



Agenda

Policy Development Committee Meeting

Tuesday, April 18, 2023

6:30 – 8:30 p.m.

Catholic Education Centre – Large Boardroom

Chairperson: Loretta Durst

Trustees who are unable to attend are asked to please notify
Michelle Kennedy Administrative Assistant at
mkennedy@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer.
Joshua Glover
2. Land Acknowledgement.
Loretta Durst
3. Approval of the Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the minutes of the Policy Development Committee, February 7, 2023. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Revised Administrative Procedure – AP #1102, Distribution of Materials Through Schools to Students, Staff, and Parents from External Groups. a) Report & RA (p.8)
Galen Eagle, Manager of Communications. b) Draft AP (p.10)
c) Old AP (p.14)
2. R.A.: New Administrative Procedure - #817, Confined Spaces Program a) Report & RA (p. 17)
Stephen O'Sullivan, Superintendent of Human Resource Services. b) Draft AP (p. 19)
3. R.A.: Revised Administrative Procedure – AP #809, Occupational Health and Safety
Stephen O'Sullivan, Superintendent of Human Resource Services. a) Report & RA (p. 43)
b) Draft AP (p. 45)
c) Old AP (p. 49)

4. R.A.: Revised Administrative Procedure – AP #508, Workplace Harassment Prevention
Stephen O’Sullivan, Superintendent of Human Resource Services.
 - a) Report & RA (p.52)
 - b) Draft AP (p.54)
 - c) Old AP (p.60)
5. R.A.: Revised Administrative Procedure – AP #509, Workplace Violence Prevention
Stephen O’Sullivan, Superintendent of Human Resource Services.
 - a) Report & RA (p. 66)
 - b) Draft AP (p. 68)
 - c) Old AP (p. 82)
6. R.A.: Revised Directional Policy – DP #300, Student Achievement and Well-being.
Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning.
 - a) Report for B6, B7, B8 & RA (p. 96)
 - b) Draft AP (p. 98)
 - c) Old AP (p.109)
7. R.A.: Revised Administrative Procedure – AP #301, Effective Instructional Practice.
Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning.
 - a) RA (p. 114)
 - b) Draft AP (p. 115)
 - c) Old AP (p. 132)
8. R.A.: Revised Administrative Procedure – AP #302, Assessment, Evaluation and Reporting.
Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning.
 - a) RA (p.145)
 - b) Draft AP (p.146)
 - c) Old AP (p. 160)
9. R.A.: Revised Administrative Procedure – AP #305, Out of School Activities.
Julie Selby, Superintendent of Learning.
 - a) Report & RA (p. 173)
 - b) Draft AP (p. 175)
 - c) Old AP (p. 201)
10. R.A.: Revised Administrative Procedure – AP #617, Trustee Expenses.
Joan Carragher, Director of Education.
 - a) Report & RA (p. 226)
 - b) Draft AP (p. 228)
 - c) Old AP (p. 233)

C. Information Items:

D. Next Meeting:

1. Tuesday, May 30, 2023, 6:30 p.m.

E. Conclusion:

1. Closing Prayer
Jenny Leahy.
2. Adjournment.

Minutes

The Minutes of the Policy Development Committee Meeting held on Tuesday, February 7, 2023, at 6:30 p.m., in person at the Catholic Education Centre and virtually by Google Meet.

Present:

Trustees: Mike Ayotte, Loretta Durst (Committee Chairperson), Madelyn Gaskell (Student Trustee), Joshua Glover, Kevin MacKenzie, Mary Ann Martin, and Kathleen Tanguay.

Administration: Jeannie Armstrong, Joan Carragher, Jonathan Di Ianni, Galen Eagle, Sean Heuchert, Stephen O'Sullivan, Sheila Piggott, Julie Selby.

Recorder: Michelle Kennedy.

Regrets: Trustee Jenny Leahy, Student Trustee Siobhan Marie.

A. Call to Order:

1. Opening Prayer.

Loretta Durst, Committee Chairperson, called the meeting to order at 6:30 p.m. and invited Trustee Mike Ayotte to lead the committee in opening prayer.

2. Land Acknowledgement.

Loretta Durst respectfully acknowledged that the Policy Development Committee Meeting was taking place on the treaty and traditional territory of the Mississauga Anishinaabeg.

3. Approval of the Agenda.

MOTION: Moved by Kathleen Tanguay, seconded by Mike Ayotte
that the agenda be approved.

Carried.

4. Declarations of Conflicts of Interest.

There were no conflicts of interest declared.

5. Approval of the Minutes of the Policy Development Committee Meeting, November 1, 2022.

MOTION: Moved by Kevin MacKenzie, seconded by Mike Ayotte

that the minutes of the Policy Development Committee Meeting held on Tuesday, November 1, 2022, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising out of the minutes.

B. Presentations/Recommended Actions:1. Revised Directional Policy – 1100, Communications.

Galen Eagle, Manager of Communications, presented the revised Directional Policy, 1100 – Communications and reviewed the proposed changes in a slide deck presentation. Suggested revisions were discussed.

MOTION: Moved by Joshua Glover, seconded by Mary Ann Martin

That a recorded vote be taken for the recommended action for agenda item B.1, Revised Directional Policy.

Carried.

MOTION: Moved by Kevin MacKenzie, seconded by Mike Ayotte

that the Policy Development Committee recommend to the Board that Directional Policy 1100, Communications, be received and posted as amended.

For: Mike Ayotte
Loretta Durst
Kevin MacKenzie
Kathleen Tanguay

Against: Joshua Glover.

Abstained: Mary Ann Martin

Carried.

2. Remove Board Policy and Administrative Procedure - #1104 Confidential Communications Between Students and Staff.

Galen Eagle, Manager of Communications explained the rationale for the recommendation to delete Administrative Procedure #1104.

MOTION: Moved by Kathleen Tanguay, seconded by Mary Ann Martin that the Policy Development Committee recommend to the Board that Board Policy #1104, Confidential Communications Between Students and Staff, and the corresponding Administrative Procedure be deleted.

Carried.

3. Revised Administrative Procedure – AP #802, Illness or Injury of a Student.

Superintendent of Learning, Jonathan Di Ianni highlighted the changes to Administrative Procedure #802, which has been revised to replace Board Policy and Administrative Procedure #818. Recommended revisions were suggested by the trustees and noted by Superintendent Di Ianni.

MOTION: Moved by Mike Ayotte, seconded by Kevin MacKenzie that the Policy Development Committee recommend to the Board that Administrative Procedure #802, Illness or Injury of a Student, be received and posted as amended under Directional Policy #800, Healthy Schools and Workplaces.

Carried.

4. Revised Directional Policy – DP #300, Student Achievement and Well-being.

Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning delivered a presentation regarding the proposed Directional Policy #300, Student Achievement and Well-being. It was noted that the revised policy now includes an added focus on well-being and equity as an integral part of this policy that guides instruction in PVNC Catholic schools.

MOTION: Moved by Mary Ann Martin, seconded by Mike Ayotte

that the meeting be extended to 9:00 p.m.

Carried.

There was an extensive discussion about suggested revisions. There was concern expressed about the policy and administrative procedure review process and trustees felt ill prepared to make decisions on the balance of the agenda. Director of Education Joan Carragher stated that the process and method of presenting proposed changes in comparison to existing policy and procedure will be examined and revised.

MOTION: Moved by Kathleen Tanguay, seconded by Mike Ayotte

that agenda items B.4, B.5, B6, and B.7 be deferred to a future Policy Development Committee Meeting.

Carried.

5. Revised Administrative Procedure – AP #301, Effective Instructional Practice.

Deferred to a future meeting.

6. Revised Administrative Procedure – AP #302, Assessment, Evaluation and Reporting.

Deferred to a future meeting.

7. Revised Administrative Procedure – AP #305, Out of School Activities.

Deferred to a future meeting.

8. Revised Administrative Procedure – AP #107, Electronic Meetings

Director of Education, Joan Carragher presented the revised Administrative Procedure #107, Electronic Meetings and noted the proposed changes.

MOTION: Moved by Kevin MacKenzie, seconded by Mike Ayotte

that the Policy Development Committee recommend to the Board that Administrative Procedure #107, Electronic Meetings, be received and posted as amended under Directional Policy #100, Governance, Vision, Strategic Priorities.

Carried.

C. Information Items:

D. Next Meeting:

1. Tuesday, April 18, 2022, 6:30 p.m.

E. Conclusion:

1. Closing Prayer:

The Committee Chairperson concluded the meeting with prayer.

2. Adjournment:

MOTION: Moved by Kathleen Tanguay, seconded by Mary Ann Martin
that the meeting be adjourned at 8:57 p.m.

Carried.

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Galen Eagle, Communications Manager

Subject: AP 1102 - Distribution of Communication Materials from External Groups to Schools

Background:

This administrative procedure outlines Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board's approach to facilitating the distribution of communication materials from external groups to schools. The purpose of this administrative procedure is to ensure that the materials distributed to schools meet the criteria outlined by PVNC Catholic and align with its goals and values.

This AP is up for renewal as part of the Board's regular policy and procedure review cycle.

Summary of Draft Administrative Procedure/Directional Policy:

A summary of the newly revised Administrative Procedure can be found in this presentation: <https://docs.google.com/presentation/d/1IWBv7wT53W0eefVsUKiISxz-vUOf0PVDg0iHhOVkUH8/edit?usp=sharing>

Slides 16 to 21 provide a summary of substantive changes from the previous version of the Administrative Procedure.

Attachments:

- Draft Administrative Procedure for consideration
- Previous version of the Administrative Procedure

Policy Development Committee

B.1 a)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #1102, Distribution of Materials Through Schools to Students, Staff, and Parents from External Groups, be received and posted as amended under Directional Policy #1100, Communications.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Distribution of Communication Materials from External Groups to Schools	1102
<i>Directional Policy</i>	
1100 Communications	

Title of Administrative Procedure:

Distribution of Communication Materials from External Groups to Schools

Date Approved:

April 17, 2023

Projected Review Date:

2028

Directional Policy Alignment:

The Distribution of Materials from External Groups to Schools Administrative Procedure aligns with Directional Policy 1100 – Communications by setting appropriate procedures for distributing communications from external groups to school communities.

Alignment with Multi-Year Strategic Plan:

The Distribution of Materials Administrative Procedure supports the Board's Multi-Year Strategic Plan to maximize resources and value relationships.

[PVNCDSB Board Vision, Mission and Strategic Priorities](#)

Guidelines:

This administrative procedure outlines Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board's approach to facilitating the distribution of communication materials from external groups to schools. The purpose of this administrative procedure is to ensure that the materials distributed to schools meet the criteria outlined by PVNC Catholic and align with its goals and values.

This service is offered as a courtesy and is at the discretion of the Board. The Board reserves the right to revoke the authorization to distribute material.

Approval Criteria for Distribution of Communication Materials to Schools

- Materials must be in alignment with Board values and strategic priorities and consistent with Board policies and procedures.
- Materials must be of educational value, promote physical health and/or student well-being.
- Materials must be non-commercial in nature, from organizations with not-for-profit (NFP) status, charities or from other public sector organizations. Requests from private individuals and for-profit companies will be denied.
- Materials from political groups shall be prohibited unless those materials are tied to a specific in-school learning opportunity facilitated by an educator such as an all-candidates meeting or curriculum-based classroom lessons. In these situations, the audience should be limited to students taking relevant courses.
- Materials must be geographically relevant to the communities the Board serves.
- Materials must comply with applicable legislation including the Freedom of Information and Protection of Privacy Act and the Education Act.
- Whenever feasible, the electronic distribution of materials to schools is preferred.

Process for Distribution of Communication Materials to Schools

- External groups wishing to distribute materials to schools must submit materials to Communication Services for review. This process must be completed each time an organization wishes to distribute materials to school.

- Submissions should include an electronic version or physical copy of the distribution material, a description of the target audience (i.e. grade level) and the geographic region of the board for which the distribution is intended.
- When Communication Services approves a distribution request, it will inform the requester and will facilitate the distribution of communication materials to school principals on behalf of the requester and/or provide approval to the requester to contact the school principal directly. While electronic distribution is preferred, Communication Services may facilitate the distribution of physical communications to the school via the Board's courier service.
- Approval and form of distribution within the school and the school community shall be at the discretion of the principal.
- When Communication Services denies a request, it will communicate that decision to the requester and explain the reason.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Communications Directional Policy.
- Reviewing this Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure

Communication Services is responsible for:

- Reviewing all requests for distribution of materials to schools.
- Facilitating the distribution of approved material to schools electronically or through the Board courier service to schools.
- Consulting with other board departments as necessary in the review of distribution material.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring school principals are consistent with the application of this Administrative Procedure.
- Assisting the school principal and Communication Services with responsibilities and duties as assigned.

Principals and vice-principals are responsible for:

- Approving the distribution of materials within the school and the school community.
- Establishing a process for the assessment and suitability of distributing materials that arrive in the school and determining the most appropriate form of distribution (i.e. social media posting, school announcement, putting up a poster, inclusion in school newsletter, sharing with classroom teachers, etc.).
- Considering the potential impact of distribution of materials on school resources.
- Consulting with Communication Services to ensure that materials brought directly to the school have gone through the appropriate review centrally.
- Keeping the Catholic School Council and the Student Council informed about the school's processes for distribution of materials and seeking feedback with respect to the assessment, suitability, and appropriate form of distribution within the school community.

Progress Indicators:

- The effectiveness of the policy will be evaluated on an as needed basis.



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Distribution of Materials Through Schools to Students, Staff, and Parents from External Groups	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 701 (OLD) 1102 (NEW)
<small>Directional Policy</small> COMMUNICATIONS	

TITLE OF ADMINISTRATIVE PROCEDURE:

Distribution of Materials Through Schools to Students, Staff, and Parents from External Groups

DATE APPROVED:

January 25, 2016

PROJECTED REVIEW DATE:

January 2018

DIRECTIONAL POLICY ALIGNMENT: Communications

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The **Distribution of Materials Through Schools to Students, Staff, and Parents from External Groups Administrative Procedure** aligns with the board's vision of Achieving Excellence in Catholic Education through Learning, Leadership and Service. It supports our Strategic Priorities and most especially it helps to: Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings.

RESPONSIBILITIES:

The Director of Education shall:

- allocate staff and resources to support the **Distribution of Materials Through Schools to Students, Staff, and Parents from External Groups Administrative Procedure.**

**AP- DISTRIBUTION OF MATERIALS THROUGH SCHOOLS TO STUDENTS, STAFF,
AND PARENTS FROM EXTERNAL GROUPS (701 Old/1102 New)**

Communication Services in the Office of the Director of Education shall:

- approve all requests for distribution of materials to schools; and
- facilitate the delivery of approved distribution material electronically or through the Board courier service to schools.

Principals, Vice-Principals shall:

- be responsible and accountable for the approval process at the school level and the distribution of materials within the school and the school community; and
- establish an in-house procedure for the assessment and suitability of distributing materials that arrive in the school. That may include distribution, posting, announcement, inclusion in a newsletter, referral to the Catholic School Council, and/or making the materials available in the school office; and
- consider the potential impact of distribution of materials on the resources of the school; and
- consult with the Superintendent of Schools and/or Communication Services in situations where it is unclear whether materials are appropriate for distribution; and
- provide for the prompt distribution to each member of the Catholic School Council any materials received by the principal from the Ministry that are identified by the Ministry as being:
 - relevant to the functions of the Catholic School Council;
 - and/or for distribution to the members of the Catholic School Council; and
- recognizing the value of consultation, the principal will work with the Catholic School Council and the Student Council to develop guidelines for use in the review and assessment of materials sent directly to their organizations. In both cases, the principal will retain responsibility and accountability for materials approved for distribution to students and parents.

GUIDELINES:

- All requests for distribution of materials will be sent to Communication Services in the Office of the Director of Education for approval. All requests for approval must include a copy of the information to be distributed. Approval and form of distribution within the school and the school community shall be at the discretion of the principal. Materials shall be consistent with the school's goals, objectives, and program.

**AP- DISTRIBUTION OF MATERIALS THROUGH SCHOOLS TO STUDENTS, STAFF,
AND PARENTS FROM EXTERNAL GROUPS (701 Old/1102 New)**

- Only materials from charitable organizations and/or designated as not-for-profit agencies shall be considered for approval for distribution.
- Requests from private individuals or for-profit companies will be denied. Requests from not-for-profit or charitable organizations will be denied if the request promotes unsafe activities and/or contradicts the Board's Vision Statement and Strategic Priorities.
- The information distributed shall be governed by the spirit of the Board's Vision Statement and Strategic Priorities, and should not contravene any Board policy.
- Materials that are political in nature and/or focus on issues shall be approved if deemed to inform or educate, create awareness of issues in the community, province, or country, and/or facilitate community discussions. Materials approved for distribution shall not promote a specific party, group, person, or personal point of view.
- Electronic communication shall be governed by the appropriate "Information Technology Policies" and will be consistent with this Administrative Procedure.
- Materials received by the principal from the Ministry of Education for distribution to Catholic School Councils shall be distributed promptly.
- The Board reserves the right to revoke the authorization to distribute material.

REFERENCES:

[Strategic Plan 2014-2017](#)

[Education Act, Regulation 298, R.S.O. 1990, Article 24.1](#)

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Stephen O’Sullivan, Superintendent
Melissa Featherstone, Health & Safety Officer

Subject: AP 817, Confined Spaces Program

Background:

Ontario Regulation 632/05 sets requirements for employers covered under the Occupational Health and Safety Act to develop and maintain a Confined Space Program if a workplace includes a confined space that workers may enter to perform work. PVNCCDSB has had a Confined Space Program for many years. Recently PVNCCDSB and KPR undertook a project to have confined and hazardous spaces in our facilities re-assessed and new hazard assessments created. Program revisions were also recommended at that time. The proposed Confined Spaces Program AP replaces the previous program and incorporates the Confined Spaces Program into policy to ensure appropriate governance.

Recommended Changes:

No changes, this is a new Administrative Procedure.

Attachments:

Draft Administrative Procedure/Directional Policy for consideration.

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #817, Confined Spaces Program, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Confined Spaces Program	817
Directional Policy	
800 Healthy Schools and Workplaces	

Title of Administrative Procedure:

Confined Spaces Program

Date Approved:

April 18, 2023

Projected Review Date:

2028

Directional Policy Alignment:

Directional Policy 800, Healthy Schools and Workplaces, outlines PVNCCDSB’s commitment to respond to legislative requirements under the Occupational Health and Safety Act.

The Confined Spaces Program Administrative Procedure, aligns with the directional policy, establishing a protocol for PVNCCDSB staff and contractors in regards to confined spaces. It further establishes the essential components and procedures that must be followed when entering such spaces.

Alignment with Multi-Year Strategic Plan:

The Confined Spaces Program Administrative Procedure aligns directly with PVNCCDSB’s vision to establish a culture of well-being. By establishing clear protocols and procedures for identifying and safely approaching confined spaces, we are practicing our pillar of *Being Well* and our priority of *Valuing Relationships* by working to ensure staff and contractors are safe, valued and supported.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)**Action Required:****1.0 PURPOSE**

The purpose of this administrative procedure is to ensure procedures are in place to protect the health, safety and well-being of staff and contractors with respect to work in confined spaces.

Some spaces within our facilities are classified as confined spaces as per *Ontario Regulation 632/05 Confined Spaces*. This program outlines the essential components and procedures that must be followed in regards to confined spaces. The program establishes adequate measures for the protection of staff and contractors whom are assigned duties either within, or in relation to these spaces.

2.0 APPLICATION

This program applies to:

- Confined spaces located at PVNCCDSB premises and facilities in Ontario
- PVNCCDSB employees who:
 - a) have authority over a confined space;
 - b) may grant access to a confined space;
 - c) may perform works related to a confined space entry by a contractor; or
 - d) whose workplace duties include the control or supervision of a confined space, owned by or under the jurisdiction of the PVNCCDSB
 - e) whose workplace duties include the control of, supervision of, or entry into a hazardous space, owned by or under the jurisdiction of the PVNCCDSB
- Contractors who may perform work in Confined or hazardous spaces in facilities owned by or under the jurisdiction of the PVNCCDSB

Constructors, working on a construction project through contract with PVNCCDSB shall follow their own confined space program.

Where a confined space entry is deemed, PVNCCDSB employees shall not enter.

Efforts shall be made to eliminate the space or reduce the hazards associated with the space by incorporating reasonable substitution and/or engineering hazard control practices. Should entry be required, the management team may deem it necessary to procure the services of authorized contractors following Section 4.2 of this program.

2.1 Exemptions

The following works are exempted from the requirements of this program:

- Emergency works conducted by employees working as Firefighter(s) or under the direction of a fire department as defined in the *Fire Protection and Prevention Act*; or
- a person who,
 - (i) holds a certificate under the *Technical Standards and Safety Act, 2000* designating him or her as a gas technician, and
 - (ii) is working under the direction of a fire department, as defined in the *Fire Protection and Prevention Act, 1997*. O. Reg. 632/05, s. 3 (2); O. Reg. 23/09, s. 1.

who are to be adequately protected by the policies, personal protective equipment and training to be provided by their employer.

3.0 CONFINED SPACE ENTRY RESPONSIBILITIES

This section identifies the responsibilities of persons involved with confined space entries, rescue and/or related works. More detailed roles and responsibilities may be captured in work specific or supplemental documents such as procedures. See the Responsibilities Section of this document in regards to role specific responsibilities.

3.1 Entry Supervisors

Entry Supervisors shall meet all the requirements in Section 3.2-Entrants and in addition shall:

- Successfully complete the applicable training as per Section 4.6.
- Ensure workers use and/or wear the equipment, materials and protective devices as required.
- Ensure compliance to procedures developed for each confined space.
- Review applicable PVNCCDSB Confined Space Hazard Assessments prior to a confined space entry and perform a pre entry re-evaluation to identify any new hazards.
- Communicate to employees and/or contractors under their direction the actual or potential hazards associated with specific confined spaces and provide instruction on specific hazard controls as specified in the Confined Space Entry Plan, as per Section 4.5.
- Follow and communicate the applicable duties and responsibilities of all involved parties.
- Initiate and complete Confined Space Entry Permits as required by Section 4.7 of this program.
- Act as the attendant or ensure a competent attendant has been assigned to the entry as per Section 3.3 and 4.8.

- Ensure the development and implementation of a confined space rescue procedure in accordance with Section 4.8.
- Confirm all equipment, materials and protective devices required to protect workers when performing confined space entry, emergency response/rescue and related work is available, maintained and in good working order.
- Ensure all equipment, materials and protective devices that no longer provide the desired protection are immediately removed from service and reported for repair or destruction.
- Respond immediately to any report of an unsafe condition or act that is reported.
- Report issues of non-compliance to their manager/supervisor.
- Report without delay to their manager/supervisor and assist in the investigation of an incident or accident. This includes any people, property, environment, and or process loss event or non-loss incident that occurs in or near a confined space, to determine causal factors and ensure adequate controls are put in place. The Supervisor shall subsequently inform the PVNCCDSB Facility Services Supervisor.

3.2 Entrants

NO PVNCCDSB STAFF SHALL ENTER A CONFINED SPACE.

Entrants shall:

- Successfully complete training on the measures and procedures to be taken when performing confined space entry work.
- Report to the Entry Supervisor any lack of understanding with regards to information concerning specific hazard exposures or instruction on specific hazard controls contained within a specific hazard assessment or entry plan.
- Use the equipment, materials and protective devices required for their protection when performing confined space entry work.
- Report to the Entry Supervisor any known uncontrolled hazard or the absence of equipment, materials and protective devices required for their protection.
- Follow the confined space program and applicable duties and responsibilities outlined by their Supervisor or the designated Entry Supervisor.
- Report to the Entry Supervisor any known defects that will impact the effectiveness of equipment, materials or protective devices required for confined space entry.
- Immediately report any accident or injury to the Entry Supervisor.
- Immediately report to the Entry Supervisor any accident which involves a loss to people, property, environment, and or incident (non-loss event) that occurs in or near a confined space.

3.3 Attendants

Attendants shall meet the requirements outlined in Section 3.2- Entrants and in addition shall:

- Understand the nature of the hazards that may be found inside the particular confined space and recognize signs, symptoms and behavioural effects that workers in the confined space could experience.
- Follow the confined space procedures and applicable duties and responsibilities outlined by the Entry Supervisor or Management.
- Monitor the confined space and surrounding area and look out for dangerous conditions.
- Remain alert and report to Entry Supervisor conditions that can lead to unauthorized entry, such as missing signage or barricades.
- Remain outside the confined space and not perform other work, which may interfere with their primary duty of monitoring the workers inside the confined space.
- Order the immediate evacuation of the space if a potential hazard, not already identified and controlled, is detected.
- Monitor all persons entering, leaving or working in the confined space.
- Maintain constant communication with the person(s) in the confined space.
- Initiate emergency response measures and call for emergency assistance immediately if an emergency develops.
- Be equipped with a device to summon assistance in the event of an emergency.
- Have all required rescue equipment immediately available and be trained in its use, to perform non-entry rescue, as per the on-site rescue procedures.
- Be qualified to perform first aid and/or CPR as required.
- Provide first aid and/or CPR as required.
- Immediately report any people, property, environment, and or process loss event or non-loss incident that occurs in or near a confined space to the Entry Supervisor.

4.0 PROGRAM REQUIREMENTS

Confined Space Entry Program Components

The following program elements shall be considered as part of all confined space entries:

- 4.1 Workspace Design
- 4.2 Contractors and Coordination of Multiple Employers
- 4.3 Identification of Confined and Hazardous Spaces
- 4.4 Hazard Assessment
- 4.5 Entry Plans
- 4.6 Training
- 4.7 Confined Space Entry Permits
- 4.8 Confined Space Emergency Rescue Procedures
- 4.9 Isolation of Hazardous Energy and Control of Materials Movement
- 4.10 Atmospheric Hazards, Measurement and Controls
- 4.11 Records Retention

4.1 Workspace Design

When a workspace is designed, the priority should be to prevent the creation of areas that will be or could become a confined space. When a workspace is modified, the priority should be to ensure it does not become a confined space as a result of the modifications.

Whenever new workspaces are designed, existing workspaces are modified, or equipment is installed in workspaces, the following efforts should be made:

- (a) efforts to eliminate existing confined spaces; and
- (b) if existing confined spaces cannot be eliminated, efforts to
 - (i) modify such spaces to reduce the number of factors that make them confined spaces; and
 - (ii) implement controls that minimize the risk of worker injury or illness associated with the confined spaces.

Note: Where there is a choice between the efforts described in Items (i) and (ii), the efforts described in item (i) should be considered preferable.

The design of confined spaces should attempt to eliminate the need to enter such spaces for maintenance, inspection, cleaning, or other purposes.

4.2 Contractors and Coordination of Multiple Employers

General

Contracting out for services or approving a contractor to enter a confined space under PVNCCDSB jurisdiction, places PVNCCDSB into the role of a lead employer. PVNCCDSB Facility Services Supervisors must ensure contractors comply with applicable legislative provisions for confined space entry.

The only instance where this lead employer relationship may be reduced will be in instances whereby PVNCCDSB has successfully relinquished control of a “*construction project*” (workplace), to a “*Constructor*” as defined within *Ontario Regulation 213/91*.

In either circumstance the applicable PVNCCDSB Facility Services Supervisor must work to ensure that contractors are qualified to carry out all specified works within confined spaces or perform related works, as a minimum.

PVNCCDSB contractors should follow this Confined Space Program, while Constructors of projects, and their associated sub-trades shall follow the Constructors Confined Space Program and procedures.

Coordination of Multiple Employers

A multiple employer confined space entry is involved whenever employees of more than one employer share in the works required to enter, work within, or perform related work required to facilitate a specific confined space entry.

Where PVNCCDSB approves contractors to enter, or perform works related to, a confined space, PVNCCDSB will take on the role of lead employer and the PVNCCDSB Facility Services Supervisor must ensure the completion of a Multiple Employer Coordination Document, prior to allowing work to begin.

Where PVNCCDSB has authorized a contractor to perform the entry, they should disclose to the contractor any hazard assessment and knowledge they have with regards to the confined space in question. The contractor may consider this knowledge in concert with their competency in order to complete their required confined space hazard assessment and entry control plan. The multiple employer coordination document will be used to confirm this delegation of responsibility to the contractor in a clear and concise manner.

Upon completion of the Multiple Employer Coordination Document by PVNCCDSB Facility Services Supervisor, they shall share the document with the PVNCCDSB Joint Health and Safety Committee (JHSC) and the contractor, whom shall be responsible to share it with their JHSC or health and safety representative.

Where PVNCCDSB has entered into a contract for a construction project and the Contractor is deemed the Constructor, the Constructor will be responsible for the development and/or completion of a Multiple Employer Coordination Document for subcontractors under their authority and will be governed under the *Ontario Occupational Health and Safety Act* and applicable regulations. In the case of a workplace that is a project, the PVNCCDSB Facility Services Supervisor shall provide a copy of the PVNCCDSB program to the constructor, who shall provide a copy of it to the project's joint health and safety committee or health and safety representative, if any.

4.3 Identification of Confined Spaces

The Facility Services department is responsible for ensuring that all confined spaces are identified and inventoried. The Facility Service Department must ensure a qualified person reviews the work activities to occur in a hazardous space prior to the work activities occurring, for the purpose of determining if the work activities would create a confined space (i.e. work activity creates potential for, or an actual, atmospheric hazard).

Where entry to a confined space is deemed possible, the confined space shall be adequately secured against such an entry, and/or be clearly identified as a confined space using permanent signage, appropriate to the environment, at the entrances.

Where practical, confined spaces shall be identified by a sign located at access entry points to the space. The signage shall

- (a) identify the space as a confined space; and

(b) identify access restrictions.

4.4 Hazard Assessment

General

PVNCCDSB's Facility Services department is responsible for establishing and maintaining the repository of hazard assessments for confined spaces. These hazard assessments shall be provided to the Contractor and reviewed prior to entry.

PVNCCDSB is responsible to identify any hazards that they are aware of to the contractor to ensure the contractor can work within the space safely. Provisions established under Section 4.2 Multiple Employer Coordination also apply.

The PVNCCDSB Confined Space Hazard Assessment identifies and documents known or foreseeable hazards arising from the design, construction, location, use or contents of the space and is based on a task of entry for visual inspection only. Hazards associated with the work activities completed within the confined space will be noted on the entry permit.

Joint Health and Safety Committee members and affected workplace stakeholders should be consulted in the review, revisions, and/or modification of hazard assessments.

Monitoring and Review

To ensure that the hazard assessment remains current, it shall be reviewed by one or more competent persons:

- (a) as part of the planning process prior to entry into a confined space,
- (b) when there is a change in the physical characteristics of, environment inside or near, or activities inside the confined space that could adversely affect workers inside or near the confined space; and
- (c) when risks not previously identified are discovered.

Pre Entry Re-Evaluation of Hazard Assessments

Prior to any confined space entry commencing, the Entry Supervisor will review the Confined Space Hazard Assessment for the space to be entered. Pre entry re-evaluation of the space will identify any new hazards due to changes in the work activity, work environment, or nearby /adjacent work processes. Pre entry re-evaluation of a confined space and additional findings shall be documented on the Confined Space Entry Permit.

Where new hazards are identified, appropriate controls must be established and communicated to the entry team. A validation of any additional hazard(s) arising from the pre-entry re-evaluation, and their means of control, shall be made on the Confined Space Entry Permit.

Records shall be maintained as described in Section 4.11.

4.5 Confined Space Entry Plan

Based on the results of the hazard assessment, and where elimination, substitution or engineering hazard controls are considered and applied as deemed applicable, a written entry plan shall be developed to detail the procedures required to control the identified hazards. The plan may be contained within the Entry Permit.

The Plan shall contain provisions for:

- Duties of all Workers involved with the entry
- Atmospheric testing requirements
- Means of entering and exiting the Confined Space
- Coordination of multiple employers
- Listing of required personal protective equipment, clothing and devices
- On site rescue procedures
- Rescue equipment and communication methods
- Means for isolating hazardous energy sources and controlling materials movement
- Attendants' duties and responsibilities
- Procedures for working in the presence of flammable or explosive substances or atmospheres
- Ventilation and/or purging means and methods.

