Committee of the Whole

April 16, 2025

Subject: Motion: Classroom Evacuations

Recommendation

That Trustees ask staff to work with our labour partners to develop a definition for classroom evacuations and a protocol for the circumstances under which they may be necessary; and

That this work be concluded by the end of the 2024/2025 school year; and

That, starting in the 2025/2026 school year, Trustees direct staff to include "classroom evacuations" in the quarterly Report, "Student Behaviour Incidents Quarterly" to help trustees monitor the number of class room evacuations each quarter and whether classroom evacuations are increasing or decreasing; and

that school councils be given statistics about the number of classroom evacuations at that school at each of their meetings.

Status

This Notice of Motion was served by Trustee C. Watson with support from Trustee B. Cody at the February 10, 2025, Committee of the Whole meeting.

Friendly amendments have been made to the language of the motion.

Background

"Whereas" statements are based on the reasoning and judgement of facts of the mover of this motion. The following recitals were included as background:

Whereas the WRDSB report, Staff Consultation Regarding Student Behaviour Incidents states that , "The number of incident reports identified as student aggression saw an increase of 70% from the 22/23 school year to the 23/24 school year."

Whereas classroom evacuations are not being monitored by trustees and there is no way to measure if evacuations are increasing or decreasing,

Whereas information about classroom evacuations will help determine which schools need extra support,

Whereas learning environments are being disrupted by classroom evacuations,

Whereas it has been suggested that most parents are not informed if their child's classroom has been involved in a classroom evacuation because of a violent incident,

Financial implication

The financial implications are not known at this time.

Communications

There is no communication plan at this time.