4.6 Training

General

PVNCCDSB staff performing work related to confined spaces, controlling or supervising confined spaces, or performing hazardous space works, shall receive adequate training commensurate with their duties. Training program development/review shall include consultation with the JHSC. This training program shall be reviewed at least once annually.

Confined Space Awareness (PVNCCDSB Staff Training)

This training shall include, as a minimum:

- Applicable health and safety legislation
- PVNCCDSB Confined Spaces Program
- Reference to PVNCCDSB's practice that **NO STAFF SHALL ENTER CONFINED SPACES**
- Responsibilities under the PVNCCDSB Confined Space Program
- Recognition and identification of confined and hazardous spaces
- Confined space inventory and hazard assessments
- Hazard Recognition and Control
- Introduction to atmospheric testing, monitoring, evaluation and interpretation

- Entry Plan
- Entry Permit system
- Coordination Document
- Emergency procedures and communication

Confined Space Entry Training (Contractor Staff)

The contractor shall provide training to their staff in accordance with the requirements of the Occupational Health and Safety Act and Ontario Regulation 632/05 in order to ensure competent staff. Every worker who enters a confined space or who performs related work shall have adequate training. Training shall include training in (a) the recognition of hazards associated with confined spaces (b) safe work practices for working in confined spaces and performing related work (c) On-site rescue procedures, first aid and CPR for on-site rescue personnel (d) hands-on training with safety equipment and personal protective equipment and devices. Entry specific training may form part of the Entry Permit.

The constructor of a project should follow their own confined space program and procedures.

Contractors shall provide worker training records to support that their workers have received appropriate training, to the PVNCCDSB Facility Services Supervisor prior to any confined space entry.

4.7 Confined Space Entry Permits

Prior to any entry into a confined space, the Entry Supervisor shall complete a Confined Space Entry Permit. The Permit shall be completed prior to each work shift and the permit shall confirm all known hazards are identified and controlled.

Prior to initiating an entry, the contents of the permit shall be communicated to all workers involved in the entry or responsible to perform related works. The permit shall remain readily available, to every person who is involved in the entry.

4.8 Confined Space Emergency Rescue Procedures

Prior to a confined space entry commencing, the Entry Supervisor must ensure that an appropriate on-site rescue procedure is in place. The rescue procedure must be in place and communicated to affected workers.

On-site rescue personnel shall be identified, equipped with adequate knowledge, training, procedures, tools and equipment appropriate to affect a rescue from the confined spaces on site.

Advanced notification of a confined space entry must be given to on-site rescue personnel by the Entry Supervisor. All equipment and personnel required to affect a rescue must be readily available on site for the duration of the entry. If entry is

made into a known hazardous atmosphere (with proper controls) or an untethered worker is entering the space, the number of on-site rescue personnel noted in the rescue procedure must be posted at the point of entry with all equipment they may require to affect a rescue for the duration of the entry.

Attendant(s)

Whenever a confined space entry is made, an Attendant shall be positioned outside and near the entrance of the space. The Attendant prevents unauthorized entry, monitors the safety of the entrant(s), provides assistance to the entrant(s) and summons rescue or emergency response when and if required. In situations where there is more than one access point into a space, Attendants shall be positioned where they can best fulfill their duties.

4.9 Isolation of Hazardous Energy and Control of Materials Movement

The presence of hazardous energy sources, the potential for material movements and/or engulfment by materials, will be identified as part of the confined / hazardous space hazard assessment.

Control of hazardous energy sources, shall be performed in accordance with PVNCCDSB Lock Out Tag Out Administrative Procedure 815 and other applicable Safe Operating Procedures related to the control of hazardous energy sources. Control measures will be documented on the Confined Space Entry Permit.

4.10 Atmospheric Hazards, Measurement, and Controls

General

Potential hazards related to confined space atmospheres shall be identified as part of the hazard assessment process. The Entry Supervisor shall be responsible for verifying that air-monitoring devices are properly inspected and calibrated using the appropriate calibration gases prior to use. Monitoring equipment shall be calibrated and maintained in compliance with the manufacturer's specifications. Pre-use functional testing shall be conducted and recorded on the confined space entry permit as per the manufacturer's requirements. Calibration and bump test records should be maintained by the contractor.

Confined space atmospheres must be tested prior to every entry or re-entry. If entrants exit the space, and atmospheric monitoring/testing is discontinued for any reason, atmospheric testing must be conducted prior to re-entry. All atmospheric testing must be performed in a manner that does not endanger the person conducting the tests. In the case of a confined space, the Entry Supervisor or qualified designate (e.g. attendant) will perform initial atmospheric testing, giving consideration to the potential atmospheric hazards identified within the hazard assessment. All measurements shall be documented on the confined space entry permit and communicated to affected workers.

Continuous Air Monitoring

Continuous atmospheric monitoring of a confined space should be utilized when a worker is in a space. This is best achieved by affixing an appropriate gas detector to the chest strap of the harness worn by an entrant.

Work Limitations within Toxic, Oxygen Enriched or Oxygen Deficient Atmospheres

A hazardous atmosphere condition arises whenever measurements are taken inside the confined space that indicate an atmosphere is outside allowable limits. If the confined space atmosphere is outside allowable limits, in relation to toxic contaminants or oxygen concentration, the entry shall not proceed until the Entry Supervisor makes the appropriate selection of hazard control equipment/methods and, wherever possible, adequately purges or ventilates the space to ensure the provision and maintenance of a safe atmosphere.

If these actions do not result in a safe atmosphere, prior to continuing the work the Entry Supervisor shall report the atmospheric testing results to their immediate Supervisor/Manager to discuss whether or not to proceed with entry. If the Entry Supervisor’s immediate Supervisor/Manager deems it necessary to proceed with the entry in order to prevent a more hazardous situation from developing, or to prevent serious property or environmental damage from occurring, all legislated precautions must be adhered to and documented.

Work Limitations within Flammable/Explosive Atmospheres

A hazardous atmosphere condition arises whenever measurements are taken that indicate an atmosphere is outside allowable limits. In relation to flammable/explosive atmospheres, no worker shall enter, or continue an entry in, a confined space where:

- a) dusts or mists are present in concentrations that can create a hazard of explosion;
- b) hot work** is required/performed and the LEL* reading is greater than 0%;
- c) hot work** is required/performed and an oxygen level is in excess of 23% by volume; or
- d) cold work or inspection is required/performed and an LEL* reading is in excess of 10%;

*LEL: Lower Explosive Limit

** hot work: Work that could produce a source of ignition, such as a spark or open flame. Examples of hot work may include, and not be limited to welding, cutting, grinding, and the use of non-explosion proof (non-intrinsically safe) electrical equipment.

Allowable Atmospheric Conditions

Allowable Atmospheric Conditions
Oxygen (O ₂) percentage is between 19.5 and 23%

LEL is 0% for hot work
LEL is between 0 to 10% for cold work
Carbon monoxide (CO) reading is between 0 to 25 ppm
Hydrogen sulphide (H ₂ S) reading is between 0 to 10 ppm
For other atmospheric contaminants, as based on Time Weighted Average limits

Atmospheric monitors used in conjunction with a confined space entry, shall have calibrated alarm set points based on the Time Weighted Average (TWA) limit, where established under *Ontario Regulation 833 Control of Exposure to Biological or Chemical Agents*, as amended from time to time. In the absence of TWA limits established under *O. Reg. 833*, alarm set points should be based on the Threshold Limit Value (TLV) for that chemical agent adopted by the American Conference of Governmental Industrial Hygienists (ACGIH) in its publication entitled *Threshold Limit Values and Biological Exposure Indices (TLVs and BEIs)*, as amended from time to time.

4.11 Records Retention

The following records related to Confined Space entry must be kept on file for a minimum of three years or longer such that documentation for at least the two most recent entries are available.

The Facility Services Department shall retain:	<ul style="list-style-type: none"> • Confined Space Inventories • Hazard Assessments • Co-ordination Documents issued by PVNCCDSB • Contractor Confined Space Programs and Training Record submissions
The Health and Safety Officer shall retain:	<ul style="list-style-type: none"> • PVNCCDSB Staff Training Records
The Contractor/Constructor shall retain:	<ul style="list-style-type: none"> • Entry Permits • Staff Training Records • Equipment Inspection Records • Coordination Documents issued by the Constructor

Responsibilities:

The Board of Trustees is responsible to:

- provide the necessary resources to implement and support PVNCCDSB Administrative Procedures.

The Director of Education is responsible to:

- allocate the necessary resources to implement and support this Administrative Procedure
- ensure review of this program at regular intervals

Superintendent of Human Resources Services is responsible to:

- Facilitate program review in consultation with the JHSC and Health and Safety Officer

The Health and Safety Officer is responsible to:

- Facilitate this program through consultation with the Joint Health and Safety Committee (JHSC), and other affected stakeholders, and operating departments.
- Ensure training is developed and delivered in accordance with Section 4.6.
- Ensure information is shared with the JHSC regarding any accident/incident related to a confined space entry

The Facility Services Manager is responsible to:

- Provide required resources to implement and support the program. (Contractors shall provide their own equipment, training and support)
- Allocate departmental responsibilities to develop and maintain the inventory of confined and hazardous spaces in accordance with Section 4.3. The Facility Services department is responsible for ensuring that all confined and hazardous spaces are identified and inventoried
- Allocate departmental responsibilities to establish and maintain the repository of hazard assessments for confined spaces.
- Allocate responsibilities to ensure the confined space inventory and hazard assessment repository are updated to reflect any changes to PVNCCDSB workplaces (example- new construction, updates to HVAC systems or sewer/ well systems)
- Ensure necessary staff are referred to the Health and Safety Officer to receive training in accordance with Section 4.6.
- Attend appropriate training on confined spaces. Training shall be commensurate with duties that they are overseeing as they relate to confined space entry and related work.
- Establish a procedure/ process for record maintenance as described in Section 4.11
- Adherence to Facility Services Supervisor responsibilities also apply where the Facility Services Manager is the Supervisor or lead on a contracted job

The Facility Services Supervisor(s) is responsible to:

- Ensure a qualified person reviews the work activities to occur in a hazardous space prior to work activities occurring for the purpose of determining if the work activities would create a confined space (i.e. work activity creates potential for or an actual atmospheric hazard).

- Ensure contractors, assigned the task of confined space entry, emergency response/rescue and related works, have provided adequate training records to perform the tasks in accordance with this Administrative Procedure
- Ensure that contractors entering into confined spaces comply with the requirements specified in Section 4.2, where applicable.
- Address issues of non-compliance to legislation, policy, procedures or work instructions promptly.
- Report to the PVNCCDSB Health and Safety Officer, and thoroughly and promptly investigate all incidents and accidents related to confined spaces to determine causal factors and ensure adequate controls are put in place.
- Ensure workers are adequately trained (see section 4.6) to implement the provisions of this program.
- Attend appropriate training on confined spaces. Training shall be commensurate with duties that they are overseeing as they relate to confined space entry and related work.
- Prepare and implement the multiple employer coordination documents (when applicable) in accordance with Section 4.2. Where PVNCCDSB approves contractors to enter, or perform works related to a confined space, PVNCCDSB will take on the role of lead employer. The Facilities Services Supervisor responsible for the project must ensure the completion of a Multiple Employer Coordination Document, prior to allowing any worker to enter.
- Where PVNCCDSB has chosen to authorize competent contractors to perform the entry, the Facility Services Supervisor responsible for the project shall ensure disclosure to the contractor in regards to any hazard assessment and knowledge they have with regards to the confined space in question. The contractor may consider this knowledge in concert with their competency in order to complete their required confined space hazard assessment and entry control plan. The multiple coordination document will be used to confirm this delegation of responsibility to the contractor in a clear and concise manner.
- Maintain records in accordance with Section 4.11

Staff are responsible to:

- Adhere to this Administrative Procedure
- Staff SHALL NOT ENTER CONFINED SPACES and shall only enter hazardous spaces after an assessment has been completed to ensure that the work being performed and environmental conditions are such that the definition for a confined space is not met.
- For further clarity, confined space RESCUE PROCEDURES SHALL NOT INVOLVE PVNCCDSB STAFF
- Custodial staff receiving a contractor in their facility are responsible to share the Confined Space Assessments and the Board Administrative Procedure with the contracted staff. This can be accomplished by allowing access to the Confined Space binder for your facility.

The Joint Health and Safety Committee is responsible to:

- Participate in consultation regarding this Administrative Procedure, related training, and review, revisions, and/or modifications of hazard assessments.
- Receive and review any information regarding accident/incidents related to confined space entry

Contractors are responsible to:

- Adhere to this Administrative Procedure
- Where PVNCCDSB has entered into a contract for a construction project and the Contractor is deemed the Constructor, the Constructor will be responsible for the development and/or completion of a Multiple Employer Coordination Document for subcontractors under their authority
- Ensure that their staff entering into confined spaces comply with the requirements specified in Section 4.2, where applicable.
- Ensure workers are adequately trained to perform assigned duties (see section 4.6)
- Provide and maintain all required air monitoring devices and rescue devices, including record keeping for such
- Identify staff who will take on the roles of Entry Supervisor, Entrant, Attendant, and ensure required training, PPE, rescue personnel and devices and supervision is provided to such
- Ensure Entry Supervisors, Attendants, Entrants and rescue worker are identified to all staff involved in an entry.
- Ensure that confined space entries are planned and organized by an Entry Supervisor in accordance with the procedures outlined for each space
- Report to PVNCCDSB (Facility Services Supervisor and Health and Safety Officer) any incident related to a confined space entry
- Complete the hazard assessment prior to entry of any space. PVNCCDSB is responsible to identify any hazards that they are aware of to the contractor.
- Ensure a qualified person conducts and documents a confined space hazard assessment in accordance with Section 4.4 of this program prior to a confined space entry commencing.
- Provide and maintain all equipment, materials and protective devices required to protect workers when performing confined space entry and related work in good working order.
- Ensure all equipment, materials and protective devices that no longer provide the desired protection are immediately removed from service, and thoroughly investigate defective equipment, materials or devices brought to their attention.
- Provide employees, assigned the task of confined space entry, emergency response/rescue and related works, adequate training to perform the tasks
- Ensure a qualified person reviews the work activities to occur in a hazardous space prior to the work activities occurring for the purpose of determining if the work activities would create a confined space (i.e. work activity creates potential for or an actual atmospheric hazard).
- Retain all records of confined space entry, training, and equipment maintenance/ calibration/ testing as per Section 4.11 of this program

- Communicate necessary information and provide necessary documents to their JHSC or health and safety representative as required by O. Reg 632/05

Progress Indicators:

- Any identified non-compliance shall be investigated, and corrective actions implemented.
- The JHSC will receive information regarding any accident/incident related to confined space entry
- The inventory of confined and hazardous spaces will be maintained
- The repository of hazard assessments for confined spaces will be maintained
- Necessary training is received in accordance with Section 4.6
- Records are retained as per Section 4.11 of this program

Definitions:

Adequate, when used in relation to a procedure, plan, material, device, object or thing, means that it is,

- (a) sufficient for both its intended and its actual use, and
- (b) sufficient to protect a worker from occupational illness or occupational injury.

Atmospheric Hazards means,

- (a) the accumulation of flammable, combustible or explosive agents,
- (b) an oxygen content in the atmosphere that is less than 19.5 per cent or more than 23 per cent by volume, or
- (c) the accumulation of atmospheric contaminants, including gases, vapours, fumes, dusts or mists, that could,
 - (i) result in acute health effects that pose an immediate threat to life, or
 - (ii) interfere with a person's ability to escape unaided from a confined space.

Confined Space: "confined space" means a fully or partially enclosed space,

- (a) that is not both designed and constructed for continuous human occupancy, and
- (b) in which atmospheric hazards may occur because of its construction, location or contents or because of work that is done in it.

Competent Person: Persons identified within the confined space program to carry out defined duties. Such persons shall be deemed qualified because they have adequate knowledge, training and experience required to organize the work and its performance, be familiar with applicable occupational health and safety legislation that applies to the work, and have knowledge of any potential or actual danger to health and safety in the workplace. The required level of competency will vary dependent on the nature of the

confined space, the complexity of the tasks to be undertaken and the rescue procedures required.

Entry: The action by which a person passes through an opening into a confined space. Entry is considered to have occurred as soon as any part of the entrant's body breaks the plane of an opening into a confined space.

Flammable/Explosive Atmosphere: An atmosphere that contains a concentration of flammable vapour, gas, or combustible dusts that presents a fire or explosion hazard in relation to the type of work to be performed.

Hazardous Space: means a fully or partially enclosed space that is not both designed and constructed for continuous human occupancy, but does not pose an atmospheric hazard because of its construction, location or contents. This space may become a confined space if the work done in it has the potential to cause an atmospheric hazard.

Hot Work: Work that could produce a source of ignition, such as a spark or open flame. Examples of hot work may include, and not be limited to welding, cutting, grinding, and the use of non-explosion proof (non-intrinsically safe) electrical equipment.

Immediately Dangerous to Life or Health (IDLH) atmosphere: An atmosphere that poses an immediate threat to life, would cause irreversible adverse health effects, or would impair an individual's ability to escape from a dangerous atmosphere.

Lead Employer means an employer who contracts for the services of one or more other employers or independent contractors in relation to one or more confined spaces that are located,

- (a) in the lead employer's own workplace, or
- (b) in another employer's workplace.

Oxygen Deficient Atmosphere: An atmosphere with oxygen content of less than 19.5 % by volume.

Oxygen Enriched Atmosphere: An atmosphere with oxygen content of greater than 23 % by volume.

Related Work: Work that is performed near a confined space in direct support of work inside the confined space. Examples of related work may include, and not be limited to, emergency response/rescue, control of hazardous energy sources, hot works, and attendant works.

References:

- *Ontario Occupational Health and Safety Act*
- *Ontario Regulation 632/05 Confined Spaces*

- *Ontario Regulation 833 Control of Exposure to Biological or Chemical Agents*
- *ACGIH Threshold Limit Values and Biological Exposure Indices (TLVs and BEIs)*
- PVNCCDSB AP 815- Safe Work Procedure: Lock-out/ Tag-out of Energy Sources

Appendices:

- Template- Confined Space Entry Permit
- Template- Multi-Employer Coordination Document

CONFINED SPACE ENTRY PERMIT

CONFINED SPACE INFORMATION

Confined Space # / Description: _____

Confined Space Location: _____

Date Permit Opened (Date and Time): _____

Date Permit Closed (Date and Time): _____

Anticipated Duration of Entry: _____

Multiple employer coordination document has been completed, reviewed and attached to the permit

Yes Not applicable

REVIEW OF HAZARD ASSESSMENT (check for all which apply)

- Confined space hazard assessment has been completed and reviewed.
- Re-evaluation of hazard assessment has been conducted to identify any new hazards due to changes in the work activity, tasks or the process in the work areas.

DESCRIPTION OF WORK (check for all which apply)

- Inspection
- Cleaning
- Preventative maintenance
- Repair
- Hot work
- Other

Task Details: (to be completed for all tasks other than visual inspection)

TASK HAZARD IDENTIFICATION (check for which hazards are present or may be present and describe)

- Atmospheric hazards (O₂, LEL, CO, H₂S, other):
- Physical hazards (heat/cold, noise, other):
- Biological hazards (viruses, bacteria, mould, other):
- Ergonomic hazards (force, posture, repetition, other):
- Psychosocial hazards (claustrophobia, other):
- Safety hazards (energy, slip/trip/fall, entanglement, visibility, other):
- Configuration hazards (slope, layout, obstacles, other):
- Content hazards (residual, engulfment, entrapment, other):
- External hazards (traffic, weather, terrain, other):
- Other hazards:

HAZARD CONTROLS (check for which hazard controls apply)

Site Control	Space Preparation	Control of Hazardous Energy
<input type="checkbox"/> Barricades/guardrail	<input type="checkbox"/> Empty	<input type="checkbox"/> Energy sources disconnected/de-energized? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Entry team locks/tags applied? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Verification of zero energy has been made? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Warning Signs	<input type="checkbox"/> Clean	
<input type="checkbox"/> Rope/Warning Tape	<input type="checkbox"/> Purge or Inert	
<input type="checkbox"/> Secure access door /hatch	<input type="checkbox"/> Depressurize	
<input type="checkbox"/> Other	<input type="checkbox"/> Ventilate	

Hot Work Precautions <input type="checkbox"/> Yes <input type="checkbox"/> No (required for hot work – check <input checked="" type="checkbox"/> for all hazard controls)		
<input type="checkbox"/> Hot work permit attached	<input type="checkbox"/> LEL < 0%	<input type="checkbox"/> Portable fire extinguisher available at space
<input type="checkbox"/> Continuous atmospheric monitoring		
<input type="checkbox"/> Continuous ventilation		
Ventilation Controls <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes check <input checked="" type="checkbox"/> for which hazard controls apply)		
<input type="checkbox"/> Natural	Must ventilation be explosion proof?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Mechanical supply	Must ventilation continue during worker entry?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Mechanical exhaust	Is ventilation adequately alarmed should it fail?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Other:		
Electrical Equipment and Lighting <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes check <input checked="" type="checkbox"/> for which hazard controls apply)		
Energy Source	Electrical Tool/Equipment Protection	Illumination
<input type="checkbox"/> Generator	<input type="checkbox"/> GFCI	<input type="checkbox"/> Natural only
<input type="checkbox"/> Standard outlet	<input type="checkbox"/> Positive grounded tools /equipment	<input type="checkbox"/> Portable lamp
<input type="checkbox"/> Battery powered	<input type="checkbox"/> Insulated tools	<input type="checkbox"/> Headlamp
<input type="checkbox"/> Other:	<input type="checkbox"/> Explosion proof equipment	<input type="checkbox"/> Flashlight
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Personal Protective Equipment <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes check <input checked="" type="checkbox"/> for which PPE is required)		
<input type="checkbox"/> Hardhat	<input type="checkbox"/> Safety glasses	
<input type="checkbox"/> Hearing protection	<input type="checkbox"/> Goggles	
<input type="checkbox"/> Steel toe boots	<input type="checkbox"/> Faceshield	
<input type="checkbox"/> Rubber/PVC steel toe boots	<input type="checkbox"/> Coveralls / Long sleeve/pants	
<input type="checkbox"/> Gloves (specify):	<input type="checkbox"/> Disposable protective coveralls (e.g. Tyvek or similar)	
<input type="checkbox"/> Respiratory protection (specify):		
METHOD OF ACCESS/EGRESS (check <input checked="" type="checkbox"/> for all which apply)		
<input type="checkbox"/> Horizontal	<input type="checkbox"/> Vertical	<input type="checkbox"/> Above grade entry point <input type="checkbox"/> Lower/haul required
<input type="checkbox"/> Ladder (fixed access)	<input type="checkbox"/> Ladder (portable)	<input type="checkbox"/> Ramp or walkway <input type="checkbox"/> Scaffold
<input type="checkbox"/> Stairwell	<input type="checkbox"/> Other (specify):	
Fall Protection and Retrieval Devices (check <input checked="" type="checkbox"/> for all which apply)		
<input type="checkbox"/> Guardrail	<input type="checkbox"/> Full body harness	<input type="checkbox"/> Rope system Other (specify):
<input type="checkbox"/> Davit arm	<input type="checkbox"/> Lifeline	<input type="checkbox"/> Self retracting lifeline
<input type="checkbox"/> Tripod	<input type="checkbox"/> Lanyard	<input type="checkbox"/> Approved connectors
<input type="checkbox"/> Self retracting lifeline with winch		
COMMUNICATION (check <input checked="" type="checkbox"/> for all which apply)		NOTIFICATION (Check <input checked="" type="checkbox"/> for all controls)
Communication With Entrant/Means to Summon Rescue		<input type="checkbox"/> Rescue personnel notified and available?
<input type="checkbox"/> Visual	<input type="checkbox"/> Phone	<input type="checkbox"/> First aider notified and available?
<input type="checkbox"/> Verbal	<input type="checkbox"/> Cell phone	<input type="checkbox"/> Affected personnel notified?
<input type="checkbox"/> Radio	<input type="checkbox"/> Radio	
<input type="checkbox"/> Lifeline signals	<input type="checkbox"/> Intercom	<input type="checkbox"/> Contractors employees notified?
<input type="checkbox"/> Light/noise signals	<input type="checkbox"/> Air horn	
<input type="checkbox"/> Other:		

ENTRANT LOG

Authorized Attendant(s) _____
(name and signature) _____

Name of Entrant(s)	Entrant Initials		Attendant - indicate time individual's enter or exit the space							
	Trained	Briefed	In	Out	In	Out	In	Out	In	Out
1.										
2.										
3.										
4.										

Name(s) of Rescue Team Members where an Entry Rescue is required

1. _____
2. _____
3. _____
4. _____

Notes:

MULTIPLE EMPLOYER COORDINATION DOCUMENT

PVNCCDSB Manager/ Designated Authority: _____
 Contract / Client Agreement # _____
 Nature of Work: _____
 Confined Space Description / # _____

Employer A: _____
 Employer B: _____
 Employer C: _____

Action Required	PVNCCDSB	Employer A	Employer B	Employer C	Additional Comments
Identify Lead Employer (for non-construction projects which include maintenance and inspection)					
Identify Constructor (where a construction project is being contracted)					
PVNCCDSB (Lead Employer) or Constructor Manager or designate is required to identify competent party responsible to:					
Confirm there is a confined space program (O. Reg. 632/05, s. 5)					
Conduct confined space hazard assessment (O. Reg. 632/05, s. 6)					
Develop confined space entry plan (O. Reg. 632/05, s. 7)					
Deliver plan specific training (O. Reg. 632/05, s. 9)					
Complete confined space entry permit (O. Reg. 632/05, s. 10)					
Provide emergency response/rescue procedures (O. Reg. 632/05, s. 11)					
Provide adequate emergency response/rescue and communication equipment (O. Reg. 632/05, s. 12)					
Ensure adequate protection from hazardous energy sources (O. Reg. 632/05, s. 14)					
Ensure Attendant is assigned (O. Reg. 632/05, s. 15)					
Ensure means of adequate access/egress (O. Reg. 632.05, s. 16)					
Implement methods to prevent unauthorized entry (O. Reg. 632/05, s. 17)					
Ensure adequate atmospheric monitoring (O. Reg. 632/05, s. 18)					
Ensure adequate monitoring and protection for explosive and flammable atmospheres (O. Reg. 632/05, s. 19)					
Ensure adequate ventilation and/or purging, as needed (O. Reg. 632/05, s. 20)					
Ensure circulation of coordination document to each employer and their JHSC (O. Reg. 632/05, s. 4)					

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Stephen O’Sullivan, Superintendent

Subject: AP809 – Occupational Health & Safety

Background:

This Administrative Procedure is required by law under the Occupational Health & Safety Act (the Act). The Act requires this AP be reviewed on an annual basis.

Recommended Changes:

- Revised progress indicators.
- Amended responsibilities of Trustees so that they are aligned with other APs.

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #809, Occupational Health and Safety, be received and posted as amended under Directional Policy #800, Healthy Schools and Workplaces.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Occupational Health and Safety	Administrative Procedure Number 809
Directional Policy 800 Healthy Schools and Workplaces	

TITLE OF ADMINISTRATIVE PROCEDURE:

Occupational Health and Safety

DATE APPROVED:

April 18, 2023

PROJECTED REVIEW DATE:

April, 2024

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy. The Board recognizes that the health and well-being of our staff is foundational to their success. A healthy environment involves being respectful of one another's social, emotional, spiritual and physical well-being. We all have a collective responsibility to create healthy work environments to keep our staff safe.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

One of the pillars of the PVNC Catholic District School Board's 2021-2025 Strategic Plan is *Being Well*. The Board is committed to providing a safe and healthy working environment for all employees and shall comply with the responsibilities placed upon employers by the Occupational Health and Safety Act.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

ACTION REQUIRED:

The Board will take every precaution reasonable to protect the health and safety of employees. This shall be accomplished by ensuring the development of health and safety policies, procedures and programs to support this objective.

As workplace health and safety is a joint responsibility, the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) and all of its employees are to act in compliance with the requirements of the Occupational Health and Safety Act.

The Board recognizes and endorses the Internal Responsibility System philosophy, whereby all workplace parties share the responsibility for health and safety. The Occupational Health and Safety Act defines responsibilities for the employer, the supervisor, employees, and the Multi-workplace Joint Health and Safety Committee.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment of this Administrative Procedure with the Healthy Schools and Workplaces Directional Policy;
- Reviewing the Occupational Health and Safety Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for the implementation of and compliance with this Administrative Procedure;
- Reviewing this Administrative Procedure annually;
- Providing a semi-annual report on health and safety issues at a regular meeting of the Board.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;
- Ensuring the appointment of 'competent persons' as principals, managers and supervisors as defined under the Occupational Health and Safety Act and required within Section 25 (2)(c) of the same;
- Ensuring the provision of health and safety orientation sessions for all new hires or those transferring to new roles;
- Maintaining and supporting the Multi-Workplace Joint Health and Safety Committee (hereinafter referred to as the JHSC);

- Ensuring the JHSC establishes a Terms of Reference and maintains Ministry of Labour, Training and Skills Development approval of such.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring compliance with health and safety training, legislation, policy, procedures and programs;
- Receiving health and safety concerns, investigating the concerns, and responding with appropriate corrective actions;
- Advising staff of potential hazards in their place of employment;
- Investigating accidents and taking steps to prevent recurrence.

Workers are responsible for:

- Protecting personal health and safety by working in compliance with legislation and with safe work practices and procedures established by the board;
- Immediately reporting to their supervisor any safety hazards of which they become aware.

Joint Health and Safety Committee is responsible for:

- Adhering to the responsibilities delegated under the Occupational Health and Safety Act and contained within the Multi-Site JHSC Terms of Reference approved by the Ministry of Labour, Training and Skills Development.

PROGRESS INDICATORS:

- Timely submission of JHSC reports to the Director as defined in the Terms of Reference.
- Completion of legislated worker and supervisor health and safety awareness training.

DEFINITIONS:

COMPETENT PERSON - as defined in the Occupational Health and Safety Act, a Competent person means a person who,

- a) is qualified because of knowledge, training and experience to organize the work and its performance,
- b) is familiar with the (Occupational Health and Safety) Act and the regulations that apply to the work, and

- c) has knowledge of any potential or actual danger to health or safety in the workplace.

WORKER - as defined under the Occupational Health and Safety Act

REFERENCES:

[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)

[O. Reg. 297/13: Occupational Health And Safety Awareness And Training](#)

Terms of Reference – Joint Health and Safety Committee

BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Occupational Health and Safety	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP- 809
<small>Directional Policy</small> Healthy Schools and Workplaces - 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

Occupational Health and Safety

DATE APPROVED: February, 2022

PROJECTED REVIEW DATE: February, 2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy. The Board recognizes that the health and well-being of our staff is foundational to their success. A healthy environment involves being respectful of one another’s social, emotional, spiritual and physical well-being. We all have a collective responsibility to create healthy work environments to keep our staff safe.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Board is committed to providing a safe and healthy working environment for all employees and shall comply with the responsibilities placed upon employers by the Occupational Health and Safety Act.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

ACTION REQUIRED:

The Board will take every precaution reasonable to protect the health and safety of employees. This shall be accomplished by ensuring the development of health and safety policies, procedures and programs to support this objective.

As workplace health and safety is a joint responsibility, the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) and all

of its employees are to act in compliance with the requirements of the Occupational Health and Safety Act.

The Board recognizes and endorses the Internal Responsibility System philosophy, whereby all workplace parties share the responsibility for health and safety. The Occupational Health and Safety Act defines responsibilities for the employer, the supervisor, employees, and the Multi-workplace Joint Health and Safety Committee.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- Reviewing the Occupational Health and Safety Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for the implementation of and compliance with this Administrative Procedure;
- Reviewing this Administrative Procedure annually;
- Providing a semi-annual report on health and safety issues at a regular meeting of the Board.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;
- Ensuring the appointment of 'competent persons' as principals, managers and supervisors as defined under the Occupational Health and Safety Act and required within Section 25 (2)(c) of the same;
- Ensuring the provision of health and safety orientation sessions for all new hires or those transferring to new roles;
- Maintaining and supporting the Multi-Workplace Joint Health and Safety Committee (hereinafter referred to as the JHSC);
- Ensuring the JHSC establishes a Terms of Reference and maintains Ministry of Labour, Training and Skills Development approval of such.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring compliance with health and safety training, legislation, policy, procedures and programs;
- Receiving health and safety concerns, investigating the concerns, and responding with appropriate corrective actions;

- Advising staff of potential hazards in their place of employment;
- Investigating accidents and taking steps to prevent recurrence.

Workers are responsible for:

- Protecting personal health and safety by working in compliance with legislation and with safe work practices and procedures established by the board;
- Immediately reporting to their supervisor any safety hazards of which they become aware.

Joint Health and Safety Committee is responsible for:

- Adhering to the responsibilities delegated under the Occupational Health and Safety Act and contained within the Multi-Site JHSC Terms of Reference approved by the Ministry of Labour, Training and Skills Development.

PROGRESS INDICATORS:

- Ensuring the JHSC reports periodically to Director as defined in the Terms of Reference;
- Addressing and resolving Occupational Health and Safety concerns in a timely fashion.

DEFINITIONS:

COMPETENT PERSON - as defined in the Occupational Health and Safety Act, a Competent person means a person who,

- a) is qualified because of knowledge, training and experience to organize the work and its performance,
- b) is familiar with the (Occupational Health and Safety) Act and the regulations that apply to the work, and
- c) has knowledge of any potential or actual danger to health or safety in the workplace.

WORKER - as defined under the Occupational Health and Safety Act

REFERENCES:

[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)

Terms of Reference – Joint Health and Safety Committee

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Stephen O’Sullivan, Superintendent

Subject: AP508 – Workplace Harassment Prevention.

Background:

This Administrative Procedure is required by law under the Occupational Health & Safety Act (the Act). The Act requires this AP be reviewed on an annual basis.

Recommended Changes:

- Included specific reference to employees using the Joint Protocol for Enhancing Positive Relationships in the Workplace
- Clarified process for appointing a mediator to try and resolve issues (Appendix A)

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy

Policy Development Committee

B.4 a)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #508, Workplace Harassment Prevention, be received and posted as amended under Directional Policy #500, Employee Relations.



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Workplace Harassment Prevention	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP- 508
<small>Directional Policy</small> Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Harassment Prevention

DATE APPROVED:

April 18, 2023

PROJECTED REVIEW DATE:

April, 2024

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The PVNC Catholic District School Board will ensure that all employees act, and are seen to be acting, in the best interest of the students they serve as they conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Workplace Harassment Prevention Administrative Procedure supports the Board's Multi-Year Strategic Plan to inspire faith, value relationships, nurture mental health & well-being, ensuring equity and maximizing resources.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)**ACTION REQUIRED:****1.0 How to Deal with an Issue in the Workplace**

If you are experiencing issues with the conduct or behaviour of one of your co-workers, there are some things that may be done in advance of filing a harassment complaint.

a. Speak to the Person

If you feel able to do so, advise the person the behaviour is unwelcome verbally or in written communication to stop the behaviour. In many cases, when the offender is aware their conduct is unwelcome and will not be tolerated the behaviour will stop. Harassment and discrimination negatively affects everyone. Bystanders are also encouraged to speak up and ask an offender to stop.

Some of the things an employee may say to another employee that might stop the behaviour include:

- I don't want you to do/say that
- Please stop doing or saying that
- It makes me uncomfortable when you do/say that
- I don't find it funny when you do/say that

b. Document the Conduct

Take notes of the offensive conduct by writing down what happened, the time and date(s) when it happened and the names of those who were present. Write down what was said by all parties.

c. Involve a Union / Association Representative

If an employee is part of a union or association, a union or association representative may be a good person to get advice from and/or intervene on your behalf. This could involve use of the Joint Protocol for Enhancing Positive Relationships in the Workplace.

2.0 Confidentiality:

2.1 Procedural fairness requires that the respondent to a complaint be apprised of the nature of the complaint and by whom it has been made so that they have an opportunity to respond to the allegations. A copy of the Workplace Harassment Formal Complaint Form will be shared with employee respondents to a complaint. The disclosure of witness names and statements to the parties may also be necessary.

2.2 All correspondence and other documents generated under these Procedures must, subject to the Municipal Freedom of Information and Protection of

Privacy Act, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in Human Resource Services.

- 2.3 The Board may be required to provide information obtained during an investigation to an outside agency such as, but not limited to, police services, court or tribunal that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act.

3.0 Misuse of Complaint Process and Reprisals:

- 3.1 If there is a determination on a balance of probabilities that a complaint has been filed in bad faith, the complaint process will discontinue and disciplinary action will occur.
- 3.2 Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals will be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

4.0 Rights of Complainants, Respondents and Witnesses:

- 4.1 Nothing in this Procedure denies or limits access to other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. Where there is such an occurrence, this process will cease until the parties and their respective representatives have met with the Superintendent of Schools/Human Resource Services to determine whether a formal investigation must proceed or whether the complainant wishes to proceed under another process. Multiple processes will not be permitted to proceed concurrently.
- 4.2 Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support in the form of a union or association representative, if applicable.
- 4.3 Each employee has the right and is encouraged to contact his or her union/association for assistance and advice throughout this process.
- 4.4 The complainant is free to commence the complaint procedure at the formal stage outlined herein (see Appendix A). The complainant is also free to discontinue a complaint at any time. The Board, however, may deem the circumstances worthy of further investigation and initiate its own action.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.

- Reviewing the Workplace Harassment Prevention Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Reviewing the Administrative Procedure with respect to workplace harassment as often as necessary, but at least annually.

Superintendents are responsible for:

- Collecting all pertinent information relating to the behaviours and the reported circumstances.

Human Resource Services is responsible for:

- Ensuring that employees are informed of this Administrative Procedure and how it can be accessed.
- Reviewing this Administrative Procedure at orientations for all employees.

Principals, Vice-Principals, Managers and Supervisors are responsible for:

- Notifying Human Resource Services of workplace harassment incident complaints.
- Posting this Administrative Procedure at a conspicuous place in the workplace.
- Addressing and attempting to resolve disputes in a timely fashion.
- Maintaining confidentiality in the complaint process.
- Informing witnesses while obtaining a statement, such statements will be maintained in strict confidence, subject to their ability to conduct a full and thorough investigation.

Board employees are responsible for:

- Initiating complaints if the employee believes he/she is the target of harassment or has witnessed harassment directly, have received reports of harassment incidents, or have reasonable grounds to suspect that harassment is occurring.
- Ensuring all matters are confidential, whether the employee is complainant, respondent, or any other way involved with the complaint, unless legally required to report.
- Giving consideration to use of the Joint Protocol for Enhancing Positive Relationships in the Workplace in an effort to resolve the matter before a formal complaint.

PROGRESS INDICATORS:

- PVNCCDSB will continue to provide a work environment in which all workers are treated with respect and dignity.
- Workplace harassment complaints will be addressed and resolved in a timely fashion.

DEFINITIONS:

Workplace Harassment - engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Workplace harassment also includes workplace sexual harassment.

Workplace Sexual Harassment -

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

Workplace - any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this Administrative Procedure.

Reprisal - any act of retaliation, either direct or indirect.

Supervisory and Managerial Personnel - include principals, vice-principals, managers, supervisors, superintendents, and directors.

Time Limits - set out in the Board's Administrative Procedure; can be extended if, upon the determination of the Board and/or Superintendent of Human Resource Services, or designate, there is an appropriate reason for doing so, or if both parties agree. The Board adopts the one year time frame prescribed by the Human Rights Code and the Board may, at its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than one (1) year before the complaint was filed.

RELATED DOCUMENTS:

APPENDIX A – Formal Resolution Process

APPENDIX B – Workplace Harassment Formal Complaint Form

APPENDIX C – Workplace Harassment Complaint Process Flow Chart

[PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)

REFERENCES:

[Canadian Charter of Rights and Freedoms](#)
[Ontario Human Rights Code, R.S.O. 1990, c.H.19](#)
[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)
[Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
[Teaching Profession Act, R.S.O. 1990, c.T.2](#)
[Ontario College of Teachers Act, S.O. 1996, c.12](#)
[The Early Childhood Educators Act, S.O. 2007, c.7, Schedule 8](#)
[Code of Ethics for Catholic School Trustees](#)
[Social Work and Social Service Work Act, S.O. 1998, c.31](#)
[Psychology Act, S.O. 1991, c.38](#)
[PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)
[Bill 132, Sexual Violence and Harassment Action Plan Act \(Supporting Survivors and Challenging Sexual Violence and Harassment\), 2016](#)
[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)
[Education Act, RSO 1990, c. E.2](#)



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Workplace Harassment Prevention	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP- 508
<small>Directional Policy</small> Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Harassment Prevention

DATE APPROVED: February, 2022

PROJECTED REVIEW DATE: February, 2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The PVNC Catholic District School Board will ensure that all employees act, and are seen to be acting, in the best interest of the students they serve as they conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Workplace Harassment Prevention Administrative Procedure supports the Board's Multi-Year Strategic Plan to inspire faith, value relationships, nurture mental health & well-being, ensuring equity and maximizing resources.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

ACTION REQUIRED:**1.0 How to Deal with an Issue in the Workplace**

If you are experiencing issues with the conduct or behaviour of one of your co-workers, there are some things that may be done in advance of filing a harassment complaint.

a. Speak to the Person

If you feel able to do so, advise the person the behaviour is unwelcome verbally or in written communication to stop the behaviour. In many cases, when the offender is aware their conduct is unwelcome and will not be tolerated the behaviour will stop. Harassment and discrimination negatively affects everyone. Bystanders are also encouraged to speak up and ask an offender to stop.

Some of the things an employee may say to another employee that might stop the behaviour include:

- I don't want you to do/say that
- Please stop doing or saying that
- It makes me uncomfortable when you do/say that
- I don't find it funny when you do/say that

b. Document the Conduct

Take notes of the offensive conduct by writing down what happened, the time and date(s) when it happened and the names of those who were present. Write down what was said by all parties.

c. Involve a Union / Association Representative

If an employee is part of a union or association, a union or association representative may be a good person to get advice from and/or intervene on your behalf. This could involve use of the Joint Protocol for Enhancing Positive Relationships in the Workplace.

2.0 Confidentiality:

2.1 Procedural fairness requires that the respondent to a complaint be apprised of the nature of the complaint and by whom it has been made so that they have an opportunity to respond to the allegations. A copy of the Workplace Harassment Formal Complaint Form will be shared with employee respondents to a complaint. The disclosure of witness names and statements to the parties may also be necessary.

2.2 All correspondence and other documents generated under these Procedures must, subject to the Municipal Freedom of Information and Protection of Privacy Act, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in Human Resource Services.

2.3 The Board may be required to provide information obtained during an investigation to an outside agency such as, but not limited to, police services, court or tribunal that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act.

3.0 Misuse of Complaint Process and Reprisals:

3.1 If there is a determination on a balance of probabilities that a complaint has been filed in bad faith, the complaint process will discontinue and disciplinary action will occur.

3.2 Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals will be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

4.0 Rights of Complainants, Respondents and Witnesses:

4.1 Nothing in this Procedure denies or limits access to other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. Where there is such an occurrence, this process will cease until the parties and their respective representatives have met with the Superintendent of Schools/Human Resource Services to determine whether a formal investigation must proceed or whether the complainant wishes to proceed under another process. Multiple processes will not be permitted to proceed concurrently.

4.2 Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support in the form of a union or association representative, if applicable.

4.3 Each employee has the right and is encouraged to contact his or her union/association for assistance and advice throughout this process.

4.4 The complainant is free to commence the complaint procedure at the formal stage outlined herein (see Appendix A). The complainant is also free to discontinue a complaint at any time. The Board, however, may deem the circumstances worthy of further investigation and initiate its own action.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.
- Reviewing the Workplace Harassment Prevention Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Reviewing the Administrative Procedure with respect to workplace harassment as often as necessary, but at least annually.

Superintendents are responsible for:

- Collecting all pertinent information relating to the behaviours and the reported circumstances.

Human Resource Services is responsible for:

- Ensuring that employees are informed of this Administrative Procedure and how it can be accessed.
- Reviewing this Administrative Procedure at orientations for all employees.

Principals, Vice-Principals, Managers and Supervisors are responsible for:

- Notifying Human Resource Services of workplace harassment incident complaints.
- Posting this Administrative Procedure at a conspicuous place in the workplace.
- Addressing and attempting to resolve disputes in a timely fashion.
- Maintaining confidentiality in the complaint process.
- Informing witnesses while obtaining a statement, such statements will be maintained in strict confidence, subject to their ability to conduct a full and thorough investigation.

Board employees are responsible for:

- Initiating complaints if the employee believes he/she is the target of harassment or has witnessed harassment directly, have received reports of harassment incidents, or have reasonable grounds to suspect that harassment is occurring.
- Ensuring all matters are confidential, whether the employee is complainant, respondent, or any other way involved with the complaint, unless legally required to report.

PROGRESS INDICATORS:

- PVNCCDSB will continue to provide a work environment in which all workers are treated with respect and dignity.
- Workplace harassment complaints will be addressed and resolved in a timely fashion.

DEFINITIONS:

Workplace Harassment - engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

Workplace Sexual Harassment -

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

Workplace - any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this Administrative Procedure.

Reprisal - any act of retaliation, either direct or indirect.

Supervisory and Managerial Personnel - include principals, vice-principals, managers, supervisors, superintendents, and directors.

Time Limits - set out in the Board's Administrative Procedure; can be extended if, upon the determination of the Board and/or Superintendent of Human Resource Services, or designate, there is an appropriate reason for doing so, or if both parties agree. The Board adopts the one year time frame prescribed by the Human Rights Code and the Board may, at its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than one (1) year before the complaint was filed.

RELATED DOCUMENTS:

APPENDIX A – Formal Resolution Process

APPENDIX B – Workplace Harassment Formal Complaint Form

APPENDIX C – Workplace Harassment Complaint Process Flow Chart

[PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)

REFERENCES:

[Canadian Charter of Rights and Freedoms](#)

[Ontario Human Rights Code, R.S.O. 1990, c.H.19](#)

[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)

[Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)

[Teaching Profession Act, R.S.O. 1990, c.T.2](#)

[Ontario College of Teachers Act, S.O. 1996, c.12](#)

[The Early Childhood Educators Act, S.O. 2007, c.7, Schedule 8](#)

Code of Ethics for Catholic School Trustees

[Social Work and Social Service Work Act, S.O. 1998, c.31](#)

[Psychology Act, S.O. 1991, c.38](#)

[PVNCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)

[Bill 132, Sexual Violence and Harassment Action Plan Act \(Supporting Survivors and Challenging Sexual Violence and Harassment\), 2016](#)

[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)

[Education Act, RSO 1990, c. E.2](#)

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Stephen O’Sullivan, Superintendent

Subject: AP509 – Workplace Violence Prevention

Background:

This Administrative Procedure is required by law under the Occupational Health & Safety Act (the Act). The Act requires this AP be reviewed on an annual basis.

Recommended Changes:

- Included specific reference to AP912 - AP 912 Supporting Positive Student Behaviour - Safety for All
- Clarified Language in 3 (c) (iii) to clarify Principal action required.
- Amended responsibilities of Trustees so that they are aligned with other APs.
- Revised Appendix A with new resources and current hyperlinks.

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #509, Workplace Violence Prevention, be received and posted as amended under Directional Policy #500, Employee Relations.



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Workplace Violence Prevention	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP - 509
<small>Directional Policy</small> Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Violence Prevention

DATE APPROVED:

April 18, 2023

PROJECTED REVIEW DATE:

April, 2024

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy by identifying the expectations and requirements that employees will follow in relation to matters of workplace violence. The PVNC Catholic District School Board will ensure that all employees engage with students appropriately and perform training to support this requirement.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

One of the pillars of the PVNC Catholic District School Board's 2021-2025 Strategic Plan is *Being Well*. This Administrative Procedure aligns with this pillar in its intention to build supportive, inclusive and effective learning and working environments through supportive relationships among all members of the learning community in order to ensure physical and emotional safety of self and spirit.

The Board is committed to the prevention of workplace violence and is ultimately responsible for worker health and safety. The Board will take whatever steps are reasonable to protect workers from workplace violence.

The Occupational Health & Safety Act defines workplace violence as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

ACTION REQUIRED:

1. What to do if you Experience Workplace Violence

Summon Immediate Assistance - If an employee is involved in a violent incident the immediate steps they should take to reduce risk of injury are:

- a. Where possible, remove oneself and others under your care (i.e. students) from the situation;
- b. Summon assistance from a supervisor, principal or designate, or a nearby staff member;
- c. If needed, call 911 or request that a colleague call 911 when faced with imminent danger; and
- d. Report the incident to the supervisor, principal or designate at the earliest possible opportunity.

Refer to *Section 3 Reporting and Investigating Incidents of Workplace Violence* for further detail.

2. Domestic Violence Awareness and Response

- a. Employees are encouraged to inform their Principal/Supervisor if they are experiencing domestic violence outside of the workplace or become aware of domestic violence that may create a risk to themselves or others in the workplace (whether the notifying employee is the victim or not).

- b. When a Principal/Supervisor is informed of an employee experiencing domestic violence, the Principal/Supervisor will gauge the nature and extent of the threat and take actions (as deemed appropriate) to protect employees and students, under the advice of their Superintendent and Human Resource Services, regardless of whether the threat of domestic violence is from a co-worker or from someone outside of the workplace. Actions may include, but are not limited to:
 - i. A [Notification of Potential Risk form \(HR32\)](#) to appropriate employees
 - ii. Informing Police
 - iii. Requesting restraining orders / trespass orders
 - iv. Provision/ development of an employee safety plan
- c. When possible, Principals/Supervisors are to make available to all employees information about supports available for victims of domestic violence (i.e. Employee and Family Assistance Plan, community counseling, support groups, shelters, and the Police). When possible, Principals/Supervisors will remind potential victims of domestic violence in the workplace of these resources. See Appendix B for a list of resources.
- d. In all circumstances, a Principal/Supervisor must tell the victim that if they feel at risk of physical harm, whether inside or outside the workplace or at home, the employee should contact the Police.
- e. Additionally, the Principal/Supervisor shall ensure that the workplace violence program is reviewed with the employee when the Principal/Supervisor becomes aware of the risk of domestic violence.

3. Reporting and Investigating Incidents of Workplace Violence

- a. By an Employee against another Employee of the Board:
 - i. All incidents of workplace violence by an employee against another employee must be immediately reported to the employee's Principal/Supervisor.
 - ii. The Principal/Supervisor will determine if immediate action is necessary and shall consult with their Superintendent or the Superintendent of Human Resource Services. This may include removing the employee from the presence of the alleged aggressor if it is safe to do so.
 - iii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter.

- iv. Upon receipt of the HR5, the Principal/Supervisor will investigate the allegations in consultation with Human Resource Services. Such investigation may include interviewing and/or obtaining statements from individuals with knowledge of the events in question and reviewing any other relevant supporting materials. The employee being accused of workplace violence will be made aware of, and provided the opportunity to respond to, the allegations against them during the course of the investigation.
 - v. If the employee has concerns with respect to their Principal/Supervisor subjecting them to workplace violence, the employee will contact the Superintendent of Human Resource Services to report the incident. In the event that the employee has concerns with respect to their Principal/Supervisor, alternative arrangements with respect to the investigation process outlined above will be undertaken.
- b. By a Student against an Employee of the Board:
- i. All incidents of workplace violence by a student against an employee must be immediately reported to the employee's Principal/Supervisor.
 - ii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter. The employee may also be required to complete a Safe Schools Form 20.
 - iii. The Principal/Supervisor will investigate the specifics of the reported incident and respond to the HR5 with any steps taken to prevent a recurrence. This may include the creation/amendment of a student safety plan, use of personal protective equipment, creation/communication of a [Notification of Potential Risk form \(HR32\)](#), debriefing with the employee, or other action as deemed necessary by the Principal/Supervisor or other appropriate action outlined in Board [AP 912 Supporting Positive Student Behaviour - Safety for All](#).
 - iv. It is recognized that enhanced measures may be required for students identified with special needs presenting symptomatic behaviours where there is a risk of injury for employees. When a violent incident occurs, the staff maybe involved with reviewing and altering the Safety Plan as per Board [AP 912 Supporting Positive Student Behaviour - Safety for All](#).
- c. By a Third Party (e.g. parent, visitor, contractor, etc.) against an Employee of the Board:
- i. All incidents of workplace violence by a third party against an employee must be immediately reported to the employee's Principal/Supervisor.

- ii. The Principal/Supervisor will determine if immediate action is necessary and shall consult with their Superintendent or the Superintendent of Human Resource Services.
- iii.
- iv. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter.
- v. When a threat of workplace violence exists, the Principal/Supervisor or designate will convene a meeting with appropriate stakeholders to ensure the safety of an employee from workplace violence. Actions to mitigate the risks posed to the employee could include the creation of a [Notification of Potential Risk form \(HR32\)](#), contacting police, limiting access to the workplace, establishing a work alone plan, etc.

4. Notification of Potential Risk from a person with a History of Violent Behaviour

The Principal/Supervisor will ensure that employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:

- a. The worker can be expected to encounter that person in the course of their work; and
- b. The risk of workplace violence is likely to expose the worker to physical injury

The Principal/Supervisor will use [Notification of Potential Risk form \(HR32\)](#), attached as Appendix A, to ensure appropriate disclosure to affected employee(s) of persons with a history of violence posing a potential threat to employee safety.

A record of [Notification of Potential Risk form \(HR32\)](#) is to be completed and stored in a confidential manner in the Principal/Supervisor's office. Each employee meeting the criteria set out in the paragraph above must review the form annually and sign off that they are aware of the information identified on the form. This includes occasional and supply staff as well as support services staff who may be expected to encounter the person while on school premises. It will be the Principal/Supervisor's responsibility to ensure this disclosure is made to each affected employee.

5. Workplace Violence Risk Assessments

- a. Risk Assessments:
The Board will ensure each work location completes a risk assessment

respecting the potential for violent incidents at that work location and during work activities within the Board's jurisdiction during employment-related events and activities.

During this process, an assessment will be made of the risks of workplace violence that may arise from:

- the nature of the workplace
- the type of work
- the conditions of work

The assessment will consider circumstances common to other school boards and circumstances specific to the PVNC Catholic District School Board.

The results of risk assessments and risk re-assessments will be shared with the members of the PVNCCDSB's Multi Site Joint Health and Safety Committee.

b. Risk Re-assessments:

A reassessment of the risks of workplace violence will be undertaken as often as is necessary to ensure that the workplace violence policy and program continues to protect workers from workplace violence. Changes or events within the Board that may warrant a reassessment may include: an increase in the number, frequency or severity of workplace violence incidents for that specific workplace; a change in the physical environment of the workplace; a change in the student population of a school or a change in curriculum or scheduling, to determine if such change could impact the potential for workplace violence.

Risk reassessments will be completed a minimum of once every three (3) years. Consideration should be given to a risk reassessment being completed when a new Principal/Supervisor is appointed to the school/department.

Completed risk assessments will identify workplace violence risks as well as measures and procedures taken to control the identified risks within the workplace.

The results of risk assessments and risk re-assessments will be shared with the members of the PVNCCDSB's Multi Site Joint Health and Safety Committee.

c. Controlling the Risk of Workplace Violence -

Measures and procedures to control the risks of workplace violence could include (but are not limited to):

- Identifying a means to summon immediate assistance if required. Measures and procedures to summon immediate assistance should be appropriate given the specific circumstances.
- Video Surveillance in accordance with Administrative Procedure AP 1208
- Violence Threat Risk Assessment Process (Police School Board Protocol)
- Maintaining community policing relationships
- Work Alone Procedures
- HR 32 Notification of Potential Risk of Injury from a Person with a History of Violence
- Workplace Violence Risk Assessments and Reassessments
- Adherence to Safe and Accepting Schools Administrative Procedures and other applicable school board policies, regulations or programs
- Employee training in Workplace Violence Prevention (including domestic violence)
- Establishing and maintaining controlled access to school buildings
- Provision of communication systems such as phones, walkie-talkies and public address systems
- Regular maintenance and repairs of facilities
- Consideration to barriers and other measures

6. Work Refusals

The *Occupational Health and Safety Act* (the “OHS”) allows workers the right to refuse work where the worker has reason to believe that workplace violence is likely to endanger himself or herself. Should a situation of work refusal arise, the requirements of the OHS (process outlined in the [PVNCCDSB Work Refusal Process](#)) will apply.

Please note- Regulation 857- Teachers, made under the *OHS* states that Part V of the *OHS* (Work Refusals) does not apply to teachers, as defined in the *Education Act*, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.

7. Support for Employees

The Board recognizes the trauma that may come from a violent incident in the workplace. The Board is committed to the health and well being of our employees. Principals and Supervisors will ensure debriefs happen as soon as possible and employees are provided information so they can access necessary support. See [Appendix B](#) for a list of resources available.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- Ensuring this Administrative Procedure aligns with the Employee Relations Directional Policy.
- Reviewing the Workplace Violence Prevention Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring annual review of this Administrative Procedure to ensure compliance with the provisions of the Occupational Health and Safety Act

Superintendent of Human Resource Services is responsible for:

- Consulting with Principals/Supervisor when evaluating workplace violence incidents.
- Ensuring the Joint Health & Safety Committee is informed if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence.
- Ensuring the Joint Health and Safety Committee is advised of the results on any workplace violence assessment/ reassessment and provided a copy if it is in writing

Superintendents are responsible for:

- Ensuring that the relevant employees under their direction have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - the employee can be expected to encounter that person in the course of his or her work; and
 - the risk of workplace violence is likely to expose the employee to physical injury. This is accomplished by ensuring [HR Form 32 Notification of Potential Risk](#) (Appendix A) is completed and disclosed to affected employees.

Principals, Vice-Principals, Managers and Supervisors are responsible for:

- Identifying and providing the means by which employees may summon immediate assistance.
 - Determining if immediate action is necessary to address a workplace violence report through consultation with their Superintendent or Human Resource Services. This may include removing the employee from the presence of the alleged aggressor if it is safe to do so.
- Liaising with the Superintendent of Human Resource Services with respect to workplace violent incident reports.
- Posting this Administrative Procedure at a conspicuous place in the workplace.
- Addressing and attempting to resolve disputes in a timely fashion.
- Maintaining confidentiality in the investigation process.
- Imposing discipline as appropriate and consistent with the circumstances.

- Ensuring that the relevant employees under their direction have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - the employee can be expected to encounter that person in the course of his or her work; and
 - the risk of workplace violence is likely to expose the employee to physical injury.

This is accomplished by ensuring [HR Form 32 Notification of Potential Risk](#) (Appendix A) is completed and disclosed to affected employees.

- Reviewing [HR Form 32 Notification of Potential Risk](#) (Appendix A) annually with affected employees.
- Reassessing the risk of workplace violence as required by this Administrative Procedure

Joint Health and Safety Committee is responsible for:

- Reviewing this Administrative Procedure on an annual basis.
- Receiving and reviewing the results of an assessment of workplace violence risks or the results of a reassessment.

All Board employees are responsible for:

- Ensuring they advise their Principal/Supervisor if they are victims of workplace violence.
- Completing assigned training on Workplace Violence Prevention (including domestic violence)
- Adhering to the Employee Relations directional policy and conducting themselves and performing their duties with integrity and professionalism by refraining from any act of workplace violence

PROGRESS INDICATORS:

- Workplace violence reports will be addressed and resolved in a timely fashion.
- Employees will complete assigned training in workplace violence prevention.
- Workplace violence risk assessments and reassessments will be completed at required frequencies and shared with the Joint Health and Safety Committee
- Employees will have a means to summon immediate assistance for workplace violence incidents

DEFINITIONS:

Workplace - any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this Administrative Procedure.

Workplace Violence - is the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Nature of the Workplace - The nature of the workplace refers to the physical aspects of the workplace and may include but is not limited to schools, school yards, school board offices, field trip locations, non-traditional classrooms, and third-party spaces, and any other place that a worker performs work for the school board.

Type of Work - The type of work refers to the activities workers perform and the type of people with whom workers interact such as students, co-workers, agencies, parents, volunteers, and other members of the community, either individually or in groups. Activities could include, but are not limited to, classroom teaching, assisting students outside the classroom, non-academic work, recess, lunch support and field trips. These are a few examples of the different settings where work is performed and school boards must assess all types of work for the risk of workplace violence.

Conditions of the Work - The conditions of work refer to other aspects such as the time of work, whether workers move from location to location, work alone, or work in isolated or remote workplaces.

RELATED DOCUMENTS:

[Appendix A - HR Form #32 – Notification of Potential Risk of Injury](#)
[Appendix B- List of Resources for Victims of Workplace/ Domestic Violence](#)
PVNCCDSB Work Refusal Process
[AP 912 Supporting Positive Student Behaviour - Safety for All.](#)

REFERENCES:

[Ontario Human Rights Code, R.S.O. 1990, c.H.19](#)
[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)
[Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace
[Workplace Violence in School Boards, A Guide to the Law](#)



NOTIFICATION OF POTENTIAL RISK OF INJURY

IDENTIFYING INFORMATION

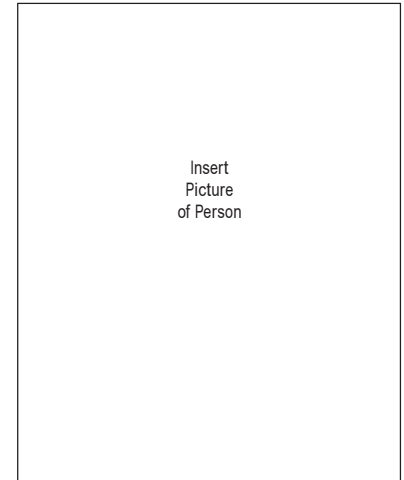
Name: _____

Classroom: _____

Location: _____

School: _____

Location: _____



BRIEF DESCRIPTION OF BEHAVIOUR THAT PRESENTS A RISK

SAFETY STRATEGIES AND TRIGGERS

DO

• _____
• _____
• _____
• _____

DO NOT

• _____
• _____
• _____
• _____

EMERGENCY AND INTERVENTION STRATEGIES

Community Resources for Victims of Violence

Board Employee & Family Assistance Program

<https://humanacare.com/>

1 800-661-8193

Federal

[Stop Family Violence](#)

<https://www.canada.ca/en/public-health/services/health-promotion/stop-family-violence.html>

Provincial

Distress & Crisis Ontario

<https://www.dcontario.org/>

Getting Help if you are experiencing Violence

<https://www.ontario.ca/page/get-help-if-you-are-experiencing-violence#section-0>

Workplace Violence/Harassment - Ministry of Labour, Training & Skills Development

<https://www.labour.gov.on.ca/english/hs/topics/workplaceviolence.php>

Local

Peterborough and County

Four County Crisis Response, Community Mental Health Program

<https://cmhahkpr.ca/programs-services/four-county-crisis/>

City of Kawartha Lakes

Kawartha Haliburton Victim Services

<https://victim-services.org/>

Northumberland

Victim Services Peterborough, Northumberland

<http://victimservicespn.ca/>

Durham Region/Clarington

[Durham Region - Domestic Violence Resources](#)



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Workplace Violence Prevention	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP - 509
<small>Directional Policy</small> Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Violence Prevention

DATE APPROVED:

March, 2022

PROJECTED REVIEW DATE:

March, 2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The PVNC Catholic District School Board will ensure that all employees conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

One of the pillars of the PVNC Catholic District School Board's 2021-2025 Strategic Plan is *Being Well*. This Administrative Procedure aligns with this pillar in its intention to build supportive, inclusive and effective learning and working environments through supportive relationships among all members of the learning community in order to ensure physical and emotional safety of self and spirit.

The Board is committed to the prevention of workplace violence and is ultimately responsible for worker health and safety. The Board will take whatever steps are

reasonable to protect workers from workplace violence. The Occupational Health & Safety Act defines workplace violence as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

ACTION REQUIRED:

1. What to do if you Experience Workplace Violence

Summon Immediate Assistance - If an employee is involved in a violent incident the immediate steps they should take to reduce risk of injury are:

- a. Where possible, remove oneself and others under your care (i.e. students) from the situation;
- b. Summon assistance from a supervisor, principal or designate, or a nearby staff member;
- c. If needed, call 911 or request that a colleague call 911 when faced with imminent danger; and
- d. Report the incident to the supervisor, principal or designate at the earliest possible opportunity.

Refer to *Section 3 Reporting and Investigating Incidents of Workplace Violence* for further detail.

2. Domestic Violence Awareness and Response

- a. Employees are encouraged to inform their supervisor if they are experiencing domestic violence outside of the workplace or become aware of domestic violence that may create a risk to themselves or others in the workplace (whether the notifying employee is the victim or not).
- b. When a Principal/Supervisor is informed of an employee experiencing domestic violence, the Principal/Supervisor will gauge the nature and extent of the threat

and take actions (as deemed appropriate) to protect employees and students, under the advice of their Superintendent and Human Resource Services, regardless of whether the threat of domestic violence is from a co-worker or from someone outside of the workplace. Actions may include, but are not limited to:

- i. A [Notification of Potential Risk form \(HR32\)](#) to appropriate employees
 - ii. Informing Police
 - iii. Requesting restraining orders / trespass orders
 - iv. Provision/ development of an employee safety plan
- c. When possible, Principals/Supervisors are to make available to all employees information about supports available for victims of domestic violence (i.e. Employee and Family Assistance Plan, community counseling, support groups, shelters, and the Police). When possible, Principals/Supervisors will remind potential victims of domestic violence in the workplace of these resources. See Appendix B for a list of resources.
- d. In all circumstances, a Principal/Supervisor must tell the victim that if they feel at risk of physical harm, whether inside or outside the workplace or at home, the employee should contact the Police.
- e. Additionally, the Board shall ensure that its workplace violence program is reviewed when the Board becomes aware of the risk of domestic violence.

3. Reporting and Investigating Incidents of Workplace Violence

- a. By an Employee against another Employee of the Board:
 - i. All incidents of workplace violence by an employee against another employee must be immediately reported to the employee's Principal/Supervisor.
 - ii. The Principal/Supervisor will determine if immediate action is necessary through consultation with their Superintendent and the Superintendent of Human Resource Services. This may include removing the employee from the presence of the alleged aggressor if it is safe to do so.
 - iii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter.
 - iv. Upon receipt of the HR5, the Principal/Supervisor will investigate the allegations in consultation with Human Resource Services. Such investigation may include interviewing and/or obtaining statements from individuals with knowledge of the events in question and reviewing any

other relevant supporting materials. The employee being accused of workplace violence will be made aware of, and provided the opportunity to respond to, the allegations against them during the course of the investigation.

- v. If the employee has concerns with respect to their Principal/Supervisor subjecting them to workplace violence, the employee will contact the Superintendent of Human Resource Services to report the concern. In the event that the employee has concerns with respect to their Principal/Supervisor, alternative arrangements with respect to the investigation process outlined above will be undertaken.
- b. By a Student against an Employee of the Board:
- i. All incidents of workplace violence by a student against an employee must be immediately reported to the employee's Principal/Supervisor.
 - ii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter. The employee may also be required to complete a Safe Schools Form 20.
 - iii. The Principal/Supervisor will investigate the specifics of the reported incident and respond to the HR5 with any steps taken to prevent a recurrence. This may include the creation/amendment of a student safety plan, use of personal protective equipment, creation/communication of a [Notification of Potential Risk form \(HR32\)](#), debriefing with the employee, or other action as deemed necessary by the Principal/Supervisor or other appropriate action outlined in Board [AP 912 Supporting Positive Student Behaviour - Safety for All](#).
 - iv. It is recognized that enhanced measures may be required for students identified with special needs presenting symptomatic behaviours where there is a risk of injury for employees. When a violent incident occurs, the following staff will be involved with reviewing and altering the Safety Plan if required: Special Education Services, regular classroom teachers and EA's, school administrators and other pertinent special education staff. Although a few students with special needs may exert physical force that causes or may cause physical injury to a worker, the behaviour may be symptomatic and may not be intentional. The above noted steps will occur for special needs students so that incidents can be tracked, analyzed and investigated.

- c. By a Third Party (e.g. parent, visitor, contractor, etc.) against an Employee of the Board:
 - i. All incidents of workplace violence by a third party against an employee must be immediately reported to the employee's Principal/Supervisor.
 - ii. The Principal/Supervisor will determine if immediate action is necessary through consultation with their Superintendent or Human Resource Services.
 - iii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter.
 - iv. When an imminent threat of workplace violence exists, the supervisor or designate will convene a meeting with appropriate stakeholders to ensure the safety of an employee from workplace violence. Actions to mitigate the risks posed to the employee could include the creation of a [Notification of Potential Risk form \(HR32\)](#), contacting police, limiting access to the workplace, establishing a work alone plan, etc.

4. Notification of Potential Risk from a person with a History of Violent Behaviour

The Principal/Supervisor will ensure that employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:

- a. The worker can be expected to encounter that person in the course of their work; and
- b. The risk of workplace violence is likely to expose the worker to physical injury

The Supervisor will use [Notification of Potential Risk form \(HR32\)](#), attached as Appendix A, to ensure appropriate disclosure to affected employee(s) of persons with a history of violence posing a potential threat to employee safety.

A record of [Notification of Potential Risk form \(HR32\)](#) is to be completed and stored in a confidential manner in the Supervisor's office. Each employee meeting the criteria set out in the paragraph above must review the form annually and sign off that they are aware of the information identified on the form. This includes occasional and supply staff as well as support services staff who may be expected to encounter the person while on school premises. It will be the Supervisor's responsibility to ensure this disclosure is made to each affected employee.

5. Workplace Violence Risk Assessments

a. Risk Assessments:

The Board will ensure each work location completes a risk assessment respecting the potential for violent incidents at that work location and during work activities within the Board's jurisdiction during employment-related events and activities.

During this process, an assessment will be made of the risks of workplace violence that may arise from:

- the nature of the workplace
- the type of work
- the conditions of work

The assessment will consider circumstances common to other school boards and circumstances specific to the PVNC Catholic District School Board.

The results of risk assessments and risk re-assessments will be shared with the members of the PVNCCDSB's Multi Site Joint Health and Safety Committee.

b. Risk Re-assessments:

A reassessment of the risks of workplace violence will be undertaken as often as is necessary to ensure that the workplace violence policy and program continues to protect workers from workplace violence. Changes or events within the Board that may warrant a reassessment may include: an increase in the number, frequency or severity of workplace violence incidents for that specific workplace, a change in the physical environment of the workplace, a change in the student population of a school or a change in curriculum or scheduling, or a change in environment, to determine if such change could impact the potential for workplace violence.

Risk reassessments will be completed a minimum of once every three (3) years. Consideration should be given to a risk reassessment being completed when a new Principal/Supervisor is appointed to the school/department.

Completed risk assessments will identify workplace violence risks as well as measures and procedures taken to control the identified risks within the workplace.

The results of risk assessments and risk re-assessments will be shared with the members of the PVNCCDSB's Multi Site Joint Health and Safety Committee.

c. Controlling the Risk of Workplace Violence -

Measures and procedures to control the risks of workplace violence could include (but are not limited to):

- Identifying a means to summon immediate assistance if required. Measures and procedures to summon immediate assistance should be appropriate given the specific circumstances.
- Video Surveillance in accordance with Administrative Procedure AP 1208
- Violence Threat Risk Assessment Process (Police School Board Protocol)
- Maintaining community policing relationships
- Work Alone Procedures
- HR 32 Notification of Potential Risk of Injury from a Person with a History of Violence
- Workplace Violence Risk Assessments and Reassessments
- Adherence to Safe and Accepting Schools Administrative Procedures and other applicable school board policies, regulations or programs
- Employee training in Workplace Violence Prevention (including domestic violence)
- Establishing and maintaining controlled access to school buildings
- Provision of communication systems such as phones, walkie-talkies and public address systems
- Regular maintenance and repairs of facilities
- Consideration to barriers and other measures

6. Work Refusals

The *Occupational Health and Safety Act* (the “OHS”) allows workers the right to refuse work where the worker has reason to believe that workplace violence is likely to endanger himself or herself. Should a situation of work refusal arise, the requirements of the OHS (process outlined in the [PVNCCDSB Work Refusal Process](#)) will apply.

Please note- Regulation 857- Teachers, made under the *OHS* states that Part V of the *OHS* (Work Refusals) does not apply to teachers, as defined in the *Education Act*, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.

7. Support for Employees

The Board recognizes the trauma that may come from a violent incident in the workplace. The Board is committed to the health and well being of our employees. Principals and supervisors will ensure debriefs happen as soon as possible and

employees are provided information so they can access necessary support. See [Appendix B](#) for a list of resources available.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring annual review of this Administrative Procedure to ensure compliance with the provisions of the Occupational Health and Safety Act

Superintendent of Human Resource Services is responsible for:

- Consulting with Principals/Supervisor when evaluating workplace violence concerns.
- Ensuring the Joint Health & Safety Committee is informed if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence.
- Ensuring the Joint Health and Safety Committee is advised of the results on any workplace violence assessment/ reassessment and provided a copy if it is in writing

Superintendents are responsible for:

- Ensuring that the relevant employees under their direction have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - the employee can be expected to encounter that person in the course of his or her work; and
 - the risk of workplace violence is likely to expose the employee to physical injury. This is accomplished by ensuring [HR Form 32 Notification of Potential Risk](#) (Appendix A) is completed and disclosed to affected employees.

Principals, Vice-Principals, Managers and Supervisors are responsible for:

- Identifying and providing the means by which employees may summon immediate assistance.
 - Determining if immediate action is necessary to address a workplace violence concern through consultation with their Superintendent or Human Resource Services. This may include removing the employee from the presence of the alleged aggressor if it is safe to do so.
- Liaising with the Superintendent of Human Resource Services with respect to workplace violent incident complaints.
- Posting this Administrative Procedure at a conspicuous place in the workplace.
- Addressing and attempting to resolve disputes in a timely fashion.
- Maintaining confidentiality in the complaint process.

- Imposing discipline as appropriate and consistent with the circumstances.
- Ensuring that the relevant employees under their direction have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - the employee can be expected to encounter that person in the course of his or her work; and
 - the risk of workplace violence is likely to expose the employee to physical injury. This is accomplished by ensuring [HR Form 32 Notification of Potential Risk](#) (Appendix A) is completed and disclosed to affected employees.
- Reviewing [HR Form 32 Notification of Potential Risk](#) (Appendix A) annually with affected employees.
- Reassessing the risk of workplace violence as required by this Administrative Procedure

Joint Health and Safety Committee is responsible for:

- Reviewing this Administrative Procedure on an annual basis.
- Receiving and reviewing the results of an assessment of workplace violence risks or the results of a reassessment.

All Board employees are responsible for:

- Initiating a complaint if they are victims of workplace violence.
- Completing assigned training on Workplace Violence Prevention (including domestic violence)
- Adhering to the Employee Relations directional policy and conducting themselves and performing their duties with integrity and professionalism by refraining from any act of workplace violence

PROGRESS INDICATORS:

- Workplace violence complaints will be addressed and resolved in a timely fashion.
- Employees will complete assigned training in workplace violence prevention.
- Workplace violence risk assessments and reassessments will be completed at required frequencies and shared with the Joint Health and Safety Committee
- Employees will have a means to summon immediate assistance for workplace violence incidents

DEFINITIONS:

Workplace - any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this Administrative Procedure.

Workplace Violence - is the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Nature of the Workplace - The nature of the workplace refers to the physical aspects of the workplace and may include but is not limited to schools, school yards, school board offices, field trip locations, non-traditional classrooms, and third-party spaces, and any other place that a worker performs work for the school board.

Type of Work - The type of work refers to the activities workers perform and the type of people with whom workers interact such as students, co-workers, agencies, parents, volunteers, and other members of the community, either individually or in groups. Activities could include, but are not limited to, classroom teaching, assisting students outside the classroom, non-academic work, recess, lunch support and field trips. These are a few examples of the different settings where work is performed and school boards must assess all types of work for the risk of workplace violence.

Conditions of the Work - The conditions of work refer to other aspects such as the time of work, whether workers move from location to location, work alone, or work in isolated or remote workplaces.

RELATED DOCUMENTS:

[Appendix A - HR Form #32 – Notification of Potential Risk of Injury](#)
[Appendix B- List of Resources for Victims of Workplace/ Domestic Violence](#)
PVNCCDSB Work Refusal Process

REFERENCES:

[Ontario Human Rights Code, R.S.O. 1990, c.H.19](#)
[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)
[Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace



NOTIFICATION OF POTENTIAL RISK OF INJURY

IDENTIFYING INFORMATION

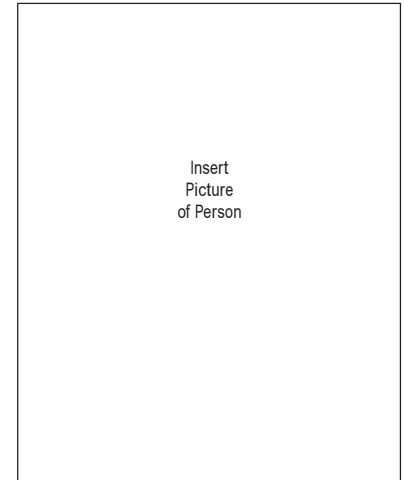
Name: _____

Classroom: _____

Location: _____

School: _____

Location: _____



BRIEF DESCRIPTION OF BEHAVIOUR THAT PRESENTS A RISK

SAFETY STRATEGIES AND TRIGGERS

DO

• _____
• _____
• _____
• _____

DO NOT

• _____
• _____
• _____
• _____

EMERGENCY AND INTERVENTION STRATEGIES

Community Resources for Victims of Violence

Board Employee & Family Assistance Program

<https://humanacare.com/>

1 800-661-8193

Provincial

Steps for Employees Dealing with Workplace Harassment

<https://www.knahr.ca/kna-news/steps-for-employee-to-take-when-dealing-with-workplace-harassment>

Distress & Crisis Ontario

<https://www.dcontario.org/>

Getting Help if you are experiencing Violence

<https://www.ontario.ca/page/get-help-if-you-are-experiencing-violence#section-0>

Workplace Violence/Harassment - Ministry of Labour, Training & Skills Development

<https://www.labour.gov.on.ca/english/hs/topics/workplaceviolence.php>

Peterborough and County

Four County Crisis Response, Community Mental Health Program

<https://cmhahkpr.ca/programs-services/four-county-crisis/>

City of Kawartha Lakes

Kawartha Haliburton Victim Services

<https://victim-services.org/>

Northumberland

Victim Services Peterborough, Northumberland

<http://victimservicespn.ca/>

Clarington

Victim Services of Durham Region

<https://www.victimservicesdurham.ca/home>

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Julie Selby, Superintendent of Learning

Subject: DP 300 Student Achievement and Well-Being /AP 301
Effective Instructional Practice /AP 302 Assessment, Evaluation and
Reporting

Background:

This Directional Policy and two Administrative Procedures are being brought forward as part of the customary cyclical review process.

Recommended Changes:

All changes are outlined in the following slidedeck, and are organized into three sections:

https://docs.google.com/presentation/d/1_ion_No8MboDp87VilaTT5jgVKI62BI8025FejOZC0o/e/dit#slide=id.p2

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy

Recommended Action:

that the Policy Development Committee recommend to the Board that Directional Policy 300, Student Achievement and Well-being, be received and posted as amended.

**BOARD DIRECTIONAL POLICY**

DIRECTIONAL POLICY TITLE

**STUDENT
ACHIEVEMENT AND
WELL-BEING**DIRECTIONAL POLICY
NUMBER**300****Title of Directional Policy:**

Student Achievement and Well-Being

Date Approved:

April, 2023

Projected Review Date:

2028

Policy:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will maximize the achievement and well-being of all students in a learning environment that is anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations. As reflected in [DP 200 Catholic Education](#), this policy recognizes Catholic education as a common good where student diversity and cultural plurality create the conditions for intercultural dialogue, helping each pupil grow in their humanness, civic responsibility and learning (Educating Today and Tomorrow, 2014).

Purpose:

To create a shared understanding and a systematic relational approach to the implementation of effective, evidence-based instructional practices.

PVNC Catholic recognizes that improving student achievement and well-being requires the collective effort and active engagement of the entire system: trustees, staff, students, parents, the parish, and the community. As a result, system, school, and individual learning plans will focus on a process of continuously developing the quality of instruction to ensure student achievement and well-being.

Administrative Procedures that articulate system-wide practices for inclusive, evidence-based instruction, along with assessment, evaluation, and reporting practices that are innovative, fair, transparent, and equitable for all students, are intended outcomes of this policy.

Alignment with Multi-Year Strategic Plan:

This Policy informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community That Accompanies](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being and Ensuring Equity.

Inclusive Instruction and Assessment:

As outlined in [DP 700 Equity and Inclusive Education](#), the PVNC Catholic District School Board is committed to the principles of equity and inclusion enabling each student to learn and grow to his or her full potential. As a community of high-achieving learners, PVNC Catholic embraces the strengths of students, staff and families from a variety of backgrounds, experiences and cultures and recognizes that a culture of high expectations for all students should permeate all aspects of learning and assessment. Students must see themselves positively reflected in their educators and learning environments. They must feel engaged in, and empowered by, what they are learning.

PVNC Catholic will:

- Review curriculum and resources, instruction, and assessment and evaluation practices to identify and remove stereotypes, discriminatory biases, and systemic barriers;
- Ensure that all teaching and learning activities and materials reflect equitable and inclusive education, anti-racism, anti-oppression, human rights, and truth and reconciliation;
- Ensure that educators apply culturally relevant teaching to assist students to access content and learning opportunities;
- Ensure that all learners can access and participate in meaningful, challenging learning opportunities;
- Implement the principles of assessment for and as learning, universal design for learning, differentiated instruction, deep learning and culturally relevant and responsive pedagogy across subjects and strands;
- Provide classroom and school resources and learning materials for all students, in [accessible formats](#), that reflect diverse histories, cultures, experiences, abilities and identities, including but not limited to, Indigenous, Black and racialized people, disabled people, and 2SLGBTQQIA+ people.

Frames for Inclusive Learning: Culturally Relevant and Responsive Pedagogy, Deep Learning, Differentiated Instruction and Universal Design for Learning

Effective instruction must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective instruction is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. These are the foundation for all successful learning experiences.

[Culturally Relevant and Responsive Pedagogy](#) is the process of intentionally acknowledging and nurturing our students' multiple social identities and how they intersect with the world. It integrates students' background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences within the classroom environment. Following this approach, educators can help celebrate diversity in a more meaningful way, promote inclusive education, and be allies in identifying and eliminating barriers for students.

[Deep Learning](#) is the process of engaging students in learning opportunities to build the six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. All learners are called to contribute to the common good, address global challenges and flourish in a complex world. Four key elements of Deep Learning enable teachers and students to design learning experiences that: are mapped to student strengths and needs; create new knowledge using authentic, relevant problem solving; and help students identify their talents, purpose, and passion. The four elements work in concert to create the most powerful deep learning experiences. These four elements are: Learning Environments, Learning Partnerships, Pedagogical Practices and Leveraging Digital.

[Differentiated Instruction](#) is a cyclical process of finding out about the learner and responding by differentiating. As we continue to learn more about the learner, we respond by differentiating instruction with increased precision and effectiveness.

[Universal Design for Learning](#) is a framework to guide the design of learning environments that are accessible and challenging for all to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

PVNC Catholic will:

- Build awareness of students' learning strengths and needs by listening to students, observing and assessing their readiness, interests and learning preferences;
- Adapt instruction and assessment in response to differing student interests, learning preferences, and readiness in order to promote growth in learning;
- Respond to varying student strengths and needs by providing a balance of modelled, shared, guided, and independent instructional strategies;
- Shape the learning experience so that it is appropriate to the learning preferences, interests and/or readiness of each student;
- Ensure that all learners can access and participate in meaningful, challenging learning opportunities;
- Design environments to reduce barriers so that all learners can engage in rigorous, meaningful learning;
- Develop learners who are, each in their own way, resourceful and knowledgeable, strategic and goal-directed, purposeful and motivated.

Skills for Effective Learning:

Our entire educational community is an inclusive place that fosters resilience through a holistic approach to student achievement, rooted in our Catholic faith, where all learners are supported in Being Well. Educators are to develop an understanding of the complexities of well-being and academic learning and their interactions to foster effective learning. Educators will also continue to build and foster an understanding of skills such as self-regulation, co-regulation and social emotional development, and how such skills are essential to positive student learning, in order to adapt learning environments to meet students' needs.

Responsibilities:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan;
- setting direction and policy that govern the PVNC Catholic District School Board;
- reviewing and considering for approval the Student Achievement and Well-Being Policy recommended for consideration by the Policy Development Committee;

- understanding and communicating with members of the community the content of the Student Achievement and Well-being Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Student Achievement and Well-Being Policy;
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Student Achievement and Well-being Policy.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Student Achievement and Well-Being Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Student Achievement and Well-Being Policy.

Superintendents of Schools and System Portfolios are responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the Student Achievement and Well-Being Policy;
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Student Achievement and Well-Being Policy;
- working collaboratively with the Director and Superintendents, Managers, Principals and Vice-Principals, Federations, Unions, and Non-union groups, to build capacity of all staff in their knowledge and understanding of the Student Achievement and Well-Being Policy;
- engaging stakeholders in Board and school improvement planning with particular emphasis on using evidence-based instructional practices; using data to identify and remove barriers to student participation, achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about actions and/or initiatives to support all students;

- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Student Achievement and Well-Being Policy;
- providing regular updates to the Board on the implementation and impact of this Policy on student participation, achievement and well-being.
- providing leadership and support for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and implementation of the Student Achievement and Well-Being Policy.
- working collaboratively with central staff to develop administrative procedures that align with the Student Achievement and Wellbeing Policy.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Student Achievement and Well-Being Policy.
- working collaboratively with Learning Support Services to develop administrative procedures that align with the Student Achievement and Well-Being Policy.

Communication Services is responsible for:

- working collaboratively with Learning Support Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Student Achievement and Well-Being Policy to support its effective implementation.

Principals and Vice-Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Student Achievement and Well-Being Policy.

Educators are responsible for:

- ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, Church teachings, equity and inclusive education, anti-racism, anti-oppression, human rights, and truth and reconciliation;
- working collaboratively with colleagues to successfully implement Student Achievement and Well-Being Policy;
- adhering to the administrative procedures that support the Student Achievement and Well-Being Policy;
- being proactive and self-directed in building their knowledge and understanding of the Student Achievement and Well-Being Policy, by engaging in professional learning opportunities provided both within the school and centrally.

Progress Indicators:

- Collaborative development of Catholic Board Improvement Plan for Student Achievement and Well-Being and Catholic School Improvement Plans for Student Achievement and Well-Being;
- Development of Administrative Procedures for: Effective Instructional Practice and Assessment, Evaluation, and Reporting;
- Implementation of the most effective, evidence-based instructional practices that are innovative, fair, transparent, and equitable for all students and afford the opportunity to meet the Ontario Catholic School Graduate Expectations.

Definitions:

2SLGBTQQA+: an acronym for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual Plus.

Anti-Racism: is the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.

Anti-Oppression: is the strategies, theories, actions and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work.

Assessment for and as Learning: assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers co-construct learning goals and success criteria, provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, engage in self-and peer assessment, determine next steps, and reflect on their thinking and learning.

Bias: an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Culturally Relevant and Responsive Pedagogy: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Deep Learning: comprehensive learning that includes intentional development of a range of skills and attributes related to human flourishing: character education; citizenship; communication; critical thinking and problem solving; collaboration; and creativity and imagination.

Differentiated Instruction: is effective instruction that is responsive to students' readiness, interests and learning preferences. It offers choice and flexibility in terms of content, process, product and learning environment and personalizes student learning, in order to respond effectively to the strengths and needs of all students.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Racialized Group: a group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment.

Structured Literacy: is a comprehensive approach to literacy instruction that research has shown is effective for all students and essential for students with dyslexia. Structured Literacy instruction addresses all of the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.

Universal Design for Learning: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It offers broad principles for planning instruction and designing learning environments for a diverse group of students, in order to respond effectively to the strengths and needs of all students.

References:

- [A Framework for French as a Second Language](#)
- [Catholic Social Teachings](#)
- [Culturally Relevant and Responsive Pedagogy](#)
- [Differentiated Instruction](#)
- [DP 200 Catholic Education](#)
- [DP 700 Equity and Inclusive Education](#)
- [Educating Today and Tomorrow: A Renewing Passion: Congregation for Catholic Education \(for Educational Institutions\) Instrumentum Laboris, 2014](#)

- [Effective Early Reading Instruction: A Guide for Teachers](#)
- [ESL / ELD Protocol Procedures Guide for Multilingual Learner](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12](#)
- [High-Impact Instructional Practices in Mathematics](#)
- [Learning for All K-12](#)
- [Mental Health and Well-Being in School Improvement Planning](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Ontario Catholic Leadership Framework](#)
- [Ontario Curriculum and Resources](#)
- [Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)
- [Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools](#)
- [Policy/Program Memorandum 155 - Diagnostic Assessment in Support of Student Learning](#)
- [PVNCCDSB Board 2021-2025 Strategic Plan](#)
- [PVNCCDSB Mental Health and Well-being Strategic Plan, 2021-2025](#)
- [Renewing The Promise](#)

- [School Effectiveness Framework](#)
- [School Mental Health Ontario Educator's Resource Guide](#)
- [Structured Literacy Instruction](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [Universal Design for Learning Guidelines](#)



BOARD DIRECTIONAL POLICY	
<i>DIRECTIONAL POLICY TITLE</i>	<i>Directional Policy Number</i>
STUDENT ACHIEVEMENT AND WELL-BEING	300 (New) 825 (Old)

TITLE OF DIRECTIONAL POLICY:

Student Achievement and Well-Being

DATE APPROVED:

June 24, 2014

PROJECTED REVIEW DATE:

June 2019

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will maximize to the extent possible, the achievement and well-being of all students in a learning environment that is anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations.

PURPOSE:

To create a shared understanding and a systematic approach to the implementation of effective, evidenced-based instructional practices.

The Board recognizes that improving student achievement and well-being requires the collective effort and active engagement of the entire system: trustees, staff, students, parents, the parish, and the community. As a result, system, school, and individual learning plans will focus on a process of continuously developing the quality of instruction to further enhance student achievement and well-being.

Administrative Procedures that articulate system-wide practices for evidence-based instruction, a shared understanding of learning goals and success criteria, along with assessment, evaluation, and reporting practices that are innovative, fair, transparent, and equitable for all students, are intended outcomes of this policy.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Student Achievement and Well-being Policy supports our Vision for Achieving excellence in Catholic Education LEARN • LEAD • SERVE.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan.
- setting direction and policy that governs the PVNC Catholic District School Board.
- reviewing and considering for approval the *Student Achievement and Well-being Policy* recommended for consideration by the Policy Development Committee.
- understanding and communicating with members of the community the content of the *Student Achievement and Well-being Policy*.
- assigning responsibility to the Director of Education for operationalizing and managing the *Student Achievement and Well-being Policy*.
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the *Student Achievement and Well-being Policy*.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the *Student Achievement and Well-being Policy*.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the *Student Achievement and Well-being Policy*.

The Superintendent of Learning Support Services is responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the *Student Achievement and Well-being Policy*.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the *Student Achievement and Well-being Policy*.
- working collaboratively with the Director and Superintendents, Managers, Principals and Vice-Principals, Federations, Unions, and Non-union groups, to build capacity of all staff in their knowledge and understanding of the *Student Achievement and Well-being Policy*.
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the *Student Achievement and Well-being Policy*.

Superintendents of Schools and System Portfolios are responsible for:

- providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and the implementation of the *Student Achievement and Well-being Policy*.
- working collaboratively with Learning Support Services to develop administrative procedures that align with the *Student Achievement and Well-being Policy*.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the *Student Achievement and Well-being Policy*.
- working collaboratively with Learning Support Services to develop administrative procedures that align with the *Student Achievement and Well-being Policy*.

Communication Services is responsible for:

- working collaboratively with Learning Support Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the *Student Achievement and Well-being Policy* to support its effective implementation.

Principals and Vice-Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the *Student Achievement and Well-being Policy*.

Staff are responsible for:

- working collaboratively with colleagues to successfully implement *Student Achievement and Well-being Policy*.
- adhering to the administrative procedures that support the *Student Achievement and Well-being Policy*.
- being proactive and self-directed in building their knowledge and understanding of the *Student Achievement and Well-being Policy*.

PROGRESS INDICATORS:

- Collaborative development of Catholic Board Improvement Plan for Student Achievement and Catholic School Improvement Plans for Student Achievement.
- Development of Administrative Procedures for: Assessment, Evaluation, and Reporting.
- Full implementation of the most effective, evidence-based instructional practices that will provide all students the opportunity to meet the Ontario Catholic School Graduate Expectations.

REFERENCES:

- Adolescent Literacy Guide, 2012
http://www.edugains.ca/resources/LIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>
- Learning for All K-12, 2013
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

- Mindset: The New Psychology of Success, Carol Dweck, 2012
- Ontario Catholic School Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>
- Ontario Catholic Leadership Framework, September 2013
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>
- Ontario School Kindergarten to Grade 12, Policy and Program Requirements, 2011
<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>
- PVNCCDSB Board Multi-Year Strategic Plan
- PVNCCDSB Catholic Board Improvement Plan for Student Achievement
<http://www.pvnccdsb.on.ca/en/programsservices/resources/cbipsa-2013-2014.pdf>
- PVNCCDSB Mental Health and Well-being Strategic Plan
- Policy/Program Memorandum 155 - Diagnostic Assessment in Support of Student Learning
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm155.pdf>
- School Effectiveness Framework, 2013
<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>
- Supporting Minds: An Educator's Guide to Promoting Student's Mental Health and Well-being, 2013
<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>
- Visible Learning, John Hattie, 2008
- Catholic Social Teachings
<http://www.pvnccdsb.on.ca/en/ourboard/catholic teachings.asp>
- Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014
<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>
- Educating Today and Tomorrow: A Renewing Passion (Instrumentum laboris), 2014
http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #301, Effective Instructional Practice, be received and posted as amended under Directional Policy #300, Student Achievement and Well-being.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Effective Instructional Practice	301
Directional Policy	
Student Achievement and Well-Being - 300	

Title of Administrative Procedure:

Effective Instructional Practice

Date Approved:

April, 2023

Projected Review Date:

2028

Directional Policy Alignment:*Student Achievement and Well-Being***Alignment with Multi-Year Strategic Plan:**

This Administrative Procedure informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: *Building a Community That Accompanies*](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being, and Valuing Relationships.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;

- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self- directed, responsible, lifelong learner who develops and demonstrates God- given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

ACTION REQUIRED:**GUIDELINES:**

Peterborough Victoria Northumberland and Clarington Catholic District School Board's commitment to ensuring the most effective, inclusive, evidence- based instructional practices to support all students in meeting the Ontario Catholic School Graduate Expectations will be better supported by the implementation of Administrative Procedures for Effective Instructional Practice.

Effective instruction must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective instruction is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. These are the foundation for all successful learning experiences.

Effective instruction in all subjects requires that educators know their students, including their strengths and needs, their backgrounds and circumstances, and their social and personal identities. Teachers also need to be aware of their own "social location" – that is, who they are in terms of gender, race or ethnicity, socioeconomic status, age, ability, religion, sexual orientation, and geographic location – and how this affects their ability to connect with their students. Educators' awareness of social location is important in teaching and learning because it acknowledges that all people do not think alike or experience reality in the same way – our perceptions are shaped by social factors. This awareness is essential to providing culturally responsive and relevant programs, and to enhancing students' overall sense of well-being and identity, and their ability to learn.

Educational research indicates that a coherent instructional guidance system is an important characteristic shared by strong school districts that have a proven track record in improving student achievement and well-being. In addition, the provincial leadership frameworks clearly state the need for school and system leaders to have knowledge of effective school and classroom practices that directly affect student achievement and well-being. The Administrative Procedure for Effective Instructional Practice that supports the board's policy for Student Achievement and Well-being will provide clarity and precision to our PVNCCDSB community. Through a commitment to shared leadership and professional learning, educators in all roles will work together to increase their understanding and implementation of the most effective, evidence-based instructional practices and learning conditions required to meet the diverse needs of all students.

The following principles and practices are identified as foundational to enhancing student achievement and well-being. They are based on Ontario Ministry of Education Policy documents and educational research models. They also form the basis of the Catholic Board Improvement Plan for Student Achievement and Well-Being. This procedure is intended to provide a reference model for professional learning and instructional design. A select number of evidence-based practices and learning conditions are identified herein, with the intention that they should be promoted in classrooms across the district.

Inclusive Instructional Practices:

PVNC Catholic will implement evidence-based instructional approaches including, but not limited to, the following practices identified in [Learning for All K- 12:](#)

- plan instruction and design learning environments to reflect the principles of Universal Design for Learning (UDL);
- develop class and student profiles to facilitate early identification of students at risk and/or in need of greater challenges;
- utilize a tiered approach to intervention and prevention strategies considering what may be needed for all, some and few students;
- personalize instruction to suit individual student strengths, interests, learning styles, and readiness to learn;
- adapt the content, process, products and the affect/environment of learning to support Differentiated Instruction (DI) and Universal Design for Learning (UDL);

- develop an awareness of socio-cultural structures impact individual experiences and opportunities;
- integrate students' background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences within the classroom environment;
- explicitly teach concepts, processes and skills within inquiry to support students' learning;
- ensure critical thinking skills are taught, modelled, practiced and developed;
- foster independent demonstration and application of intended learning through a gradual release of responsibility model (whole group, small group, and independent practice);
- promote research-based classroom strategies that support Universal Design for Learning and Differentiated Instruction, e.g., cooperative learning, project- based approach, problem- based approach, and explicit instruction;
- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;
- use effective questioning to cultivate an environment of problem solving and inquiry- based teaching and learning;
- engage students in experiential learning and in exploring real- world situations/issues and solving authentic problems;
- provide students and staff with regular opportunities for planned, purposeful, accountable talk;
- create the conditions to support three-part learning where students activate prior knowledge, develop thinking, and consolidate learning; and
- develop Deep Learning Competencies: Catholic Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking as reflected in the Ontario Catholic School Graduate Expectations.

PVNC Catholic will implement evidence- based instructional approaches including, but not limited to, the following practices identified in the [School Effectiveness Framework \(SEF\) 2013](#):

- co- create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;

- co- create success criteria with students in student-friendly language, in order to help achieve expectations;
- provide multiple and varied opportunities for students to demonstrate learning (triangulation of evidence through observations, conversations and products);
- provide descriptive feedback, in a timely manner to help students achieve success;
- seek feedback from learners and adapt teaching as a result of this feedback; and
- provide opportunities for self and peer assessment to establish a culture of students as resources for their own and others' learning.

PVNC Catholic will implement evidence- based instructional approaches including, but not limited to, the following practices as outlined in [Early Literacy Instruction 2022](#):

- **Oral Language Development:** students need numerous opportunities to listen and to talk about a range of subjects
- **Systematically teach Foundation Word Skills:** educators should use evidence-based resources that map out a carefully planned scope and sequence of skills and associated phonological and strategy-based instruction to guide their planning and instruction of early reading. A scope and sequence starts with basic concepts and progresses to more complex concepts broken down into small, manageable sections.
- **Explicitly Teach Foundation Word Skills:** educators should use evidence-based resources and use them to teach in a clear, direct and purposeful manner
- **Instruction in Foundation Word Skills:** Explicit and Systematic Instruction in the Foundation Word Skills - Phonological Awareness, Phonemic Awareness, Alphabetic Knowledge, Phonics, Word Study
- **Vocabulary:** All instruction should be in a language rich environment. Specific vocabulary instruction activities include teaching morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play.
- **Listening and Reading Comprehension:** Instruction addresses many contributors to language comprehension including background knowledge, vocabulary, syntax, semantics, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text.
- **Fluency:** Reading fluency is the ability to read words quickly enough and with accurate phrasing to retain the meaning. Techniques such as repeated readings and fluency drills can help improve reading rate and prosody, and subsequently comprehension.

- **Written Expression:** Written expression instruction includes the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, a variety of writing structures, the importance of determining a purpose for writing, as well as the phases of the writing process (composition, revision, and editing).

Frames for Inclusive Learning: Culturally Relevant and Responsive Pedagogy, Deep Learning and Universal Design for Learning

Culturally Relevant and Responsive Pedagogy

PVNC Catholic will implement evidence- based instructional approaches including, but not limited to, the following dispositions and practices:

- **Socio-cultural consciousness:** culturally responsive educators have an awareness of how socio-cultural structures impact individual experiences and opportunities.
- **High expectations:** culturally responsive educators hold positive and affirming views of their students and their ability to learn and achieve academic success. They demonstrate genuine respect for students and their families as well as a strong belief in their potential. They consider the social identities of students as assets rather than as deficits or limitations.
- **Desire to make a difference:** culturally responsive educators are committed to being agents of social change, ultimately working to remove barriers and creating conditions for learning that are beneficial for all students.
- **Constructivist approach:** culturally responsive educators build upon the varied lived experiences of all students in order to bring the curriculum to life. Through this approach, they integrate locally situated learning into daily instruction and learning processes.
- **Deep knowledge of students:** culturally responsive educators value deep knowledge, not just of content, but of students as individual learners. Drawing on students' experiences provides teachers with the opportunity to represent their knowledge in the curriculum so it is meaningful and students see themselves reflected in the learning that takes place in the classroom.
- **Culturally responsive teaching practices:** culturally responsive educators design and build instruction on students' prior knowledge and experiences in order to stretch students in their thinking and learning.

Deep Learning Conditions to Support Pedagogical Practices

Learning Environments:

Create trusting learning environments where students take shared ownership for their learning:

- ensure a safe and caring environment that nurtures trust and allows students to take risks;
- create a learning environment that is interactive and student-centered;
- use a range of tools and processes to assess student interests, talents and academic needs;
- build a climate and culture for learning anytime/anywhere with any learner;
- promote Indigenous land-based learning which positions the land as teacher;
- promote collaborative work processes and social skills allowing for individual student strengths and needs;
- use student voice as a driver for learning design and improvement; and
- use strategies to engage and motivate students to accelerate and deepen learning.

Learning Partnerships:

Develop learning partnerships to cultivate learning between and among, students, teacher, families and the wider community:

- engage in the role of “activator” of learning, which means involving others in the learning process by allowing all to contribute, discuss, question, and experience;
- create transparent learning goals and success criteria in student-friendly language in partnership with students and communicate these goals and success criteria to families;
- use collaborative processes and measures to engage families with student learning and communicate progress; and
- extend learning beyond the classroom to engage community partners.

Leveraging Technology:

Use innovative technology as a tool to accelerate access to knowledge beyond the classroom and cultivate student-driven learning:

- promote student use of innovative technology to deepen learning and create knowledge;
- use innovative technology to increase engagement and motivation;
- scaffold learning processes using innovative technology;
- enable connecting and collaborating locally and globally;
- develop authentic and rich contexts for learning; and
- foster student access to innovative technology that enables timely and accurate feedback for learning.

Universal Design for Learning

The UDL Guidelines (CAST) are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Engagement:

Engagement appeals to the affective networks in the brain and includes, but is not limited to, the following practices:

- stimulate interest and motivation for learning by providing multiple options for engagement;
- optimize individual choice, autonomy, relevance and authenticity;
- create a safe space for learners by reducing potential threats and distractions in the learning environment;
- engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests;
- provide timely, specific feedback rooted in success criteria that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.
- provide differentiated models, scaffolds and feedback for managing frustration, seeking external emotional support, and developing internal controls and coping skills.

Representation:

Representation appeals to the recognition networks in the brain and includes, but is not limited to, the following practices:

- use multiple representations to present information and content in different ways because they allow students to make connections within, as well as between, concepts;
- display information in a flexible format considering alternatives for auditory and visual formats;
- pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge;
- provide graphic symbols with alternative text descriptions;
- support decoding of text, mathematical notation and symbols using assistive technology;
- anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines);
- maintain and refer to evidence of prior learning in order for students to use this to activate and make connections to new learning.

Action & Expression:

Action and Expression appeal to the strategic networks in the brain and include, but are not limited to, the following practices:

- create strategic, goal-directed learners by differentiating the ways that students can express what they know;
- ensure that instructional technologies and curricula do not impose inadvertent barriers to the use of these assistive technologies;
- use multiple media for communication such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video;
- use tools that are an optimal match between their abilities and the demands of the task;
- supports learners to plan strategies, including tools they will use, to reach their goals;
- provide formative feedback that is explicit, timely, informative, and accessible and that allows learners to monitor their own progress effectively and to use that information to guide their own effort and practice, with staff support as needed.

Skills for Effective Learning:

Educators are to develop an understanding of the complexities of well-being and academic learning and their interactions to foster effective learning. Continuing to build

and foster an understanding of skills such as self-regulation, co-regulation and social emotional development are essential to positive student learning, in order to adapt learning environments to meet students' needs.

It is important to note that this research definition is not synonymous with the defined look- fors in the Learning Skills and Work Habits section for Self- Regulation on the Ontario Report Card, 1- 12. Self- Regulation is the ability to manage stress and refers to the neural processes that control the energy expended to deal with a stressor and then recover. Co-regulation happens when a caregiver regulates a child's behaviour and feelings through interactive, bi-directional signals: adjusting their tone of voice, facial expressions, body language, and gestures; in short, modelling and reflecting calm to the student. Social Emotional development is one's ability to understand who they are, what they are feeling and what to expect when interacting with others. Together, such skills foster the development of metacognitive skills for directing one's learning, taking in feedback and evaluating progress. Student self- regulation capacity and social- emotional learning skills are best developed when teachers:

- use explicit evidence- based programming and instructional strategies within Assessment for Learning and Learning for All frameworks to develop students' social and emotional learning skills;
- design the learning environment with intention to support student self- regulation capacity and social emotional development;
- assist individual students in identifying the self- regulatory skills that help them manage emotions in order to better access learning stances;
- integrate skill development across all academic curriculum areas; and
- cultivate a strong partnership between home, school and parish.

Implementation of the evidence- based practices and learning conditions identified in this Administrative Procedure are best supported in a system that:

- responds to local needs and diversities;
- promotes a sense of collective responsibility for the success of all students (in and between classrooms, in and between schools);
- exercises initiative rather than implementing other people's initiatives;
- empowers educators to contribute their gifts of being creative, being well and being community;

- integrates school based efforts with broad system priorities; and
- establishes transparency of participation and results.

Responsibilities:**The Board of Trustees is responsible for:**

- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy 300.

The Director of Education is responsible for:

- establishing and implementing a multi- year strategic plan (vision and goals);
- ensuring a coherent instructional guidance system exists at the system level;
- overseeing implementation of the Effective Instructional Practice Administrative Procedure; and
- modelling and promoting a growth mindset at the system level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedure;
- modelling and promoting inclusive, positive, and safe learning environments, and creating healthy, trusting relationships rooted in accompaniment and active listening for administrators and system staff;
- providing leadership and job- embedded professional development opportunities;
- building capacity to ensure the use of effective, evidence- based strategies;
- using school and system data to inform directions in professional learning and Catholic board improvement planning; and
- modelling and promoting a growth mindset at the system and school level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations.

Principals and Vice-Principals are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedure;
- modelling and promoting inclusive, positive, and safe learning environments, and creating healthy, trusting relationships rooted in accompaniment and active listening for school staff;
- providing leadership and professional development opportunities to ensure the use of effective, evidence- based instructional practice;
- supporting school staff in the use of effective, evidence- based instructional practice;
- using data, including information from the Catholic Board Improvement Plan for Student Achievement and Well- Being (CBIPSAW), to inform the Catholic School Improvement Plan for Student Achievement and Well- Being (CSIPSAW);
- ensuring consistent use of effective, evidence- based instructional practice;
- modelling and promoting a growth mindset in the school and in classrooms, in order to enable each student to learn and grow to their full potential within a culture of high expectations; and
- supporting a school climate that maximizes students' ability to be calm, alert and ready for learning.

Educators are responsible for:

- implementing effective evidence- based instructional practice in accordance with Ministry and Board guidelines, policy and procedures;
- engaging in professional learning opportunities provided both within the school and centrally in order to support student achievement and well- being;
- creating inclusive, positive, and safe learning environments, and healthy, trusting relationships rooted in accompaniment and active listening with students;
- exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004);

- encouraging and honouring student voice in the development of authentic and relevant learning experiences;
- modelling and promoting a growth mindset in the school and in classrooms, in order to enable each student to learn and grow to their full potential within a culture of high expectations; and
- supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- developing a growth mindset and engaging in all learning experiences;
- articulating what they are expected to learn and be able to do, with educator assistance as needed;
- monitoring and assessing their learning with educator guidance;
- setting specific improvement goals, based on peer and educator feedback;
- demonstrating evidence of learning toward achievement of curriculum expectations; and
- developing learning skills and work habits that support lifelong learning.

Parents are responsible for:

- engaging with teachers, their children, and school administration to support improved student achievement and promote well-being.

Progress Indicators:

- educators are able to articulate an understanding of evidence-based instructional practice (e.g., through professional learning feedback, survey data, collaborative inquiry cycles, professional learning communities of practice etc.);
- evidence-based instructional practices are routinely in evidence in the classrooms (e.g., as noted through classroom walkthroughs and classroom visits);
- multiple sources of data indicate student achievement is improving (e.g., classroom assessments, student voice, report card data, EQAO data, collaborative inquiry observations and reflections, etc.);

- multiple sources of data are collected and triangulated (e.g., products, observations and conversations assessed to demonstrate student learning);
- school climate surveys indicate increased student engagement and increasing positive feedback on school experience;
- CSIPSAW monitoring by school improvement teams, the principal, and the superintendents, indicate progress toward student learning goals;
- teacher feedback is collected regularly through collaborative inquiry cycles and professional learning communities of practice in order to celebrate successes and determine future learning needs and supports;
- learning partnerships with parents are growing and reflect a student learning focus; and
- students are treated equitably in all classrooms.

Definitions:

Accompaniment: accompaniment is the simple act of being present to someone, forming a relationship in order to walk with him or her towards an understanding of Christ's will.

Assessment for and as Learning: assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers co-construct learning goals and success criteria, provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, engage in self-and peer assessment, determine next steps, and reflect on their thinking and learning.

Culturally Relevant Teaching: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) maximizing the potential of, and holding high expectations for, all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Differentiated Instruction: is effective instruction that is responsive to students' readiness, interests and learning preferences.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Structured Literacy: is a comprehensive approach to literacy instruction that research has shown is effective for all students and essential for students with dyslexia. Structured Literacy instruction addresses all of the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.

Universal Design for Learning: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

References:

- [Capacity Building Series Monograph - Culturally Responsive Pedagogy](#)
- [Council of Ontario Directors of Education \(CODE\) Special Education Project: Leading for All \(Hargreaves & Braun\)](#)
- [Effective Early Reading Instruction: A Guide for Teachers](#)
- [Faith and Equity Continuum](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#)
- [High-Impact Instructional Practices in Mathematics](#)
- [Learning for All K-12](#)
- [New Pedagogies for Deep Learning Global Partnership website:](#)

- [International Dyslexia Association of Ontario: Structured Literacy Instruction](#)
- [Ontario Catholic Leadership Framework](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Ontario Curriculum Documents and Resources](#)
- [Ontario Early Years Policy Framework](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Ontario Human Rights Commission: The Right to Read Inquiry Report](#)
- [Ontario Individual Education Plan \(IEP\)](#)
- [Ontario Kindergarten Program](#)
- [Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)
- [Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)
- [PVNCCDSB Mental Health and Well-Being Strategic Plan, 2021-2025](#)
- [PVNCCDSB Strategic Plan 2021-2025](#)
- [School Effectiveness Framework, 2013](#)
- [School Mental Health Ontario's Educators Resource Guide](#)
- [Standards of Practice for the Teaching Profession](#)
- [Structured Literacy Instruction](#)
- [Supporting English Language Learners, Grades 1-8](#)



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE EFFECTIVE INSTRUCTIONAL PRACTICE	ADMINISTRATIVE PROCEDURE NUMBER AP- 301 New AP- 825-003 (old)
<i>Directional Policy</i> Student Achievement and Well-Being - 300	

TITLE OF ADMINISTRATIVE PROCEDURE.

Effective Instructional Practice

DATE APPROVED:

January 25, 2016

PROJECTED REVIEW DATE:

Bi-Annually, commencing January 2018

DIRECTIONAL POLICY ALIGNMENT:

Student Achievement and Well-Being

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Effective Instructional Practice Administrative Procedures support our vision for achieving excellence in Catholic education through an unwavering focus on learning, leadership and service. This vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, lifelong learner who develops and demonstrates God-given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

ACTION REQUIRED/GUIDELINES:

GUIDELINES:

Peterborough Victoria Northumberland and Clarington Catholic District School Board's commitment to ensuring the most effective, evidence-based instructional and assessment practices to support all students in meeting the Ontario Catholic School Graduate Expectations will be better supported by the implementation of Administrative Procedures for Effective Instructional Practice.

Educational research indicates that a coherent instructional guidance system is an important characteristic shared by strong school districts that have a proven track record in improving student achievement and well-being. In addition, the provincial leadership frameworks clearly state the need for school and system leaders to have knowledge of effective school and classroom practices that directly affect students. Furthermore the Ontario English Catholic Teachers' Association Collective Agreement refers to the importance of professional judgment of teachers. The Administrative Procedure for Effective Instructional Practice that support the board's policy for Student Achievement and Well-being will provide clarity and precision to our PVNC community. Through a commitment to shared leadership, continuous

professional learning and collaborative inquiry, educators at all levels will work together to increase their understanding and implementation of the most effective, evidence-based instructional and assessment practices, and learning conditions required to meet the diverse needs of all students.

The following principles and practices are identified as foundational to enhancing student achievement and well-being. They are based on Ontario Ministry of Education Policy documents and educational research models. They also form the basis of the Catholic Board Improvement Plan for Student Achievement and Well-Being. This procedure is intended to provide a reference model for professional learning and instructional design. A select number of evidence-based practices and learning conditions are identified herein, with the intention that they should be promoted in classrooms across the district.

Learning for All K-12:

Implement evidence-based instructional approaches including, but not limited to, the following practices identified in Learning for All K-12:

- recognize and embrace the guiding principles outlined in Learning for All;
- Plan instruction and design learning environments to reflect the principles of Universal Design for Learning (UDL);
- develop class and student profiles to facilitate early identification of students at risk and/or in need of greater challenges;
- ensure appropriate and timely intervention to address students' needs;
- utilize a tiered approach to intervention and prevention strategies considering what may be needed for all, some and few students;
- promote the conditions that support a differentiated approach to instruction;
- personalize instruction to suit individual student strengths, interests, learning styles, and readiness to learn
- by adapting the content, process, products and the affect/environment of learning; and
- promote common classroom strategies that support Universal Design for Learning and Differentiated Instruction, e.g., cooperative learning, project-based approach, problem-based approach, and explicit instruction.

School Effectiveness Framework (SEF) 2013:

Implement evidence-based instructional approaches including, but not limited to, the following practices identified in the SEF, rooted in Ontario Curricula, and reflected in the Catholic Board Improvement Plan for Student Well- Being and Achievement:

- analyze evidence to inform instruction (e.g. student voice, Individual Education Plans, diagnostic assessment, learner profile) and to apply timely and tiered supports and interventions;
- establish learning environments designed to ensure there is space for collaborative work with equitable access to a variety of tools, learning resources, technology and manipulatives;
- co-create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;
- co-create success criteria with students, in order to help achieve expectations;
- provide multiple and varied opportunities for students to demonstrate learning (triangulation of evidence through observations, conversations and products);
- provide descriptive feedback, in a timely manner to help students achieve success;
- seek feedback from learners and adapt teaching as a result of this feedback;
- provide opportunities for self and peer assessment to establish a culture of inquiry;
- explicitly teach concepts, processes and skills within inquiry to support students' learning;
- ensure critical thinking skills are taught, modelled, practiced and developed;
- foster independent demonstration and application of intended learning through a gradual release of
- responsibility model (whole group, small group, and independent practice);
- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;
- use effective questioning to cultivate an environment of problem solving and inquiry-based teaching and learning;

- engage students in experiential learning and in exploring real-world situations/issues and solving authentic problems;
- provide students with regular opportunities for planned, purposeful, accountable talk;
- create the conditions to support three part learning where students activate prior knowledge, develop thinking, and consolidate learning; and
- develop Deep Learning Competencies: Catholic Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking (New Pedagogies for Deep Learning) as reflected in the Ontario Catholic School Graduate Expectations.

Learning Conditions Which Support Instructional Practices:

Develop understanding of the emerging research models which identify optimal conditions to support learning, including but not limited to the research of Fullan & Langworthy (2014) which outlines four specific learning conditions (learning environments, learning partnerships, instructional practices, and leveraging technology - three of the four conditions outlined below), and the Mehrit Centre Ltd. (2015) research that supports the development of self-regulation and social-emotional learning in classrooms:

Learning Environments:

Create learning environments that foster interaction in trusting environments where students take shared ownership for their learning:

- ensure a safe and caring environment that nurtures trust and allows students to take risks;
- create a learning environment that is interactive and student centered
- use a range of tools and processes to assess student interests, talents and academic needs;
- build a climate and culture for learning anytime/anywhere with any learner;
- promote collaborative work processes and social skills;
- use student voice as a driver for learning design and improvement; and
- use strategies to engage and motivate students to accelerate and deepen learning.

Learning Partnerships:

Develop learning partnerships to cultivate learning between and among, students, teacher, families and the wider community:

- engage in the role of “activator” of learning, which means involving others in the learning process by
- allowing them to contribute, discuss, question, and experience;
- create transparent learning goals and expectations in partnership with students and communicate these goals and expectations to families;
- use collaborative processes and measures to engage families with student learning and communicate progress; and
- extend learning beyond the classroom to engage community partners.

Leveraging Innovative Technology:

Use innovative technology as a tool to accelerate access to knowledge beyond the classroom and cultivate student driven learning:

- promote student use of innovative technology to deepen learning and create knowledge;
- use innovative technology to increase engagement and motivation;
- scaffold learning processes using innovative technology;
- enable connecting and collaborating locally and globally;
- develop authentic and rich contexts for learning; and
- foster student access to innovative technology that enables timely and accurate feedback for learning.

Self-Regulation and Social Emotional Learning:

Develop understanding of neuroscience based research models that support our students’ ability to self-regulate and develop social-emotional learning skills. These skills are necessary for our students to access learning. Evidence-based practices including but not limited to the research definitions and strategies listed below support the development of self-regulation and social emotional learning. (It is important to note that this research definition is not synonymous with the defined look-fors in the

Learning Skills and Work Habits section for Self- Regulation on the Ontario Report Card, 1-12.)

Self-Regulation is the ability to manage stress and refers to the neural processes that control the energy expended to deal with a stressor and then recover. When an individual's physiological arousal levels are too high, various systems for thinking and metabolic recovery are compromised. The signs of dysregulation show up in behaviour, mood, attention, and physical well-being. Self-regulation is a critical factor for student achievement and well-being. (MEHRIT Centre Ltd., 2015) The following strategies promote self-regulation:

- implement the Five Step Self-Regulation Framework (MEHRIT Centre Ltd.); Reframe, Recognize the Stressors, Reduce the Stress, Reflect, and Respond; and
- utilize the Five Domain Model of Self-Regulation (MEHRIT Centre Ltd.); Biological, Emotional, Cognitive, Social, and Pro-Social.

Social-Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL) Student self-regulation capacity and social-emotional learning skills are best developed when teachers:

- use explicit evidence-based programming and instructional strategies within Assessment for Learning and
- Learning for All frameworks to develop students' social and emotional learning skills;
- design the learning environment with intention and in reference to the Whole Class Bio Domain Checklist (MEHRIT Centre Ltd.) to support student self-regulation capacity;
- assist individual students in identifying the self-regulatory skills that help them manage emotions in order to better access learning;
- integrate skill development across all academic curriculum areas; and
- cultivate a strong partnerships between home, school and parish.

Implementation of the evidence-based practices and learning conditions identified in this Administrative Procedure are best supported in a system that:

- responds to local needs and diversities;
- promotes a sense of collective responsibility for the success of all students (in and between classrooms, in and between schools);
- exercises initiative rather than implementing other people's initiatives
- integrates school based efforts with broad system priorities; and
- establishes transparency of participation and results.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- supporting an integrated, multi-disciplinary learning support structure, which fosters collaboration among services to support the Student Achievement and Well-Being Policy for inclusive curriculum, instruction and assessment.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals).
- ensuring a coherent instructional guidance system exists at the system level.
- overseeing implementation of the Effective Instructional Practice Administrative Procedures; and
- modelling and promoting growth mindset at the system level, in order to support a culture of high expectations.

Superintendents are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedures;
- providing leadership and job-embedded professional development opportunities;
- building capacity to ensure the use of effective, evidence-based strategies;
- using school and system data to inform directions in professional learning and Catholic board improvement planning; and

- modelling and promoting growth mindset at the system and school level, in order to support a culture of high expectations.

Principals and Vice-Principals are responsible for:

- supporting implementation of the Effective Instructional Practices Administrative Procedures;
- providing leadership and professional development opportunities to ensure the use of effective, evidence-based instructional practice;
- supporting school staff in the use of effective, evidence-based instructional practice;
- using data, including information from the Catholic Board Improvement Plan for Student Achievement and Well-Being (CBIPSAW), to inform the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW);
- ensuring consistent use of effective, evidence-based instructional practice;
- modelling and promoting growth mindset in the school and in the classrooms, in order to support a culture of high expectations; and
- supporting a school climate that maximizes students' ability to be calm, alert and ready for learning.

Teachers are responsible for:

- implementing effective evidence-based instructional practice in accordance with Ministry and Board guidelines, policy and procedures;
- engaging in professional learning in order to support student achievement and well-being;
- exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the
- Ontario Ministry of Education IEP Guidelines (2004);
- encouraging and honouring student voice in the development of authentic and relevant learning experiences;

- modelling and promoting growth mindset in the classrooms, in order to support a culture of high
- expectations; and
- supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- engaging in all learning experiences;
- articulating what they are expected to learn and be able to do;
- monitoring and assessing their learning;
- setting specific improvement goals, based on peer and teacher feedback;
- demonstrating achievement of curriculum expectations; and
- developing learning skills and work habits that support lifelong learning.

Parents are responsible for:

- engaging with teachers, their children, and school administration to support improved student achievement and promote well-being.

PROGRESS INDICATORS:

- staff are able to articulate an understanding of evidence-based instructional practice (e.g., through professional learning feedback, school based SEF survey data, collaborative inquiry cycles, etc.);
- evidenced-based instructional practices are routinely in evidence in the classrooms (e.g., as noted through classroom walkthroughs, and classroom visits);
- multiple sources of data indicate student achievement is improving (e.g., classroom assessments, student voice, report card data, EQAO data, collaborative inquiry observations and reflections, etc.);
- multiple sources of data are collected and triangulated (e.g., products, observations and conversations assessed to demonstrate student learning);
- school climate surveys indicate increased student engagement, and increasing positive feedback on school experience;

- CSIPSAW monitoring by school improvement teams, the principal, and the superintendents, indicate progress toward student learning goals;
- teacher feedback is collected regularly through collaborative inquiry cycles in order to celebrate successes and determine future learning needs and supports;
- learning partnerships with parents are growing and reflect a student learning focus; and
- students are treated equitably in all classrooms.

DEFINITIONS:

See Reference Links

REFERENCES:

Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014

<http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>

Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7 to 12

http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf

[Catholic Board Improvement Plan for Student Well-Being and Achievement](#)

Council of Ontario Directors of Education (CODE) Special Education Project: Leading for All (Hargreaves & Braun)

http://www.ontariodirectors.ca/downloads/Essential_FullReport_Final.pdf

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All K-12, 2013

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

New Pedagogies for Deep Learning Global Partnership web site:

<http://npdl.global/>

Ontario Catholic Leadership Framework, September 2013 [http://www.education-](http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf)

[leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf](http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf)

Ontario Catholic School Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/>

Ontario Early Years Policy Framework, 2013,
<https://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

Ontario's Equity and Inclusive Education Strategy, 2009,
<https://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Ontario Individual Education Plan (IEP): A Resource Guide, 2004,
<https://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

Ontario School Kindergarten to Grade 12, Policy and Program Requirements, 2011
<http://edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, April 22, 2013
<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

PVNCCDSB Catholic Board Improvement Plan for Student Achievement
<http://www.pvnccdsb.on.ca/en/programsservices/resources/lss-cbipsaw2014-2015-final.pdf>

PVNCCDSB Mental Health and Well-Being Strategic Plan
<http://tinyurl.com/p9jaq76>

School Effectiveness Framework, 2013
<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

[Standards of Practice for the Teaching Profession](#)

Supporting Minds: A Teacher's Guide to Promoting Student's Mental Health and Well-Being, 2013
<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

What is Social and Emotional Learning? by the Collaborative for Academic, Social, and Emotional Learning <http://www.casel.org/social-and-emotional-learning/>

Whole Class Bio Domain Checklist, The MEHRIT Centre, Ltd., 2015

Social-Emotional Learning: Systemic Innovation for Improved Outcomes, Weissberg, R.P., Cruz, P., Rave, S., Duffell, J. (2015) An Education Week Webinar www.edweek.org/go/webinars

RESOURCE:

Strategic Plan 2014-2017

NOTES:

Policy Development Committee

B.8 a)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #302, Assessment, Evaluation and Reporting, be received and posted as amended under Directional Policy #300, Student Achievement and Well-being.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> ASSESSMENT, EVALUATION AND REPORTING	<i>Administrative Procedure Number</i> 302
Directional Policy Student Achievement and Well-Being - 300	

Title of Administrative Procedure:

Assessment, Evaluation and Reporting

Date Approved:

April, 2023

Projected Review Date:

2028

Directional Policy Alignment:

Student Achievement and Well-Being

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: *Building a Community That Accompanies*](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being and Valuing Relationships.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;

- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self- directed, responsible, lifelong learner who develops and demonstrates God- given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Action Required:**GUIDELINES:**

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to supporting those assessment, evaluation and reporting practices and procedures which promote student well- being and improve student learning. All assessment and instructional practices are based on the fundamental principles of [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#).

The primary purpose of assessment and evaluation is to improve student learning. Fair, transparent, and equitable assessment and evaluation must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective assessment and evaluation is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. How students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers' professional skills both in differentiating instruction and assessment and in helping students understand how they can improve.

Inclusive Assessment and Evaluation Practices:

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, educators will implement evidence-based assessment and evaluation approaches including, but not limited to, the following

practices identified in [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#):

- gather timely and ongoing assessment data to identify a student's progress in acquiring skills being taught;
- tailor classroom instruction based on triangulated assessment information to meet students' learning needs;
- analyze assessment evidence to inform instruction (e.g. student voice, Individual Education Plans, diagnostic assessment, learner profile) and to apply timely and tiered supports and interventions;
- establish learning environments designed to ensure there is equitable access to a variety of tools, learning resources, technology and manipulatives;
- provide multiple and varied opportunities for students to demonstrate their learning;
- triangulate assessment and evaluation evidence through observations, conversations and products;
- co- create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;
- co- create success criteria with students in student-friendly language, in order to help achieve expectations;
- engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests;
- provide descriptive feedback that is frequent, timely and specific to help students achieve success;
- seek feedback from learners and adapt teaching and assessment as a result of this feedback;
- explicitly teach self and peer assessment skills to establish a culture of students as resources for their own and others' learning;
- foster independent demonstration and application of intended learning through a gradual release of responsibility model (whole group, small group, and independent practice);

- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;
- use effective questioning to cultivate an environment of problem solving and to elicit evidence of student learning;
- engage students in the creation of individual goals as a result of the patterns of feedback they have received;
- provide numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills within the Achievement Chart;
- collect evidence of student achievement for evaluation over time from three different sources - observations, conversations and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning;
- ensure equity for all students, by ensuring that assignments for evaluation and tests or exams are completed, whenever possible, under the supervision of a teacher and offer varied opportunities to demonstrate evidence of learning tailored to students' strengths;
- ensure teachers' professional judgement and interpretation of evidence for evaluation reflects the student's most consistent level of achievement, with special consideration given to more recent evidence.

Assessment for Learning

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

ASSESSMENT REFORM GROUP 2002



Learning Skills and Work Habits:

Learning Skills and Work Habits contribute substantially to student success. In Ontario, all students Gr. 1-12 are assessed and evaluated on the following six competencies: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Co-construction of success criteria for each learning skill and work habit explicitly describes what each looks like, sounds like and feels like within the classroom or school setting. Individualized student goals and success criteria should be developed and co-constructed based on student strengths and needs. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to

provide information to the parents and student that is specific to each of the two areas of achievement.

Responsibilities:

The Board of Trustees is responsible for:

- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy 300.

The Director of Education is responsible for:

- ensuring that all practices and procedures support the Ontario Catholic School Graduate Expectations; and;
- supporting the implementation of the Assessment, Evaluation and Reporting Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- modelling and promoting a growth mindset at the system and school level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations;
- building school administrator capacity in implementing Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- collaborating with schools to implement Growing Success: Assessment, Evaluation and Reporting in Ontario;
- modelling the assessment framework of assessment for and as learning practices;
- monitoring assessment and evaluation data (school and system) to support Catholic school and Catholic board improvement planning; and
- ensuring assessment and evaluation practices and procedures reflect the Ontario Catholic School Graduate Expectations.

Principals and Vice-Principals are responsible for:

- modelling and promoting a growth mindset at the school level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations;
- building school capacity by collaboratively working with staff to implement Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- modelling the assessment framework of assessment for and as learning practices;
- modelling, naming and sharing assessment, evaluation and reporting practices and procedures, as outlined in Growing Success, that reflect the Ontario Catholic School Graduate Expectations;
- using assessment and evaluation information to inform decisions to support the Catholic school improvement planning process;
- supporting school staff through professional development, coaching, professional learning communities, and other appropriate means;
- supporting school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation practices at the classroom and student level;
- monitoring teachers' Annual Learning Plans, ensuring that teachers articulate opportunities to take an "assessment for learning and as learning" approach to their own professional learning;
- championing the importance of Assessment for Learning by ensuring a consistent and continuous school- wide focus on student learning and by using classroom, school, and system data to monitor progress;
- working with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines;
- working with teachers to implement the PVNC Catholic District School Board Assessment, Evaluation and Reporting Handbook;
- supporting teachers in the regular communication of progress and achievement to students and their parents/guardians in a timely, proactive manner, using a range of practices and strategies.

Learning Support Services, Student Success Services, and Special Education Services are responsible for:

- building system and school staff capacity in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- using assessment and evaluation information to inform decisions to support Catholic Board Improvement Plan for Student Achievement and Well-being (CBIPSAW) and Catholic School Improvement Plan for Student Achievement and Well-being (CSIPSAW) improvement processes;
- modelling, naming and sharing practices and procedures that support the Ontario Catholic School Graduate Expectations;
- providing professional development opportunities to support the system and collaborate with staff in understanding, using and communicating fair, transparent, inclusive and equitable assessment and evaluation practices;
- reviewing and revising the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting staff with the implementation of policies and administrative procedures related to assessment, evaluation and reporting.

Educators are responsible for:

- modelling and promoting a growth mindset within the school and classrooms, in order to enable each student to learn and grow to their full potential within a culture of high expectations;
- using Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document to inform themselves and to align assessment and instructional decisions to improve student learning;
- modelling, naming and sharing practices and procedures that reflect the Ontario Catholic School Graduate Expectations;
- modelling, naming and sharing practices and procedures that reflect the Assessment for and as Learning frameworks; specifically:
 - plan assessment concurrently and integrate it seamlessly with instruction;
 - co-construct learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
 - gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;

- o use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- o analyse and interpret evidence of learning;
- o give and receive specific and timely descriptive feedback about student learning;
- o help students to develop skills of peer and self- assessment;
- o assess students' development of learning skills and work habits;
- assessing and evaluating student work using informed professional judgement, with reference to established criteria noted in the four levels of achievement that are standard across the province;
- collecting evidence of student achievement for evaluation over time from three different sources – [observations, conversations, and student products](#):
 - o “Observations” may include data collected through pedagogical documentation
 - o “Conversations” may include data collected during classroom discussions with respect to achievement of learning goals
 - o “Products” may include data collected in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays, completed individually or in groups.
 - Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
 - The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.
 - Board- approved commercial diagnostic assessment tools, to be used as part of professional judgement, are:
 - PRIME (elementary and secondary)
 - Leaps and Bounds
 - Fountas and Pinnell Benchmark Assessment System (Gr. 3-8)
 - Phonological awareness
- collaborating with colleagues to assess student work;
- co-planning with colleagues for optimal student achievement;
- regularly communicating student achievement to students and their parents/guardians in a timely, proactive manner. If there is a concern about

- student progress and achievement, it is the responsibility of the teacher to communicate this to students and parents as soon as the concern arises;
- ensuring fairness in assessment and evaluation, which is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio- economic status, ethnicity, gender, geographic location, learning style, and/or need for special services;
 - supporting students with special needs:
 - collecting and/or gathering data from assessments to help provide a detailed picture of the student's learning needs from assessments, along with information from parents and others who have worked with the student, provide a detailed picture of the student's learning needs.
 - considering student learning needs, curriculum expectations, and in consultation with the School Resource Team, discussing the appropriateness of:
 - accommodations and/or modified learning expectations; or
 - an alternative program, not derived from the curriculum expectations for a subject/grade or a course.
 - communicating and working collaboratively with parents and students to support the gradual release of responsibility, student achievement and well-being. Teachers are encouraged to develop a range of practices and strategies for effective communication with parents and students;
 - fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004);
 - taking an “assessment for learning and as learning” approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals;
 - implementing the [PVNCCDSB Assessment, Evaluation and Reporting Handbook](#).

Students are responsible for:

- providing evidence of their learning within established timelines, with educator assistance as needed;
- communicating and working collaboratively with parents and teachers to support their learning, their achievement and their well- being;
- using the Assessment for and Assessment as Learning Frameworks to support their own learning, with the support of educators;

- developing an awareness of how the learning reflects the Ontario Catholic School Graduate Expectations.

Parents are responsible for:

- communicating and working collaboratively with the school, teacher and child, and accessing necessary community agency supports, to ensure students' well-being and achievement.

Progress Indicators:

The implementation of the Assessment, Evaluation and Reporting Administrative Procedures will result in:

- fair, equitable and transparent assessment practices in all classrooms and schools;
- improved student achievement and well-being;
- clear communication on expectations for students and student achievement to students and parents at the beginning of the school year or course, and at the appropriate times throughout the school year or course;
- structures at a school and system level to provide time for collaborative planning and professional learning to continuously increase teachers' capacity to improve instructional and assessment practices in all schools;
- increased consistency in assessment, evaluation and reporting practices within and between schools.

Definitions:

Achievement Chart: a standard, province- wide guide to be used by teachers to make judgements about student work based on clear performance standards.

Assessment: the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

- **Assessment for Learning.** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high- yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)
- **Assessment as Learning.** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.)

- **Assessment of Learning.** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Equity: a condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Evaluation: the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Pedagogical Documentation: a process for listening to students, for creating artifacts from that listening, and for studying with others what students reveal about their competent and thoughtful views of the world. It is the documenting of living moments with images, video, artifacts, written or audio recordings of what students have said, or other digital traces. Educators become co- learners together; focusing on students' expanding understanding of the world as they interpret that understanding with others. Pedagogical Documentation is not merely to record activities, but to placehold events so that we might study and interpret their meaning together. Out of that slowed- down process of teacher research, we have the potential to discover thoughtful, caring, innovative responses that expand our horizons.

Professional Judgement: judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self- correction.

Reporting: reporting relates to the communication of accurate, comprehensive, and timely information about student achievement to parents, students, and/or other educators. One tool for this is the provincial report card, which students and their families receive three times per year, starting in Grade 1. However, the report card is only one of many ways that teachers can communicate results to children and parents. Reporting provides an opportunity to involve the parents in helping their child to progress. For reporting to be effective, the teacher must be able to clearly explain the results and next steps. Teachers should discuss specific recommendations for helping the child to reach the provincial standard of level 3. Suggestions might include strategies for individual, classroom, or home- school support.

REFERENCES:

- [Assessment for Learning Infographic](#)
- [Assessment Handbook](#)
- [Effective Early Reading Instruction: A Guide for Teachers](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#)

- [Learning for All K-12](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Ontario Curriculum and Resource Documents - Assessment and Evaluation](#)
- [Ontario Early Years Policy Framework](#)
- [Ontario Kindergarten Program](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Ontario Individual Education Plan \(IEP\)](#)
- [Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)
- [Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)
- [PVNCCDSB Mental Health and Well-Being Strategic Plan, 2021-2025](#)
- [School Effectiveness Framework](#)
- [School Mental Health Ontario Educator's Resource Guide](#)
- [Steps to English Proficiency\(STEP\)](#)
- [Structured Literacy Instruction](#)

**BOARD ADMINISTRATIVE PROCEDURE**

ADMINISTRATIVE PROCEDURE
**ASSESSMENT,
EVALUATION AND
REPORTING**

ADMINISTRATIVE PROCEDURE
NUMBER
**AP- 302 New
AP- 825-007 (old)**

Directional Policy
Student Achievement and Well-Being - 300

TITLE OF ADMINISTRATIVE PROCEDURE:

Assessment, Evaluation and Reporting

DATE APPROVED:

January 25, 2016 *(Revised May 23, 2017)*

PROJECTED REVIEW DATE:

January 2021

DIRECTIONAL POLICY ALIGNMENT:

Student Achievement and Well-Being

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to enabling all students to reach their potential, and to succeed. The Board's Assessment, Evaluation, and Reporting Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy as well as the Ontario Ministry of Education's document: Growing Success. This Administrative Procedure is intended to ensure that every student in the system benefits from the same, consistent high-quality process for assessing, evaluating, and reporting achievement, from Kindergarten to Grade 12. The procedures outlined apply to assessment, evaluation, and reporting practices in all programs, including Specialist High Skills Major programs, cooperative education, and dual credit programs.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, lifelong learner who develops and demonstrates God-given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

ACTION REQUIRED/GUIDELINES:

GUIDELINES:

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to supporting those assessment, evaluation and reporting practices and procedures which promote student well-being and improve student learning. All assessment and instructional practices are based on the fundamental principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*.

Assessment for Learning

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

ASSESSMENT REFORM GROUP, 2002



RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- supporting an integrated, multi-disciplinary learning support structure, which fosters collaboration among services to support the Student Achievement and Well-Being Policy for inclusive curriculum, instruction and assessment;
- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy.

The Director of Education is responsible for:

- ensuring that all practices and procedures support the Ontario Catholic School Graduate Expectations; and;
- supporting the implementation of the Assessment, Evaluation and Reporting Administrative Procedure.

Superintendents are responsible for:

- promoting a culture of high expectations for all principals, staff and students;
- building school administrator capacity in implementing Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- collaborating with schools to implement Growing Success: Assessment, Evaluation and Reporting in Ontario,
- modelling the assessment framework: assessment for, as and of learning practices;
- monitoring assessment and evaluation data (school and system) to support Catholic School and Catholic Board improvement planning;
- ensuring assessment and evaluation practices and procedures reflect the Ontario Catholic School Graduate Expectations.

Principals and Vice-Principals are responsible for:

- promoting a culture of high expectations for all staff and students;
- building school capacity by collaboratively working with staff to implement Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- modelling the assessment framework: assessment as, for and of learning practices;

- modelling, naming and sharing assessment, evaluation and reporting practices and procedures, as outlined in Growing Success, that reflect the Ontario Catholic School Graduate Expectations;
- using assessment and evaluation information to inform decisions to support the Catholic School improvement planning process;
- through professional development, coaching, professional learning communities, and other appropriate means, supporting school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation practices at the classroom and student level;
- monitoring teachers' Annual Learning Plans, ensuring that teachers articulate opportunities to take an "assessment for learning and as learning" approach to their own professional learning;
- championing the importance of assessment for learning by ensuring a consistent and continuous school-wide focus on student learning and by using classroom, school, and system data to monitor progress;
- working with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines;
- working with teachers to implement the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting teachers in the regular communication of progress and achievement to students and their parents/guardians in a timely, proactive manner, using range of practices and strategies.

Learning Support Services, Student Success Services, and Special Education Services are responsible for:

- building system and school staff capacity in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- using assessment and evaluation information to inform decisions to support Catholic board (CBIPSAW) and Catholic school (CSIPSAW) improvement planning processes;
- modelling, naming and sharing practices and procedures that support the Ontario Catholic School Graduate Expectations;

- providing professional development opportunities to support the system and collaborate with staff in understanding, using and communicating fair, transparent, inclusive and equitable assessment and evaluation practices;
- reviewing and revising the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting staff with the implementation of policies and administrative procedures related to assessment, evaluation and reporting.

Teachers are responsible for:

- promoting a culture of high expectations for all students;
- using Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document to inform themselves and to align assessment and instructional decisions to improve student learning;
- modelling, naming and sharing practices and procedures that reflect the Ontario Catholic School Graduate Expectations;
- as the lead learner, modelling, naming and sharing practices and procedures that reflect the Assessment for, as and of Learning frameworks; specifically:
 - plan assessment concurrently and integrate it seamlessly with instruction;
 - co-construct learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
 - gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
 - use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
 - analyse and interpret evidence of learning;
 - give and receive specific and timely descriptive feedback about student learning;
 - help students to develop skills of peer and self-assessment;
 - assess students' development of learning skills and work habits;

- assessing and evaluating student work using informed professional judgement, with reference to established criteria to the four levels of achievement that are standard across the province;
- collecting evidence of student achievement for evaluation over time from three different sources –observations, conversations, and student products:
 - “Observations” may include data collected through pedagogical documentation
 - “Conversations” may include data collected during classroom discussions with respect to achievement of learning goals
 - “Products” may include data collected in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays, completed individually or in groups.
 - Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
 - The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.
 - Board-approved commercial diagnostic assessment tools, to be used as part of professional judgment, are:
 - PRIME (elementary and secondary)
 - Leaps and Bounds
 - Developmental Reading Assessment (DRA)
 - PM Benchmarks
 - GB Plus (Immersion elementary)
 - Fountas and Pinnell Benchmark Assessment System (Gr. 3-8)
 - Phonological awareness (KP)
- collaborating with colleagues to assess student work;
- collaborating with colleagues to co-plan for optimal student achievement;

- regularly communicating student achievement to students and their parents/guardians in a timely, proactive manner. If there is a concern about student progress and achievement, it is the responsibility of the teacher to communicate this to students and parents as soon as the concern arises;
- ensuring fairness in assessment and evaluation, which is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services;
 - to ensure equity for all students, assignments for evaluation and tests or exams are to be completed under the supervision of a teacher.
- when supporting students with special needs:
 - data from assessments, along with information from parents and others who have worked with the student, provide a detailed picture of the student's learning needs. In the light of this information, the teachers consider the curriculum expectations that are appropriate for the student's instructional level/pathway and, in consultation with the School Resource Team, determine whether the student requires:
 - no accommodations or modifications;
 - accommodations and/or modified learning expectations; or
 - an alternative program, not derived from the curriculum expectations for a subject/grade or a course.
- communicating and working collaboratively with parents and students to support the gradual release of responsibility, student achievement and well-being. Teachers are encouraged to develop a range of practices and strategies for effective communication with parents and students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004);
- taking an “assessment for learning and as learning” approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals;
- implementing the PVNCCDSB Assessment, Evaluation and Reporting Handbook.

Students are responsible for:

- providing evidence of their learning within established timelines;
- communicating and working collaboratively with parents and teachers to support their learning, their achievement and their well-being;
- using the Assessment for and Assessment as Learning Frameworks to support their own learning, with the support of educators;
- developing an awareness of how the learning reflects the Ontario Catholic School Graduate Expectations.

Parents are responsible for:

- communicating and working collaboratively with the school, teacher and child to support achievement and well-being.

PROGRESS INDICATORS:

The implementation of the Assessment, Evaluation and Reporting Administrative Procedures will result in:

- fair, equitable and transparent assessment practices in all classrooms and schools;
- increased student achievement;
- clear communication on expectations for students and student achievement to students and parents at the beginning of the school year or course, and at the appropriate times throughout the school year or course;
- collaborative planning and collaborative inquiry to continuously increase teachers' capacity to improve instructional and assessment practices in all schools;
- increased consistency in evaluation and reporting practices within and between schools.

DEFINITIONS:

See Reference Links

Achievement Chart (from *Growing Success, 2010*)

A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

Assessment (from *Growing Success, 2010*)

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

- **Assessment as Learning.** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.)

- **Assessment for Learning.** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)
- **Assessment of Learning.** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Equity

A condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Evaluation (from *Growing Success, 2010*)

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Pedagogical Documentation (from Think, Act, Feel, 2013)

A process for listening to students, for creating artifacts from that listening, and for studying with others what students reveal about their competent and thoughtful views of the world. It's the documenting of living moments with images, video, artifacts, written or audio recordings of what students have said, or other digital traces. Educators become co-learners together; focusing on students' expanding understanding of the world as they interpret that understanding with others. Pedagogical Documentation is not merely to record activities, but to placehold events so that we might study and interpret their meaning together. Out of that slowed-down process of teacher research, we have the potential to discover thoughtful, caring, innovative responses that expand our horizons.

Professional Judgment (from Growing Success, 2010)

Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Reporting (from Early Reading Strategy, 2003)

Reporting relates to the communication of accurate, comprehensive, and timely information about student achievement to parents, students, and/or other educators. One tool for this is the provincial report card, which students and their families receive three times per year, starting in Grade 1. However, the report card is only one of many ways that teachers can communicate results to children and parents. Reporting provides an opportunity to involve the parents in helping their child to progress. For reporting to be effective, the teacher must be able to clearly explain the results and next steps. Teachers should discuss specific recommendations for helping the child to reach the provincial standard of level 3. Suggestions might include strategies for individual, classroom, or home-school support.

REFERENCES:

Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014 <http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>

[EduGains](#)

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All K-12, 2013
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Ontario Catholic Leadership Framework, September 2013 http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf

Ontario Catholic School Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/>

Ontario Early Years Policy Framework, 2013
<https://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

Ontario's Equity and Inclusive Education Strategy, 2009
<https://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Ontario Individual Education Plan (IEP): A Resource Guide, 2004,
<https://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

Ontario School Kindergarten to Grade 12, Policy and Program Requirements, 2011
<http://edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, April 22, 2013
<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

PVNCCDSB Catholic Board Improvement Plan for Student Achievement
<http://www.pvnccdsb.on.ca/en/programsservices/resources/lss-cbipsaw2014-2015-final.pdf>

PVNCCDSB Mental Health and Well-being Strategic Plan <http://tinyurl.com/p9jaq76>

School Effectiveness Framework, 2013
<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being, 2013

<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

RESOURCE:

NOTES:

Report to the Policy Development Committee

Meeting Date: April 18, 2023
Presented by: Julie Selby, Superintendent of Learning
Subject: AP 305 Out of School Activities

Background:

AP 305 is being brought forth as part of the customary review cycle.

Recommended Changes:

All changes are outlined in detail in the following slidedeck:

<https://docs.google.com/presentation/d/1FzI730d8c7mOnIjBnh7ohKfinIZR65e3D6mo22RAdZc/edit#slide=id.p1>

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #305, Out of School Activities, be received and posted as amended under Directional Policy #300, Student Achievement and Well-being.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Out of School Activities	305
<i>Directional Policy</i>	
Student Achievement and Well-Being - 300	

Title of Administrative Procedure:

Out of School Activities

Date Approved:

April, 2023

Projected Review Date:

2028

Directional Policy Alignment:

In alignment with 300 - Student Achievement and Well-Being. The Board recognizes the educational value for students and staff to participate in Out of School Activities. The Board encourages excursions and field trips as part of an enriching Catholic educational program for all students. Activities out of school provide students with experiential learning opportunities to discover diverse educational and natural environments, cultures, faiths, workplaces, and global perspectives. Field trips and excursions are valuable extensions of the curriculum and will be linked to the [Ontario Catholic School Graduate Expectations \(OCGEs\)](#). Out of School Activities provide opportunities for students to develop a life-long love of healthy living through participation in well-planned and well-managed excursions. At all times, leaders of Out of School Activities are expected to care for the students as a responsible and prudent parent would.

Alignment with Multi-Year Strategic Plan:

The Out of School Activities Administrative Procedure supports our Vision for creating a culture of faith, hope and love to ensure equity and well-being and our Mission to accompany our students as we strive for excellence in Catholic Education. Well-planned, experiential Out of School Activities develop the intellectual, spiritual, mental, physical, and emotional well-being of students in faith-filled, loving, safe, and inclusive learning environments. This Administrative Procedure supports the Board's [Strategic Plan: Building a Community that Accompanies](#) to inspire faith, nurture mental health and well-being, provide excellence in teaching and learning, and ensure equity.

Action Required:

1. Out of School Activities shall:

- (a) Have a well-planned, definable Catholic educational purpose linked to the Ontario Curriculum and the Board's vision;
- (b) Be conducted in a safe and supervised manner and be carefully planned, conducted, and assessed in terms of educational benefits for students and in accordance with the Board's safety, emergency and supervision guidelines;
- (c) Ensure that participation in Sunday Eucharist is part of the planned activity when students are away from home on Sundays, and include other faith development experiences (i.e., liturgical celebration or prayer reflection) where appropriate;
- (d) Include appropriate accommodations for students with special needs, including an educational assistant, as required;
- (e) Be planned with consideration given to the age of the students, distance of the activity from the school, associated costs to the students/families and ability for all to participate. Fees shall be calculated on a cost-recovery basis for excursions that are considered to be voluntary enhancements to the curriculum.
- (f) Provide information and instruction on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must receive instruction on the importance of reporting symptoms related to a suspected concussion as required in [AP 324 - Concussion Protocol](#). Where applicable, students must also receive instruction on safety procedures related to environmental conditions and be made aware of ways to protect themselves (for example, sunburn, heat stroke).

2. Out of School Activities are classified into five categories:

(a) **Category 1 - Day Walking Trip**

Students may be taken on a walking trip off school property for a variety of educational or community activities throughout the school day. Staff must inform the principal of the purpose and details of the trip. The principal shall be responsible for granting permission for the activity **prior to booking** the activity. Parents must be informed of the activity by the teacher in writing.

Staff will seek parental consent for a series of specific walking excursions that are scheduled throughout the year via the Annual Consent Renewal - Walking Excursions as part of the Student Information Form sent home during the first week of school each year. If permission is not granted on this form, an additional permission form must be utilized.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, where the parish is within walking distance, schools will inform parents/guardians of the dates students will be walking to the parish for Mass.

(b) **Category 2 - One-day Out of School Activity Using Transportation**

The principal will be responsible for granting permission for Category 2 activities. Staff must complete a [Category 2 Approval Form \(Appendix D\)](#) and submit it to the principal **prior to booking** the activity.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, schools will inform parents/guardians of the dates that their children will be transported by bus to the parish for Mass.

Where a vendor is requesting a Certificate of Insurance from the Board as part of the contract/permit (i.e. ice skating), one may be obtained from the Board insurer via the Superintendent of Business or designate. Certificates of Insurance are provided by the Board insurer where they are a requirement as part of a contract/permit. The contract must be in the name of the Board and not the

school. A copy of the wording regarding the insurance will need to be reviewed in order to ensure the correct form of certificate is provided.

(c) **Category 3 - Overnight Out of School Activity**

Staff will complete a [Category 3 Approval Form \(Appendix E\)](#) and submit it to the principal **prior to booking** the activity. The principal will approve the activity and submit a copy of the form to the superintendent of schools at least one month prior to the activity. Exceptions to these timeline requirements may be secondary school sports teams who have qualified for regional or provincial tournaments or band/drama productions that have qualified for a provincial competition.

Category 3 excursions requiring hotel accommodations must be arranged through a registered Travel Agent who possesses a license used by the [Travel Industry Council of Ontario \(TICO\)](#) as per the [Travel Industry Act \(2002\)](#).

All overnight Out of School Activities using a pre-approved provider will be considered as a Category 3 excursion, and then follow the same approval process.

(d) **Category 4 – Overnight Wilderness Canoe-Tripping anywhere in Canada**

Wilderness Canoe or Kayak Tripping is defined as traveling in groups by canoe/kayak through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight.

Elementary School canoe-tripping excursions will not be approved.

The Board of Trustees shall be responsible for the approval of Category 4 Out of School Activities. A [Category 4 Approval Form \(Appendix F\)](#) must be submitted to the Family of Schools superintendent **prior to booking** the trip and a minimum of 4 months in advance.

For all trips, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

(e) **Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights**

The Board shall be responsible for the approval of Category 5 Out of School Activities. A [Category 5 Approval Form \(Appendix G\)](#) must be submitted to the Family of Schools superintendent **prior to booking** the trip and at least one year in advance.

For all trips, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Category 5 excursions requiring travel services such as hotel accommodations or air/bus transportation must be arranged through a registered Travel Agent who possesses a licence issued by the [Travel Industry Council of Ontario \(TICO\)](#) as per the [Travel Industry Act \(2002\)](#).

3. High Care Activities:

- (a) Health and safety shall be given the highest priority for students and staff when planning an Out of School Activity. Where an Out of School Activity includes a High Care Activity, the [consent form](#) will contain a section which describes the elements of risk for each high care activity the students may experience during the excursion.
- (b) High Care Activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking, or swimming; archery; climbing walls; tobogganing; cycling on major roadways; contact sports; skiing; and snowboarding. These activities may involve increased risk, require additional specific safety considerations and/or safety equipment, as listed in the [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#), or require special certifications or qualifications for supervision. See [Appendix A](#) for a list of High Care Activities.
- (c) All staff are instructed to refer to the [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#) when planning and supervising all High Care Out of School Activities.

High Care Activities may be in combination with any Out-of-School Activity, in any Category 1 to 5. Teachers, by signing the Out of School Activity application, indicate they have addressed the appropriate [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#) Guidelines.

- (d) Some level of injury risk is inherent in any activity. The Board uses the Risk Management Guidelines of the [Ontario School Board Insurance Exchange \(OSBIE\)](#) to assist in identifying and managing the risks of Out of School Activities. In order to mitigate the risk of injury, some activities such as whitewater rafting and skydiving, are not permitted. For a list of Risk Managed Activities which are not permitted under this Administrative Procedure, see [Appendix B](#).
- (e) Where Out of School Activities are part of the athletic (co-instructional) program, teachers are to follow the requirements outlined in the [OPHEA/OPASSE](#)

[Elementary or Secondary Athletics Guidelines](#), in coordination with this procedure. The appropriate permission forms for participating in physical activity must be completed for both Elementary Students and Secondary Students, in addition to all other required forms. Students participating in athletic activities must sign the relevant [Elementary](#) or [Secondary](#) Athlete Participation Agreement form granting permission for regular season travel, as well as the [Informed Consent for Student Participation and Acknowledgment of Risks](#). Student athletes participating in any overnight athletic events must receive specific permission from parents using the Category 3 Parent Permission form.

(f) Secondary School Sports (COSSA/OFSAA)

As soon as school teams are notified that they qualify for a COSSA or OFSAA event, Principals must submit the relevant Category 2 or 3 package, the COSSA or OFSAA host package, the [Athletic Emergency Action Plan](#) and relevant documents as outlined in the PVNCCDSB [Student Injury Prevention- Health and Physical Education Guidelines](#) to the FOS Superintendent for approval.

(g) Trips that do not have a clear educational purpose, do not reflect the Ontario curriculum, or cannot be adequately supervised, will not be considered or approved by the principal or superintendent.

(h) Given that some countries may have different safety standards than Ontario, extreme caution should be exercised before approving any High Care Activities on an international excursion.

4. High Care Activities Involving Water:

On Out of School excursions, water safety may be a concern, even if the general purpose of a trip does not involve students being in or on water. Even shallow water can present a danger. Water temperature, water current, watershed conditions and weather conditions can present significant risks. If there is any water in close proximity to the primary area of the excursion activities, this must be noted in the risk assessment portion of the parent permission form. For the purposes of excursions, close proximity to water is to be avoided if the activity does not involve water. If this proximity cannot be avoided, then supervision ratios must account for the possibility that students may access the water if not supervised appropriately, particularly on any overnight excursions. Parents/guardians must give written permission for their child to be involved in any activity that occurs on or near water, such as canoeing, kayaking and swimming; such permission must also include the completion of a swim test.

Students are not allowed to swim after sunset or before sunrise, and may only swim in designated areas.

Swimming in hotel pools is not permitted unless the required number of qualified lifeguards are supervising on site as outlined in the [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#), and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place. Non-swimmers are not allowed to go into the hotel pool or hot tub.

(a) **Category 1/Category 2** - Day Excursions

For day excursions, such as stream studies, where water is present but students are not swimming, teachers will evaluate the water temperature, water current, water depth, watershed conditions and weather conditions to assess the risk. The teacher will then consult with the school principal to determine if the activity should proceed, and if extra supervision is required, and/or if students should be required to wear Personal Flotation Devices (PFDs).

For day excursions where water activities are the primary focus of the activity, including pools and water parks, a swim test is required on site. If a swim test cannot be conducted at the excursion site, then arrangements must be made by the school to conduct the swim test prior to arrival at the site. Swimming in unsupervised bodies of waters (lakes, rivers, streams) is not allowed. Exceptions for secondary outdoor education courses and co-curricular clubs must be approved by the principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice.

(b) **Category 3** - Overnight Out of School Activities

For Out of School activities at an indoor facility, licensed camp or outdoor education facility (pre-approved or otherwise) where water activities are included as part of the program, a teacher must accompany students to the swimming area and be present at the swimming area during the activity. Supervising staff must ensure that the facility or camp has the appropriate number of qualified

lifeguards on staff based on the number and skill of swimmers according to current [OPHEA/OPASSE Outdoor Education \(Swimming - Leisure - Camps\) Safety Guidelines](#) or [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#) who are present at the water during all water activities. An initial test of swimming ability must be done in shallow water (equal or less than 1.35m) prior to all water activities. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Results of swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal.

Identified non-swimmers and those who do not successfully complete the swim test, must wear a properly fastened Personal Flotation Device (PFD) or lifejacket when in, or near the water. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative activities for the duration of the excursion.

(c) **Category 4** - Overnight Wilderness Canoe-Tripping anywhere in Canada

When on a wilderness trip, all students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test prior to the excursion. Swim tests will be conducted by a qualified lifeguard and at least one of the qualified teachers for the trip will be present. Swim test results will be communicated by the supervising teacher to the student, parents/guardians and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

(d) **Category 5** - Travel Outside of Canada or Travel requiring Commercial Flights

For Out of Country excursions where water activities (including swimming in hotel pools) are included as part of the program, a teacher must accompany students to the swimming area and be present at the swimming area during the activity.

Swimming in hotel pools is not permitted unless the required number of qualified lifeguards are supervising on site as outlined in the [OPHEA/OPASSE Outdoor](#)

[Education \(Swimming - Pools\) Safety Guidelines](#), and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place.

Results of swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal. Non-swimmers are not permitted to go into the hotel pool or hot tub.

5. (a) The principal shall be responsible for the approval of Category 1 and 2 Out of School Activities; the FOS Superintendent shall be responsible for the approval of Category 3, 4 and 5 Out of School Activities; and the Board shall be responsible for the approval of Category 4 and 5 excursions.
 - (b) For Category 5 trips, the principal shall ensure that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) are met.
 - (c) The principal shall inform the appropriate superintendent in writing of all overnight Category 3 Out of School Activities. High Care Activities shall not be added to trip itineraries after approval, unless the revised itinerary is brought forth and approved by the Superintendent.
 - (d) The Board shall be responsible for the approval of Out of School Activities that involve travel outside of Canada, travel requiring flights and overnight wilderness trips in Canada. High Care Activities shall not be added to Category 4 & 5 trip itineraries after approval, unless the revised itinerary is brought forth and approved by the Board.
 - (e) Where appropriate, schools can coordinate Out of School Activities to reduce costs and to support the participation of smaller schools. In multi-school trips, each participating school principal must submit a completed application package.
6. (a) Students and parents must be provided with details of all expenses associated with the Out of School Activity along with the permission form. It should include total costs along with possible expenses that might be incurred while in attendance such as lunches, souvenirs, snacks, or added excursions.
 - (b) Costs associated with Out of School Activities which are an extension of the curriculum and not an optional trip may be subsidized by school budget, Catholic School Council funds, or fundraising efforts. Principals must be sensitive to the capabilities of families to pay prior to supporting Out of School Activities. In cases where financial hardship is suspected, staff will make whatever accommodation is required to support participation of all students in Category 1, 2 and 3 Out of School Activities.

7. (a) The Board requires that principals have the written consent of a parent or legal guardian prior to any student being granted permission to participate in an Out of School Activity. For Category 1 – Day Walking Trips, please refer to Section 2 (a). Students who have reached the age of consent (18) may sign their own permission forms.
- (b) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.
- (c) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.[1]

8. High Care Activity Excursion Providers

Organizations may become pre-approved providers for excursions and trips involving high-care activities by submitting the appropriate documentation regarding safety measures, certifications, and facilities, which must be in compliance with [OPHEA/OPASSE Safety Guidelines](#) for review to the Superintendent responsible for this portfolio. Excursions and trips using one of the pre-approved providers will be submitted under Category 2 (Day Trips) or 3 (Overnight Excursions) and will follow the process outlined in this administrative procedure for approval.

A pre-approved high care activity excursion provider must be considered, or reconsidered, by the Board of Trustees every five years. The excursion provider must submit an application package to the Health and Safety Officer and Superintendent responsible for this portfolio. Each provider is required to complete the [Pre-Approved Field Trip and Excursion Provider Application](#) and the comprehensive [Pre-Approved Field Trip and Excursion Provider Application Checklist](#), including proof of all required documentation.

If the high care activity excursion provider is not pre-approved, then the above checklist still applies and the relevant package must be submitted by the excursion provider; reviewed by the Health and Safety Officer and Superintendent responsible for this portfolio; and a site visit completed by the

Health and Safety Officer and Superintendent responsible for this portfolio if possible.

Where high-care activity excursion providers are pre-approved, schools/staff planning the excursion are still required to review the OPHEA/OPASSE activity sheets for each activity that makes up the excursion to ensure compliance is achieved. (For example, while a camp may be pre-approved for the high-care activities such as swimming and canoeing, if basketball and blanket-toss are also included in the activities of the excursion, the school is expected to vet these activities against the OPHEA/OPASSE standards).

9. The principal has the right to exclude a pupil from an Out of School activity if, in the professional judgement of the principal after consultation with staff, attendance at the event will either be a safety risk for the student or for his or her classmates. The principal must inform the parent of the decision promptly, citing the reasons for the decision. Students who are suspended are not permitted to attend Out of School Activities. Students who violate the Code of Conduct will be disciplined appropriately. This may include being removed from the Out of School Activity at the parents' expense.
10. (a) The staff member initiating the Out of School Activity is responsible for arranging transportation including the method of payment. Approved carriers include school buses, coach buses, and public transportation such as trains, airplanes, or subways.
 - (b) Private automobiles are allowed to transport students to and from out of school activities; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from Administrative Procedure 1005 such as the [Volunteer Driver Form](#). The car's owner remains the primary responsible party and, if an accident occurs, his or her own insurance coverage is expected to be used, without reimbursement by the Board. Any personal vehicle used must have a minimum of \$1,000,000 personal liability insurance coverage, if the Board's third party liability insurance is to be accessed.
 - (c) Under no circumstances are staff to request students to drive other students to an Out of School Activity. Parents/guardians must be made aware anytime that students are being asked to be responsible for their own transportation to an Out of School Activity.

Students choosing to drive themselves to an after-school activity are not considered to be doing so under the direction of any agent of the Board.

- (d) Large (12-15) passenger commuter vans shall not be used for any type of travel for students.

11. Supervision

- (a) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants. Supervisors must hold appropriate qualifications for the activities for which they are supervising. It is expected that Board employees and volunteers who act as supervisors will exercise the care and judgement that would be expected of a wise and judicious parent.

Factors to be considered before assigning supervisors:

(i) Transportation

- mode of travel (walking, bus, train, airplane)
- length of travel (days, hours per day, overnight)
- departure and arrival sites
- travel routes
- number of vehicles

(ii) Nature of Activity

- number of participants and or spectators
- crowd control
- location of activity (e.g. ball park, museum, swimming pool, fire station, provincial park, ski hill, etc.)
- equipment needs

(iii) Selection of Supervisors

- need for experienced supervisors
- need for specialized skills (skier, first aid, lifeguard, etc.)
- need for providing instruction to supervisors
- use of volunteers (need for police checks)

(b) Student Safety

Safety of pupils during any Out of School Activity is the first and foremost priority to consider for planning. Adequate supervision will depend on many of the factors listed above; however, the decision is not limited to these factors alone. Principals must weigh a number of mitigating circumstances before granting or seeking approval for Out of School Activities.

(c) Pre-inspection of Site

In order to ensure a worthwhile, safe, and accessible Category 1 or 2 Out of School Activity for all students, pre-planning is essential. Upon agreement by the teacher and principal, the teacher should visit the selected site in advance. If this is not feasible, the teacher should obtain as much information as possible about the area to be visited from others who have or from credible sources. The teacher should share this information with the principal in order to make the necessary supervision recommendations.

(d) Supervision Strategies

Staff will determine supervision strategies that will be used during any proposed Out of School Activity such as the buddy system, visual contact, walkie talkies, group compositions, curfews, etc. The supervisor is responsible for providing the office staff with a written list of those attending the Out of School Activity prior to departure. Student attendance through a roll call should be taken before each stop and departure. There should also be a clear method of informing principals and parents of any emergencies or arrival delays at any hour of the day or night. Emergency contact information for each student must be in the possession of the supervisor in charge at all times, with a copy left for the vice-principal or principal.

For Category 3, 4 and 5 Out of School Activities, schools will consider the composition of the group and ensure appropriate supervision for the excursion. Category 5 excursions must have sufficient supervisors in the event that a student is denied entry to another country, as it is expected that a staff member remains with the student until the student is safely in the care of their parent or guardian.

(e) Supervisor “In Charge”

Where there are two or more supervisors, one supervisor who shall be an employee of the Board, will be designated by the principal as “in charge”. This individual will have responsibility for making decisions in the event of adverse conditions or emergencies. It is recommended that this person consult with the principal as needed. In the case of a serious student misconduct during an Out of School Activity, the staff person in charge will consult with the principal or Family of Schools superintendent to decide an appropriate course of action. In some circumstances, the staff person in charge will be given the authority, by the principal or superintendent, to dismiss the student and to inform the student’s parents, who will be responsible to meet their child at a location determined by

the principal or supervising teacher. A written report of the incident will be prepared for by the staff member in charge for submission to the principal.

(f) Volunteer Supervisors

Volunteer supervisors must have criminal background checks submitted to the office prior to supervising any students according to Board policy ([AP 1005 - Volunteers in Our Schools](#)). The supervisor in charge is responsible for ensuring that this has occurred and that all volunteers are familiar with the itinerary, school code of conduct, and any potential safety concerns. Staff are not permitted to share personal student information with any volunteers except when necessary for student safety. Volunteers should never be asked to take on duties for which they are not qualified to perform.

As a general rule, family members of PVNC staff supervising Category 3, 4 and 5 Out of School Activities, are not eligible to participate in the excursion. In extenuating circumstances, where an Out of School Activity may benefit from an additional supervising adult family member, special permission may be given by the Family of Schools superintendent for the adult family member to act as a supervisor, if the adult family member provides a current police reference and vulnerable sector check.

Children, who are not students of the school, are not permitted to participate in Category 3, 4 or 5 Out of School Activities.

(g) First Aid Procedures

It is highly recommended that at least one supervisor have knowledge of emergency [first aid procedures](#) for all trips. All Category 4 Out of School Activities identified as wilderness or high care activities must have an appropriately qualified supervisor with wilderness first aid certification. See [OPHEA/OPASSE Secondary Wilderness/Canoe Tripping Safety Guidelines](#).

In case of an accident or student injury, First Aid, medical attention and/or Emergency Medical Services must be engaged immediately. At the first opportunity, the head supervisor must contact the principal and the parents/guardians to inform them of the accident. The principal will contact the appropriate superintendent if the accident is deemed serious and requires medical attention immediately. Within 24 hours of a serious accident, an Incident Report Form should be submitted as per OSBIE regulations. If a student is ill and/or injured, he or she must NOT be sent home unaccompanied.

(h) Number of Supervisors

Supervision ratios will include PVNCCDSB staff and volunteers only and will not include excursion provider staff as part of the adult ratio. Supervision ratios must also consider and account for specific gender numbers. The ratio of students to supervisors is dependent on the nature of the Out of School Activity, age of the students, type of class, and means of transportation. However, the minimum ratio shall be as follows:

Category 1 - Day Walking Trip

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 10 students
Grades 1 - 6	Minimum 2 adult supervisors per class
Grades 7 - 8	Minimum 1 adult supervisor per class
Grade 9 - 12	Minimum 1 adult supervisor per class

Category 2 - One-day Out of School Activity Using Transportation

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 5 students
Grades 1 - 3	1 adult supervisor per 6 students
Grades 4 - 6	1 adult supervisor per 12 students
Grades 7 and 8	1 adult supervisor per 16 students
Grades 9 - 12	1 adult supervisor per class

Category 3 - Overnight Out of School Activity

Grade Level	Ratio
Kindergarten & Grades 1-3	Overnight Trips Not Permitted
Grades 4 - 8	1 adult supervisor required for every 10 students. A minimum of 2 supervisors is required at all times.
Grades 9 - 12	1 adult supervisor required for every 15 students. A minimum of 2 supervisors is required at all times.

Category 4 – Wilderness Trips anywhere in Canada (High Care Activities)

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	1 adult supervisor required for every 8 students. A minimum of 3 supervisors is required at all times.

Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	1 adult supervisor required for every 10 students for trips within North America.

	<p>1 adult supervisor required for every 8 students for trips outside of North America.</p> <p>A minimum of 3 supervisors is required for international trips/flights.</p>
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12. Out of School Activity Travel and Medical Insurance - Category 4 or 5

- (a) All schools planning out of Province or International excursions will ensure the trip includes mandatory travel insurance for all travelers in the group. Such insurance must cover school board or principal rulings for cancellation of the trip.
- (b) All schools planning out-of-country excursions will ensure that participants, including students and staff members, purchase and provide evidence of mandatory travel medical insurance.
- (c) Any excursion hosted by a third party provider shall require the third party to provide proof of insurance coverage. Where a school principal has authorized an excursion that will be hosted by a tour operator and any third party provider that directs and/or supervises activities during the excursion, the principal shall obtain a copy of the provider's and/or third parties' liability insurance policy.

13. Emergency Action Plans

For Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions, an [Emergency Action Plan](#) will be developed by the in-charge supervisor that will address medical, personal, weather, and disciplinary emergencies. The plan will establish a clear and precise communication procedure for informing parents in a timely and appropriate fashion in the event of an emergency. Consideration for alternative plans should be given in areas where cellular service may be limited (ex. use of satellite phone). The [Emergency Action Plan](#) will be reviewed by the principal.

14. Hospitality and Gifts Guideline

No excursion planners, organizers or supervisors shall accept monetary gifts, and/or travel credits or travel benefits from tour operators, with the exception of

travel, accommodation and meals included in the tour package for those individuals leading the excursion and designated supervisors required to satisfy the supervision ratio.

Responsibilities:**The Board of Trustees is responsible for:**

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being;
- reviewing this Administrative Procedure to ensure compliance;
- reviewing and approving all Category 4 and 5 – Out of School Activities.

The Director of Education is responsible for:

- ensuring implementation of this Administrative Procedure;
- coordinating Category 4 and 5 presentations to the Board of Trustees;
- confirming or cancelling Out of School Activities, based on Canadian Travel Advisory Reports or developing emergency situations.

Superintendent of this System Portfolio:

- coordinating with the Health and Safety Officer the submission and review of all Outdoor Education excursion provider application packages;
- coordinating and attending (with the Health and Safety Officer) site visits to all Outdoor Education vendors who are providing High Care activities;
- reviewing the list of pre-approved excursion providers every 5 years.

Superintendents of Schools are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- reviewing and approving all Category 3, 4 and 5 Out of School Activities;
- reviewing applications to ensure that the [OPHEA/OPASSE Safety Guidelines](#) are followed for all High Care Activities.

Principals and Vice-Principals are responsible for:

- ensuring staff whom they supervise are aware of the requirements and are following all requirements under this Administrative Procedure;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that safety procedures for all activities, including high care activities, are in compliance with the [OPHEA/OPASSE Safety Guidelines](#);

- ensuring that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) to obtain three written quotes from prequalified suppliers for all Category 5 excursions are met;
- ensuring that all teachers have the additional qualifications or certifications required to supervise the Out of School Activity;
- ensuring that the appropriate swim test be conducted and all principals, students and parents/guardians informed of the results prior to or during the excursion;
- communicating Mass dates, that involve either walking or bus transportation to church, to families at the beginning of the school year;
- maintaining a file of each field trip taken by any group in the school, for a minimum of two calendar years. Each file shall contain the details of the trip, including copies of consent forms, and be available for review by the appropriate superintendent;
- maintaining emergency contact information for all staff and students participating in Out of School activities and excursions;
- ensuring that the Family of Schools superintendent is provided the list of students and adults participating in trips over holiday periods, including emergency contact information, prior to the excursion;
- reviewing the application package to ensure all supervision ratios, supervisor qualifications and [OPHEA/OPASSE Safety Guidelines](#) have been met;
- reviewing and approving the [Emergency Action Plan](#) for the Out of School Activity;
- ensuring all students have an equal opportunity to participate in class excursions which are an extension of the curriculum, and, will not be denied such opportunity because of monetary factors or issues of accessibility;
- when appropriate, subsidizing costs associated with Out of School Activities by school budget, Catholic School Council funds, or fund-raising efforts. Principals are responsible for ensuring fund-raising to defray costs incurred shall be consistent with the Board Policy on [Fundraising \(AP607 - Fundraising\)](#);
- shortening, cancelling or terminating at any time if, in the opinion of the school principal or superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, due to weather or other circumstances;
- collaborating with other schools to combine trips and itineraries, where appropriate;
- ensuring a process is in place so that students participating in Out of School Activities have opportunities to catch up on any missed work or assignments;
- ensuring that Category 3, 4 and 5 trips, requiring travel services such as hotel accommodations or air/bus transportation are coordinated through a registered Travel Agent, as per the [Travel Industry Act \(2002\)](#) – [Travel Industry Guidelines for School Trips](#);

- submitting all Category 3, 4 and 5 applications to the Family of Schools superintendent;
- ensuring that if High Care Activities are added to itineraries for Category 3 trips after Superintendent approval, that revised itineraries are submitted for additional approval;
- ensuring that if High Care Activities are added to itineraries for Category 4 and 5 trips after Board, that revised itineraries are submitted to the Board for approval;
- ensuring that in multiple-school trips, all schools submit a separate application package.

Curriculum Chairs are responsible for:

- ensuring that Out of School Activities initiated within their departments articulate the alignment with the curriculum expectations and the Ontario Catholic School Graduate Expectations;
- coordinating trips with other Secondary schools, where possible and appropriate;
- ensuring that in multiple-school trips, all schools submit a separate application package.

Teachers and Staff are responsible for:

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- reading the appropriate sections of this Administrative Procedure, completing all necessary forms to ensure that the requirements for certification, ratios, and safety will be followed;
- obtaining three written quotes from prequalified suppliers for all Category 5 excursions as outlined in the [Purchasing Handbook and Procurement Directives](#);
- creating an [Emergency Action Plan](#) for High Care activities and Category 3, 4 or 5 excursions, and sharing it with the principal;
- ensuring that all students participating in an Out of School Activity have a signed parent permission submitted prior to departure;
- reviewing the [OPHEA/OPASSE Safety Guidelines](#) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance;
- providing a copy of the [OPHEA/OPASSE Safety Guidelines](#) for each High Care Activity to the excursion provider in advance of the trip;
- signing the appropriate Category Approval Form indicating they have addressed the appropriate [OPHEA/OPASSE Safety Guidelines](#) for all High Care Activities,
- ensuring that all safety considerations have been met for all High Care Activities;

- ensuring that if High Care Activities are added to Category 3, 4 or 5 trips after approval, that revised itineraries are provided to the Principal for submission to the Superintendent and then Board as applicable;
- ensuring students receive information on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must also receive instruction on the importance of reporting symptoms related to a suspected concussion.
- reviewing with students safety and behaviour expectations for all Out of School Activities;
- ensuring all supervisors, volunteers and participating students have a common understanding of what is expected during the excursion, in alignment with the school's Code of Conduct;
- submitting a list of all students and adults attending an excursion to the school office, and also taking a copy of the list with staff attending the excursion. The list should include medical and emergency contact information for each student;
- providing the office with an alternate plan and assigned classroom location for students not attending the excursion;
- providing an emergency contact number to the school principal for communication purposes;
- ensuring a First Aid Kit is accessible in the case of student or supervisor injury;
- reporting all injuries (staff or student) on an excursion to the principal immediately;
- storing oral medications in a safe manner, and following the [Administration Procedure for Administering Oral Medication](#);
- ensuring all staff members and volunteers are aware of special medical considerations of students, and the corollary necessity for medications, dietary restrictions and/or other health devices required to be brought on the excursion (e.g., epi-pens, insulin pump, inhaler, etc.). Students who normally carry epi pens, insulin pumps and inhalers at school are expected to do so while on the excursion;
- establishing an [Emergency Action Plan](#), including specific consideration for students requiring specialized assistance or accommodations;
- ensuring that when lodged in overnight accommodations, they review with the participants, the evacuation plans and procedures to be followed in case of fire or other emergencies;
- ensuring that, as supervisors, they have the required, current qualifications and certification;
- arranging for the appropriate swim test to be conducted by a qualified lifeguard, if water activities are involved, prior to the excursion;
- sharing swim test results with the student and parents/guardians and principal;

- ensuring that for Category 3 excursions, students who do not pass the swim test must wear a properly fastened Personal Flotation Device (P.F.D.) or lifejacket when in, or near water and/or that they are provided with alternative supervised activities;
- ensuring that any students who do not successfully pass the swim test do not participate in any Category 4 (Wilderness) excursions;
- ensuring swim test results are kept on file at the school;
- bringing copies of the emergency procedures and emergency contact information on the excursion;
- informing the principal of alternative plans, or any changes to the itinerary, at any time during the out of school activity;
- checking road and weather conditions daily and being prepared to alter plans if necessary;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School activity.

Students are responsible for:

- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in Out of School Activities;
- representing their school in a positive manner while on an excursion;
- listening to and following the directions of their teacher or supervisor;
- ensuring that any missed assignments are submitted after returning from an Out of School activity;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Parents are responsible for:

- signing and submitting to the school office parent permission forms prior to any student participating in an Out of School Activity. The Board requires that principals have the written consent of the parents/guardians of all pupils under the age of 18 participating in Out of School Activities;
- informing the school principal if there is any medical reason why their child should not participate in the activity or if their child requires special attention during the activity;
- reviewing the expectations of the Code of Conduct and of all Out of School Activities with their children;
- any applicable losses or costs should their child engage in misconduct, including a breach of the Board's Safe School Policy and Code of Conduct.

Volunteers are responsible for:

- adhering to the policies and procedures of the Board, as applicable;
- reporting to the principal and teachers of the school;
- completing a Vulnerable Sector/Criminal Reference check;
- understanding the supervision expectations of the Out of School Activity, as well as the school's Code of Conduct;
- adhering to the trip schedule;
- modelling appropriate behaviour and dress;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Progress Indicators:

- Schools provide equitable, accessible, and well-planned Out of School Activities to enhance the learning and well-being of students.
- All Out of School Activities are planned according to the parameters and guidelines of this Administrative Procedure.

Definitions:

Designated Swim Area - Designated swim areas (waterfront) at camps are governed by [Ontario Regulation 503/17 \(s. 24 and 25\)](#) and must meet the following requirements:

- Must be clearly designated with defined physical boundaries (for example, at camps buoyed, or enclosed dock areas);
- Must have boundaries that are clearly visible to watercraft users (for example, buoy line is visible to users of personal watercraft and motorboats occupying the same body of water);
- Must be free from hazards;
- Must be of suitable water temperature; and
- Must have stationed water rescue equipment.

Excursion Providers – Organizations that provide services, programs or facilities that are used for excursions.

Pre-approved excursion providers have had their safety standards reviewed by the Board's Health and Safety Officer, the Superintendent responsible for this portfolio, and by the Board of Trustees. Each vendor is required to complete the [Pre-Approved Field](#)

[Trip and Excursion Provider Application](#) and complete the comprehensive [Pre-Approved Field Trip and Excursion Provider Application Checklist](#), including proof of all required documentation. Furthermore, the Health and Safety Officer and Superintendent will engage in site visits to further investigate and observe all requirements.

The following excursion providers have approval for the period of February, 2023 - effective review date during 2027-2028 school year:

- Onondaga Camp (<https://onondagacamp.com/>)
- Ganaraska Forest Centre (<https://www.grca.on.ca/content/ganaraska-forest-centre>)
- Camp Kawartha (<https://campkawartha.ca/outdoor-education/>)
- Camp Muskoka (<https://campmuskoka.com/>)
- Camp Northern Lights (<http://campnorthernlights.com/>)
- Tree Top Trekking (<http://treetoptrekking.com/en/ganaraska/>)
- Brimacombe Ski Resort (<https://brimacombe.ca/>)

High Care Activities - are activities that involve increased risk and require additional specific safety considerations, or require special certifications or qualifications for supervision. High care activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking or swimming; rock climbing; canopy walks; cycling in traffic or on major roadways; skiing; snowboarding.

Instructor - An individual who provides instruction on skills and possesses the required certifications. This role could be fulfilled by a teacher, parent/guardian/volunteer or employee of an outside provider.

Lifeguard - An individual who is at least 18 years of age; who possesses a current (the date on the certificate must not be older than two years) lifeguard certificate issued by a qualifying organization as per OPHEA/OPASSESwimming Safety Guidelines outlined below; and who is responsible for the overseeing of swimmer safety.

OPASSE - OPHEA has established the Ontario Physical Activity Safety Standards in Education (OPASSE), managed by OPHEA, which represents the minimum standards for risk management practice for school boards. They focus the attention of teachers, supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. Safety Guidelines for elementary and secondary activities are available at [OPHEA/OPASSE Safety Guidelines](#), and guidelines for all high care activities are available as live links in the References section.

OPHEA - Ontario Physical and Health Education Association is a non-profit organization that champions healthy, active living in schools and communities through quality programs, services partnerships, and advocacy.

Out of School Activities - are excursions organized by school personnel and are directed by a teacher/educator team. Out of School Activities involve leaving the school property and are for educational purposes, and may also include spiritual, recreational and other components.

Risk Managed Activities - Some level of injury risk is inherent to any activity. The Ontario School Board Insurance Exchange (OSBIE) has developed guidelines to assist members of the Ontario School Boards' Insurance Exchange in identifying and managing the risks of school approved field trips or excursions. Information on Risk Managed Activities can be found at the [OSBIE's Field Trip Risk Management Guidelines](#). School boards should only undertake to organize field trip activities in accordance with board policies/procedures and after careful assessment of the risk factors and their ability to manage those risks.

References:

- [AP 318 Administration of Medication or Health Support Services, and Emergency Response](#)
- [AP 319 - Anaphylaxis: Reducing the Risks](#)
- [AP 317 - Asthma: Reducing the Risks](#)
- [AP 324 Concussion Protocol, Awareness and Training](#)
- [AP 611 - Expenditure Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs](#)
- [AP 607 - Fundraising in Schools](#)
- [First Aid Procedures](#)
- [OPHEA/OPASSE Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Archery Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Ascending Lines\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Challenge Courses - Low Elements\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Challenge Courses - High Elements\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Climbing Wall\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Zipline\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Canoeing\) Safety Guidelines](#)

- [OPHEA/OPASSE Outdoor Education \(Flat Water Kayaking\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(General Procedures\) Safety Guidelines](#)
- [OPHEA/OPASSE Secondary Wilderness/Canoe Tripping Safety Guidelines](#)
- [OPHEA/OPASSE Skiing \(Alpine\) Safety Guidelines](#)
- [OPHEA/OPASSE Skiing \(Cross Country\) Safety Guidelines](#)
- [OPHEA/OPASSE Snowboarding Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Swimming - Leisure - Camps\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#)
- [OSBIE - Field Trip Risk Management Guidelines](#)
- [OSBIE - School Board/Snow Resort Safety Guidelines](#)
- [Purchasing Handbook and Procurement Directives](#)
- [AP 909 - Safe Schools - Code of Conduct](#)
- [AP 1304 - Safety and Conduct on School Buses](#)
- [Travel Industry Guidelines for School Trips](#)
- [Travel Industry Act \(2002\)](#)
- [AP 1005 - Volunteers in our Schools](#)

Related Forms:

- [Appendix A - High Care Activities](#)
- [Appendix B - Activities Not Approved](#)
- [Appendix C - Reference Chart of Categories for Out of School Activities](#)
- [Appendix D - Category 2 Approval Form](#)
- [Appendix E - Category 3 Approval Form](#)
- [Appendix F - Category 4 Approval Form](#)
- [Appendix G - Category 5 Approval Form](#)
- [Appendix H - Out of School Parental Permission Form - Category 2 Excursion](#)
- [Appendix I - Out of School Parental Permission Form - Category 3 Excursion](#)
- [Appendix J - Informed Consent for Education Trips - Category 3/4/5 Excursion \(Category 2 Excursion if High Care Activity\)](#)
- [Appendix K - Release and Indemnification Form for Students Over 18](#)
- [Appendix L - Emergency Action Plan](#)



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Out of School Activities	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP-S-305 (NEW)
<small>Directional Policy</small> Student Achievement and Well-being - 300	

TITLE OF ADMINISTRATIVE PROCEDURE:

Out of School Activities

DATE APPROVED:

May 28, 2018

PROJECTED REVIEW DATE:

June 2022

DIRECTIONAL POLICY ALIGNMENT: 300 - Student Achievement and Well-being

The Board recognizes the educational value for students and staff to participate in Out of School Activities. The Board encourages excursions and field trips as part of an enriching Catholic educational program for all students. Activities out of school provide students with experiential learning opportunities to discover diverse educational and natural environments, cultures, faiths, workplaces, and global perspectives. Field trips and excursions are valuable extensions of the curriculum and will be linked to the [Ontario Catholic School Graduate Expectations \(OCGEs\)](#). Out of School Activities provide opportunities for students to develop a life-long love of healthy living through participation in well-planned and well-managed excursions. At all times, leaders of Out of School Activities are expected to care for the students as a responsible and prudent parent would.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Out of School Activities Administrative Procedure supports our Vision for achieving excellence in Catholic Education through learning, leadership and service. Well-planned experiential Out of School Activities develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

1. Out of School Activities shall:
 - (a) Have a well-planned, definable Catholic educational purpose linked to the Ontario Curriculum and the Board's vision, and shall be conducted in a safe and supervised manner;
 - (b) Be carefully planned, conducted, and assessed in terms of educational benefits for students and in accordance with the Board's safety, emergency and supervision guidelines;
 - (c) Ensure that participation in Sunday Eucharist is part of the planned activity when students are away from home on Sundays, and include other faith development experiences (i.e.: liturgical celebration or prayer reflection) where appropriate;
 - (d) Include appropriate accommodations for students with special needs, including an educational assistant in some circumstances, as required;
 - (e) Be planned with consideration given to the age of the students, distance of the

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activity from the school, associated costs to the students/families and ability for all to participate. Fees shall be calculated on a cost-recovery basis for excursions that are considered to be voluntary enhancements to the curriculum.

2. (a) Health and safety shall be given the highest priority for students and staff when planning an Out of School Activity. Where an Out of School Activity includes a High Care Activity, the consent form will contain a section which describes the elements of risk for the activities the students may experience during the excursion.
- (b) High Care Activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking, or swimming; rock-climbing; tobogganing; cycling on major roadways; contact sports; skiing; and snowboarding. These activities may involve increased risk, require additional specific safety considerations and/or safety equipment, as listed in the **OPHEA Safety Guidelines**, or require special certifications or qualifications for supervision. See Appendix A for a list of High Care Activities.
- (c) All staff are instructed to refer to OPHEA's (Ontario Physical and Health Educators Association) Ontario Physical Education Safety Guidelines when planning and supervising all High Care Out of School Activities.

High Care Activities may be in combination with any Out-of-School Activity, in any Category 1 to 5. Teachers, by signing the Out of School Activity application, indicate they have addressed the appropriate OPHEA Safety Guidelines.
- (d) Some level of injury risk is inherent in any activity. The Board uses the Risk Management Guidelines of the Ontario School Board Insurance Exchange (OSBIE) to assist in identifying and managing the risks of Out of School Activities. In order to mitigate the risk of injury, some activities such as whitewater rafting and skydiving, are not permitted. For a list of Risk Managed Activities which are not permitted under this Administrative Procedure, see Appendix B.
- (e) Where Out of School Activities are part of the athletic (co-instructional) program, teachers are to follow the requirements outlined in the OPHEA Elementary or Secondary Athletics Guidelines, in coordination with this procedure. The appropriate permission forms for participating in physical

activity must be completed, in addition to all other required forms.

- (f) Trips that do not have a clear educational purpose, do not reflect the Ontario curriculum, or cannot be adequately supervised, will not be considered or approved by the principal or superintendent.
- (g) Swimming in hotel pools is not permitted unless there is a qualified lifeguard supervising on site and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place. Non-swimmers are not allowed to go into the hotel pool or hot tub.

3. High Care Activities Involving Water

On Out of School excursions, water safety may be a concern, even if the general purpose of a trip does not involve students being in or on water. Even shallow water can present a danger. Water temperature, water current, watershed conditions and weather conditions can present significant risks. If there is any water in close proximity to the primary area of the excursion activities, this must be noted in the risk assessment portion of the parent permission form. For the purposes of excursions, close proximity to water is to be avoided if the activity does not involve water. If this proximity cannot be avoided, then supervision ratios must account for the possibility that students may access the water if not supervised appropriately, particularly on any overnight excursions. Parents/guardians must give written permission for their child to be involved in any swimming activity.

Students are not allowed to swim after sunset or before sunrise, and may only swim in designated areas.

(a) Day Excursions (Category 1/Category 2)

For day excursions, such as stream studies, where water is present but students are not swimming, teachers will evaluate the water temperature, water current, water depth, watershed conditions and weather conditions to assess the risk. The teacher will then consult with the school principal to determine if the activity should proceed, and if extra supervision is required, and/or if students should be required to wear Personal Flotation Devices (PFDs).

For day excursions where water activities are the primary focus of the activity, including pools and water parks, a swim test is required on site. If a swim test cannot be conducted at the excursion site, then arrangements must be made

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by the school to conduct the swim test prior to arrival at the site. Swimming in unsupervised bodies of waters (lakes, rivers, streams) is not allowed. Exceptions for secondary outdoor education courses and co-curricular clubs must be approved by the principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice.

(b) Out of School Activities in Camps, or Outdoor Education Settings (Category 3)

Out of school activities at a licensed camp or outdoor education facility (pre-approved or otherwise) where water activities are included as part of the program must ensure that the camp has a qualified lifeguard on staff who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, either at the camp or prior to the excursion. Results of unsuccessful swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative supervised activities for the duration of the excursion.

Consult the *OPHEA Guidelines - Outdoor Education - Swimming* for a complete list of requirements.

(c) Wilderness Trips (Category 4)

When on a wilderness trip, all students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test prior to the excursion. Swim tests will be conducted by a qualified lifeguard and at least one of the qualified teachers for the trip will be present. Swim test results will be communicated by the supervising teacher to the student, parents/guardians

and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

4. Out of School Activities are classified into five categories:

(a) Category 1 - Day Walking Trip

Students may be taken on a walking trip off school property to embark upon a variety of educational or community activities throughout the school day. Staff must inform the principal of the purpose and details of the trip. The principal shall be responsible for granting permission for the activity prior to booking the activity. Parents must be informed of the activity by the teacher in writing. Staff may seek parental consent for a series of specific Out of School Activities that are scheduled throughout the year.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, where the parish is in walking distance, schools will inform parents/guardians of the dates students will be walking to the parish for Mass.

(b) Category 2 - One-day Out of School Activity Using Transportation

The principal will be responsible for granting permission for Category 2 activities. Staff must complete a Category 2 Approval Form and submit it to the principal **prior to booking** the activity.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, schools will inform parents/guardians of the dates that their children will be transported by bus to the parish for Mass.

(c) Category 3 - Overnight Out of School Activity

Staff will complete a Category 3 Approval Form and submit it to the principal **prior to booking** the activity. The principal will approve the activity and submit a copy of the form to the superintendent of schools at least one month prior to

the activity. Exceptions to these timeline requirements may be secondary school sports teams who have qualified for regional or provincial tournaments or band/drama productions that have qualified for a provincial competition.

Category 3 excursions requiring hotel accommodations must be arranged through a registered Travel Agent who possess a licence used by the Travel Industry Council of Ontario (TICO) as per the Travel Industry Act (2002).

All overnight Out of School Activities using a pre-approved provider will be considered as a Category 3 excursion, and then follow the same approval process.

Out of School Activities at a licensed camp facility (pre-approved or otherwise) where water activities are included as part of the program must ensure that the camp has a **qualified lifeguard** on staff who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, either at the camp or prior to the excursion. Results of unsuccessful swim tests will be communicated by the teacher to the student, parents/guardians and principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative activities for the duration of the excursion.

Consult the *OPHEA Guidelines - Outdoor Education - Swimming* for a complete list of requirements.

(d) Category 4 – Overnight Wilderness Canoe-Tripping anywhere in Canada

Wilderness Canoe or Kayak Tripping is defined as travelling in groups by canoe through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight.

Elementary School canoe-tripping excursions will not be approved.

The Board shall be responsible for the approval of Category 4 Out of School Activities. A Category 4 Approval Form must be submitted to the Family of Schools superintendent **prior to booking** the trip.

For first time trips, trips in which the itinerary has changed significantly or where there is an increased risk, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Repeat trips, previously approved by the Board, will be presented to the Trustees by the Family of Schools superintendent at least three Board meetings prior to the trip taking place.

All students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test based on the OPHEA guidelines prior to the excursion. Swim tests will be conducted by a qualified lifeguard and by at least one of the qualified teachers for the trip. Swim test results will be communicated by the teacher to the student, parents/guardians and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion.

The swim test must be completed within the school year in which the activity is taking place.

In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

(e) Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

The Board shall be responsible for the approval of Category 5 Out of School Activities. A Category 5 Approval Form must be submitted to the Family of Schools superintendent **before the trip is booked**.

For Out of School excursions where water activities (including swimming at beaches or in hotel pools) are included as part of the program, supervising teachers must be present for the duration of the water activities, and must ensure that the beach or pool has a qualified lifeguard on site who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, **prior to the excursion**. Results of unsuccessful swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal. Non-swimmers must be identified

and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative supervised activities for the duration of the excursion.

Given that some countries may have different safety standards than Ontario, extreme caution should be exercised before approving any High Care Activities on an international excursion.

For first time trips, trips in which the itinerary has changed significantly or where there is an increased risk, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Repeat trips, previously approved by the Board, will be presented to the Trustees by the Family of Schools superintendent at least three Board meetings prior to the trip taking place.

Category 5 excursions requiring travel services such as hotel accommodations or air/bus transportation must be arranged through a registered Travel Agent who possesses a licence issued by the Travel Industry Council of Ontario (TICO) as per the Travel Industry Act (2002).

5. (a) The principal shall be responsible for the approval of Out of School Activities, except Category 4 and 5 excursions.
- (b) For Category 5 trips, the principal shall ensure that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) are met, including obtaining three written quotes for excursions.
- (c) The principal shall inform the appropriate superintendent in writing of all overnight Out of School Activities.
- (d) The Board shall be responsible for the approval of Out of School Activities that involve travel outside of Canada, travelling requiring flights and overnight wilderness trips in Canada.
- (e) Where appropriate, schools can coordinate Out of School Activities to reduce costs and to support the participation of smaller schools. In multi-school trips, each participating school principal must submit a completed application package.

6. (a) Students and parents must be provided with details of all expenses associated with the Out of School Activity along with the permission form. It should include total costs along with possible expenses that might be incurred while in attendance such as lunches, souvenirs, snacks, or added excursions.
- (b) Costs associated with Out of School Activities which are an extension of the curriculum and not an optional trip may be subsidized by school budget, Catholic School Council funds, or fund-raising efforts. Principals must be sensitive to the capabilities of families to pay prior to supporting Out of School Activities. In cases where financial hardship is suspected, staff will make whatever accommodation is required to support participation of all students in Category 1, 2 and 3 Out of School Activities.
7. (a) The Board requires that principals have the written consent of a parent or legal guardian prior to any student being granted permission to participate in an Out of School Activity. For Category 1 – Day Walking Trips, please refer to Section 4 (a). Students who have reached the age of consent (18) may sign their own permission forms.
- (b) Students participating in athletic activities must sign the PVNC Athletic Participation form granting permission for regular season travel. Student athletes participating in any overnight athletic events must receive specific permission from parents using the Category 3 Parent Permission form.
- (c) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.
8. Excursion Providers
Organizations may become pre-approved providers for excursions and trips by submitting for review to the Board of Trustees appropriate documentation regarding safety measures and facilities, which must be in compliance with OPHEA guidelines. Excursions and trips using one of the pre-approved providers will be submitted under Category 2 (day-trips) or 3 (overnight excursions) and will follow the process outlined in this administrative procedure for approval.

At any pre-approved camp facilities, where swimming is part of the excursion program, a lifeguard must conduct a swim test either at the camp or on site prior to the activity. Swim tests will be conducted by a qualified lifeguard and a supervising teacher. Results of unsuccessful swim tests will be communicated by the teacher to the student, parents/guardians and principal. Students who are not successful must wear a Personal Flotation Device when on or near the water or will be provided alternative supervised activities.

A pre-approved excursion provider must be reconsidered by the Board of Trustees every five years. In order to be reconsidered, the excursion provider or camp must submit a current safety qualifications package.

9. The principal has the right to exclude a pupil from an Out of School activity if, in the professional judgement of the principal after consultation with staff, attendance at the event will either be a safety risk for the student or for his or her classmates. The principal must inform the parent of the decision promptly, citing the reasons for the decision. Students who are suspended are not permitted to attend out of School Activities. Students who violate the Code of Conduct will be disciplined appropriately. This may include being removed from the Out of School Activity at the parents' expense.
10. (a) The staff member initiating the Out of School Activity is responsible for arranging transportation including the method of payment. Approved carriers include school buses, coach buses, and public transportation such as trains, airplanes, subways.
 - (b) Private automobiles are allowed to transport students to and from out of school activities; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from Policy 707, Appendices G1 and G2. The car's owner remains the primary responsible party and, if an accident occurs, his or her own insurance coverage is expected to be used, without reimbursement by the Board. Any personal vehicle used must have a minimum of \$1,000,000 personal liability insurance coverage, if the Board's third party liability insurance is to be accessed.
 - (c) Under no circumstances are staff to request students to drive other students to an Out of School Activity. Parents/guardians must be made aware anytime that students are being asked to be responsible for their own transportation to an Out of School Activity.

Students choosing to drive themselves to an after-school activity are not considered to be doing so under the direction of any agent of the Board.

- (d) Large (12-15) passenger commuter vans shall not be used for any type of travel for students.
11. (a) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants. Supervisors must hold appropriate qualifications for the activities for which they are supervising. It is expected that Board employees and volunteers who act as supervisors will exercise the care and judgement that would be expected of a wise and judicious parent.

Factors to be considered before assigning supervisors:

(i) Transportation

- mode of travel (walking, bus, train, airplane)
- length of travel (days, hours per day, overnight)
- departure and arrival sites
- travel routes
- number of vehicles

(ii) Nature of Activity

- number of participants and or spectators
- crowd control
- location of activity (e.g. ball park, museum, swimming pool, fire station, provincial park, ski hill, etc.)
- equipment needs

(iii) Selection of Supervisors

- need for experienced supervisors
- need for specialized skills (skier, first aid, lifeguard, etc.)
- need for providing instruction to supervisors
- use of volunteers (need for police checks)

(b) Student Safety

Safety of pupils during any Out of School Activity is the first and foremost priority to consider for planning. Adequate supervision will depend on many of the factors listed above; however, the decision is not limited to these factors alone. Principals must weigh a number of mitigating circumstances before granting or seeking approval for Out of School Activities.

(c) Pre-inspection of Site

In order to ensure a worthwhile, safe, and accessible Out of School Activity for all students, pre-planning is essential. Upon agreement by the teacher and principal, the teacher should visit the selected site in advance. If this is not feasible, the teacher should obtain as much information as possible about the area to be visited from others who have or from credible sources. The teacher should share this information with the principal in order to make the necessary supervision recommendations.

(d) Supervision Strategies

Staff will determine supervision strategies that will be used during any proposed Out of School Activity such as the buddy system, visual contact, walkie talkies, group compositions, curfews, etc. The supervisor is responsible for providing the office staff with a written list of those attending the Out of School Activity prior to departure. Student attendance through a roll call should be taken before each stop and departure. There should also be a clear method of informing principals and parents of any emergencies or arrival delays at any hour of the day or night. Emergency contact information for each student must be in the possession of the supervisor in charge at all times, with a copy left for the vice-principal or principal.

For Category 3, 4 and 5 Out of School Activities, schools will consider the composition of the group and ensure appropriate supervision for the excursion.

(e) Supervisor “In Charge”

Where there are two or more supervisors, one supervisor who shall be an employee of the Board, will be designated by the principal as “in charge”. This individual will have responsibility for making decisions in the event of adverse conditions or emergencies. It is recommended that this person consult with the principal as needed. In the case of a serious student misconduct during an Out of School Activity, the staff person in charge will consult with the principal or Family of Schools superintendent to decide an appropriate course of action. In some circumstances, the staff person in charge will be given the authority, by the principal or superintendent, to dismiss the student and so inform the

student's parents, who will be responsible to meet their son or daughter at a location determined by the principal or supervising teacher. A written report of the incident will be prepared for by the staff member in charge for submission to the principal.

(f) Volunteer Supervisors

Volunteer supervisors must have criminal background checks submitted to the office prior to supervising any students according to Board policy. The supervisor in charge is responsible for ensuring that this has occurred and that all volunteers are familiar with the itinerary, school code of conduct, and any potential safety concerns. Staff are not permitted to share personal student information with any volunteers except when necessary for student safety. Volunteers should never be asked to take on duties for which they are not qualified to perform.

As a general rule, family members of PVNC staff supervising Category 3, 4 and 5 Out of School Activities, are not eligible to participate in the excursion. In extenuating circumstances, where an Out of School Activity may benefit from an additional supervising adult family member, special permission may be given by the Family of Schools superintendent for the adult family member to act as a supervisor, if the adult family member provides a current police reference and vulnerable sector check.

Children, who are not students of the school, are not permitted to participate in Category 3, 4 or 5 Out of School Activities.

(g) First Aid Procedures

It is highly recommended that at least one supervisor have knowledge of emergency first aid procedures for all Category 2, 3, 4 and 5 trips. All Category 4 Out of School Activities identified as wilderness or high care activities must have an appropriately qualified supervisor with first aid certification. See OPHEA Guidelines.

In case of an accident or student injury, First Aid, medical attention and/or Emergency Medical Services must be engaged immediately. At the first opportunity, contact the principal and the parents/guardians to inform them of the accident. The principal will contact the appropriate superintendent if the accident is deemed serious and requiring medical attention immediately. Within 24 hours of a serious accident, an Incident Report Form should be submitted as per OSBIE regulations. If a student is ill and/or injured, he or she must NOT be sent home unaccompanied.

(h) Number of Supervisors

The ratio of students to supervisors is dependent on the nature of the Out of

School Activity, age of the students, type of class, and means of transportation. However, the minimum ratio shall be as follows:

Category 1 - Day Walking Trip

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 10 students
Grades 1 - 6	Minimum 2 adult supervisors per class
Grades 7 - 8	Minimum 1 adult supervisor per class
Grade 9 - 12	Minimum 1 adult supervisor per class

Category 2 - One-day Out of School Activity Using Transportation

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 5 students
Grades 1 - 3	1 adult supervisor per 6 students
Grades 4 - 6	1 adult supervisor per 12 students
Grades 7 and 8	1 adult supervisor per 16 students
Grades 9 - 12	1 adult supervisor per class

Category 3 - Overnight Out of School Activity

Grade Level	Ratio
Kindergarten & Grades 1-3	Overnight Trips Not Permitted
Grades 4 - 8	1 adult supervisor required for every 10 students. A minimum of 2 supervisors is required at all times.
Grades 9 - 12	1 adult supervisor required for every 15 students. A minimum of 2 supervisors is required at all times.

Category 4 – Wilderness Trips anywhere in Canada (High Care Activities)

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	1 adult supervisor required for every 8 students. A minimum of 3 supervisors is required at all times.

Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	<p>1 adult supervisor required for every 10 students for trips within North America.</p> <p>1 adult supervisor required for every 8 students for trips outside of North America.</p> <p>A minimum of 3 supervisors is required for international trips/flights.</p>

12. Out of School Activity Travel Insurance - Category 4 or 5

All schools planning out of Province or International excursions will ensure the trip includes mandatory insurance for all travelers in the group. Such insurance must cover school board or principal rulings for cancellation of the trip.

Any excursion hosted by a third party provider shall require the third party to provide proof of insurance coverage. Where a school principal has authorized an excursion that will be hosted by a tour operator and any third party provider that directs and/or supervises activities during the excursion, the principal shall obtain a copy of the provider's and/or third parties' liability insurance policy.

13. Emergency Plans

For Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions, an Emergency Plan will be developed by the in-charge supervisor that will address medical, personal, weather, and disciplinary emergencies. The plan will establish a clear and precise communication procedure for informing parents in a timely and appropriate fashion in the event of an emergency. Consideration for alternative plans should be given in areas where cellular service may be limited (ex. use of satellite phone). The Emergency Plan will be reviewed by the principal. A sample Emergency Plan can be found within the OPHEA Safety Guidelines, as an appendix. (Note that some high care activities require a form of transportation available for emergency purposes and a designated second teacher-supervisor, should the in-charge supervisor be

involved in or with an emergency.)

14. Hospitality and Gifts Guideline

No excursion planners, organizers or supervisors shall accept monetary gifts, and/or travel credits or travel benefits from tour operators, with the exception of travel, accommodation and meals included in the tour package for those individuals leading the excursion and designated supervisors required to satisfy the supervision ratio.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being;
- reviewing this Administrative Procedure to ensure compliance;
- receiving summary board reports from the Family of Schools superintendents, listing all repeat Category 4 and 5 excursions;
- reviewing and approving initial Category 4 and 5 – Out of School Activities;
- reviewing the list of pre-approved excursion providers every 5 years.

The Director of Education is responsible for:

- ensuring implementation of this Administrative Procedure;
- coordinating Category 4 and 5 presentations to the Board of Trustees, as required;
- confirming or cancelling Out of School Activities, based on Canadian Travel Advisory Reports or developing emergency situations.

Superintendents are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- reviewing and approving all Category 3, 4 and 5 Out of School Activities;
- reviewing applications to ensure that the OPHEA guidelines are followed for all High Care Activities;
- preparing Board reports of recurring Category 4 and 5 excursions and presenting

these to the Board of Trustees.

Principals are responsible for:

- ensuring staff whom they supervise are aware of the requirements and are following all requirements under this Administrative Procedure;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that safety procedures for all activities, including high care activities, are in compliance with the OPHEA Safety Guidelines;
- ensuring that the requirements outlined in the Purchasing Handbook and Procurement Directives to obtain three written quotes from prequalified suppliers for all Category 5 excursions are met;
- ensuring that all teachers have the additional qualifications or certifications required to supervise the Out of School Activity;
- ensuring that the appropriate swim test be conducted and all students and parents/guardians informed of the results prior to the excursion;
- communicating Mass dates, that involve either walking or bus transportation to church, to families at the beginning of the school year
- maintaining a file of each field trip taken by any group in the school, for a minimum of two calendar years. Each file shall contain the details of the trip, including copies of consent forms, and be available for review by the appropriate superintendent;
- maintaining emergency contact information for all staff and students participating in Category 2, 3, 4 or 5 excursions;
- ensuring that the Family of Schools superintendent is provided the list of students and adults participating in trips over holiday periods, including emergency contact information, prior to the excursion;
- reviewing the application package to ensure all supervision ratios, supervisor qualifications and OPHEA guidelines have been met;
- reviewing the Emergency Plan for the Out of School Activity;
- ensuring all students have an equal opportunity to participate in class excursions which are an extension of the curriculum, and, will not be denied such opportunity because of monetary factors or issues of accessibility;
- when appropriate, subsidizing costs associated with Out of School Activities by school budget, Catholic School Council funds, or fund-raising efforts. principals are responsible for ensuring fund-raising to defray costs incurred shall be

- consistent with the Board Policy on Fundraising;
- shortening, cancelling or terminating at any time if, in the opinion of the school principal or superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, due to weather or other circumstances;
- collaborating with other schools to combine trips and itineraries, where appropriate;
- ensuring a process is in place so that students participating in Out of School Activities have opportunities to catch up on any missed work or assignments;
- ensuring that Category 3, 4 and 5 trips, requiring travel services such as hotel accommodations or air/bus transportation are coordinated through a registered Travel Agent, as per the Travel Industry Act (2002) – [Travel Industry Guidelines for School Trips](#);
- submitting all Category 3, 4 and 5 applications to the Family of Schools superintendent.
- ensuring that in multiple-school trips, all schools submit a separate application package.

Curriculum Chairs are responsible for:

- ensuring that Out of School Activities initiated within their departments articulate the alignment with the curriculum expectations and the Ontario Graduate Expectations;
- coordinating trips with other Secondary schools, where possible and appropriate
- ensuring that in multiple-school trips, all schools submit a separate application package.

Teachers and Staff are responsible for:

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- reading the appropriate sections of this Administrative Procedure, completing all necessary forms to ensure that the requirements for certification, ratios, and safety will be followed;
- obtaining three written quotes from prequalified suppliers for all Category 5 excursions as outlined in the [Purchasing Handbook and Procurement Directives](#);
- for high care activities and Category 3, 4 or 5 excursions, creating an Emergency Plan and sharing it with the principal;
- ensuring that all students participating in an Out of School Activity have a signed

- parent permission submitted prior to departure;
- reviewing the [OPHEA Safety Guidelines](#) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance with the OPHEA Safety Guidelines. For all High Care Activities, signing the Out of School Activity application, indicating they have addressed the appropriate OPHEA Safety Guidelines;
- ensuring that all safety considerations have been met for all high care activities;
- reviewing with students safety and behaviour expectations for all Out of School Activities;
- ensuring all supervisors, volunteers and participating students have a common understanding of what is expected during the excursion, in alignment with the school's Code of Conduct;
- submitting a list of all students and adults attending an excursion to the school office, and also taking a copy of the list with staff attending the excursion. The list should include medical and emergency contact information for each student;
- providing the office with an alternate plan and assigned classroom location for students not attending the excursion;
- providing an emergency contact number to the school principal for communication purposes;
- ensuring a First Aid Kit is accessible in the case of student or supervisor injury;
- reporting all injuries (staff or student) on an excursion to the principal within 24 hours of the incident;
- storing oral medications in a safe manner, and following the Administration Procedure for Administering Oral Medication;
- ensuring all staff members and volunteers are aware of special medical considerations of students, and the corollary necessity for medications, dietary restrictions and/or other health devices required to be brought on the excursion (e.g., epi-pens, insulin pump, inhaler, etc.). Students who normally carry epi pens, insulin pumps and inhalers at school are expected to do so while on the excursion;
- establishing an emergency plan, including specific consideration for students requiring specialized assistance or accommodations;
- ensuring that when lodged in overnight accommodations, they review with the participants, the evacuation plans and procedures to be followed in case of fire or other emergencies;
- ensuring that, as supervisors, they have the required, current qualifications and certification;

- arranging for the appropriate swim test to be conducted by a qualified lifeguard, if water activities are involved, prior to the excursion;
- sharing swim test results with the student and parents/guardians and principal;
- ensuring for Category 3 excursions, students who do not pass the swim test are not allowed to participate in activities in, on or in close proximity to water and that they are provided with alternative supervised activities;
- ensuring that any students who do not successfully pass the swim test do not participate in any Category 4 (Wilderness) excursions;
- ensuring swim test results are kept on file at the school;
- bringing copies of the emergency procedures and emergency contact information on the excursion;
- informing the principal of alternative plans, or any changes to the itinerary, at any time during the out of school activity;
- checking road and weather conditions daily and being prepared to alter plans if necessary;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School activity.

Parents are responsible for:

- signing and submitting to the school office parent permission forms prior to any student participating in an Out of School Activity. The Board requires that principals have the written consent of the parents/guardians of all pupils under the age of 18 participating in Out of School Activities;
- informing the school principal if there is any medical reason why their child should not participate in the activity or if their child requires special attention during the activity;
- reviewing the expectations of the Code of Conduct and of all Out of School Activities with their children;
- any applicable losses or costs should their child engage in misconduct, including a breach of the Board's Safe School Policy and Code of Conduct.

Students are responsible for:

- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in Out of School Activities;
- representing their school in a positive manner while on an excursion;
- listening to and following the directions of their teacher or supervisor;

- ensuring that any missed assignments are submitted after returning from an Out of School activity;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Volunteers are responsible for:

- adhering to the policies and procedures of the Board, as applicable;
- reporting to the principal and teachers of the school;
- completing a Vulnerable Sector/Criminal Reference check;
- understanding the supervision expectations of the Out of School Activity, as well as the school's Code of Conduct;
- adhering to the trip schedule;
- modelling appropriate behaviour and dress;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

PROGRESS INDICATORS:

- Schools are providing well-planned, interesting, Out of School Activities to enhance the learning of students.
- All Out of School Activities are planned according to the parameters and guidelines of this Administrative Procedure.

DEFINITIONS:

Excursion Providers – Organizations that provide services, programs or facilities that are used for excursions.

Pre-approved excursion providers have had their safety standards reviewed by the Board's Health and Safety Officer and by the Board of Trustees. The following excursion providers have Board approval for the period of September 2017 – August 2021:

- Bark Lake Leadership Camp
- Brimacombe Ski Resort
- Camp Ganaraska
- Camp Kawartha
- Camp Muskoka

- Tree Top Trekking (<http://treetoptrekking.com/en/ganaraska/>)

High Care Activities – are activities that involve increased risk and require additional specific safety considerations, or require special certifications or qualifications for supervision. High care activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking or swimming; rock climbing; canopy walks; cycling in traffic or on major roadways; skiing; snowboarding.

Instructor – An individual who provides instruction on skills and possesses the required certifications. This role could be fulfilled by a teacher, parent/guardian/volunteer or employee of an outside provider.

Lifeguard - An individual who is at least 18 years of age; who has the required certification; and who is responsible for the overseeing of swimmer safety.

Out of School Activities - are excursions organized by school personnel and are directed by a teacher/educator team. Out of School Activities involve leaving the school property and are for educational purposes, and may also include spiritual, recreational and other components.

OPHEA - Ontario Physical and Health Educators Association. OPHEA has established The Ontario Physical Education Safety Guidelines, managed by OPHEA, which represent the minimum standards for risk management practice for school boards. They focus the attention of teachers, supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. Safety Guidelines for elementary and secondary activities are available at www.ophea.net.

Risk Managed Activities - Some level of injury risk is inherent to any activity. The Ontario School Board Insurance Exchange (OSBIE) has developed guidelines to assist members of the Ontario School Boards' Insurance Exchange in identifying and managing the risks of school approved field trips or excursions. Information on Risk Managed Activities can be found at the [OSBIE's Field Trip Risk Management Guidelines](#). School boards should only undertake to organize field trip activities in accordance with board policies/procedures and after careful assessment of the risk factors and their ability to manage those risks.

REFERENCES:

- Administration of Medication Procedure or Health Support Services, and Emergency Response,
- Anaphylaxis: Reducing the Risks
- Asthma Reducing the Risks
- Concussions
- Expenditure Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs
- [OPHEA Safety Guidelines](#)
- [OPHEA – Elementary Skiing/Snowblading/Snowboarding Guidelines](#)
- [OPHEA – Secondary Skiing/Snowblading/Snowboarding Guidelines](#)
- [OPHEA – Secondary Outdoor Education Guidelines – Canoe Tripping](#)
- [OSBIE - Field Trip Risk Management Guidelines](#)
- [OSBIE – School Board/Snow Resort Safety Guidelines](#)
- [Purchasing Handbook and Procurement Directives](#)
- Safe Schools - Code of Conduct
- Safety and Conduct on School Buses
- Student Safety
- [Travel Industry Guidelines for School Trips](#)
- Volunteers in our Schools

RELATED FORMS

- Appendix A – High Care Activities
- Appendix B – Activities Not Approved
- Appendix C – Reference Chart
- Category 2 Approval Form
- Category 3 Approval Form
- Category 4 Approval Form
- Category 5 Approval Form
- Out of School Parental Permission Form - Category 2 Activity
- Out of School Parental Permission Form - Category 3 Activity
- Informed Consent/Permission Form for Education Trips
- Release and Indemnification Form for Education Trips
- Reference Chart
- Volunteer Forms
- Emergency Response Procedures for Medical Conditions

Report to the Policy Development Committee

Meeting Date: April 18, 2023

Presented by: Joan Carragher, Director of Education

Subject: **AP 617, Trustee Expenses**

Background:

Board Administrative Procedure #617, Trustee Expenses outlines the process for the provision of resources to assist their work as elected representative on the Board of Trustees.

Summary of Draft Administrative Procedure/Directional Policy:

Administrative Procedure 617, Trustee Expenses has been updated to include the provision of a phone and internet allowance and proximity access card to the Catholic Education Centre. The following changes are proposed at this time.

- Page 1 – Updated to align with the Board’s Strategic Plan, linking the current plan on the board website and removal of the outdated graphic.
- Page 2 – Added item e) Proximity Access Card for the Catholic Education Centre to facilitate attendance at meetings.
- Page 2 – Added the heading ‘Phone and Home Internet Allowance’ and the corresponding paragraph: A one hundred dollar monthly allowance will be paid to each trustee to cover phone and home internet expenses. The allowance will be paid bi-monthly in addition to the trustee honoraria.
- Page 5 – Updated the reference section to include links to the applicable related administrative procedures.
- Page 5 – Added reference to AP #616, Trustee Honoraria.

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #617, Trustee Expenses, be received and posted as amended under Directional Policy #600, Stewardship of Resources.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Trustee Expenses	Administrative Procedure Number 617
Directional Policy 600 Stewardship of Resources	

TITLE OF ADMINISTRATIVE PROCEDURE:

Trustee Expenses

DATE APPROVED:

April 18, 2023

PROJECTED REVIEW DATE:

2028

DIRECTIONAL POLICY ALIGNMENT:

The Trustee Expenses Administrative Procedure aligns with the purpose of Directional Policy 600, Stewardship of Resources by ensuring there is accountability and transparency with respect to the business practices of the board and trustee expenses.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Trustee Expenses Administrative Procedure aligns with the Board's Strategic Plan, Vision and Mission and is specific to the priority of Maximizing Resources.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

ACTION REQUIRED:**Background**

The Education Act permits a Board to establish policies and procedures under which a member of a Board may be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out their responsibilities as a board member. This Administrative Procedure outlines the equipment and support services provided by the Board and required by trustees to carry out their responsibilities and provides for reimbursement of specified out-of-pocket expenses and professional development activities incurred in connections with carrying out their duties.

Board Provided Equipment and Services

Trustees will be provided with the following equipment and associated services for use throughout their term of office:

- (a) Mobile technology in order to access paperless meeting agendas and email (i.e. chromebook, or ipad as determined by the Information Technology Department.) with associated software and printer.
- (b) Technical services, as required, from the Information Technology Department.

All equipment will be obtained and provided by Board personnel, and returned to the Board at the end of the trustee's term of office.

Trustees will have access to the following services throughout their term of office:

- (a) Courier delivery from the Board Office
- (b) Photocopying
- (c) Business cards
- (d) Administrative support through the Office of the Director of Education
- (e) Proximity Access Card for the Catholic Education Centre to facilitate attendance at meetings.

Phone and Home Internet Allowance

A one hundred dollar monthly allowance will be paid to each trustee to cover phone and home internet expenses. The allowance will be paid bi-monthly in addition to the trustee honoraria.

Travel on Board Business

Trustees will be reimbursed for travel to and from a trustee's residence to a meeting of the Board, a committee meeting of the Board, or other meeting/event where the trustee

is representing the Board, or a Board event by a per-kilometre rate. This rate will be consistent with that provided to employees of the Board.

Eligible expenses include:

- (a) A Board established rate per kilometre
- (b) Paid parking associated with travel
- (c) Taxi fares to and from the meeting site

Events and Professional Development

By resolution of the Board, trustees may attend Trustee Association meetings or events, educational conferences, conventions, or workshops to become knowledgeable and remain current with educational trends.

Professional development expenses may include:

- (a) Course, conference, or workshop registration
- (b) Travel to the event via public transportation or personal vehicle
- (c) Standard hotel accommodation
- (d) Meals for the registrant not included in the registration fee – Amounts eligible for reimbursement will be consistent with that provided to employees.
- (e) Where professional development is outside the jurisdiction of the Board and Greater Toronto Area, travel arrangements must consider various options. If transportation to the event is via personal vehicle, applicable highway tolls and parking charges may be included in addition to the per kilometer reimbursement. Where it is more economical and practical to travel to the event via public carrier, the lowest practicable costs and taxi charges during the event may be included as expenses. Where the distance to the event exceeds 500 kilometres, reimbursement to trustees will be the lesser of costs via public carrier, and the per kilometer rate calculation.

Other Items

Meal claims include taxes and gratuities. When eligible for a full-day of meal claims (i.e. breakfast, lunch and dinner) trustees have the discretion to allocate the daily total three meal rate among meals. When eligible for less than a full-day of meal claims (i.e. one or two meals), trustees are to be guided by the applicable meal rate provided to Board employees.

Non-eligible expenses

The following expenses will not be reimbursed by the Board:

- Penalties for traffic or parking violations
- Other automobile expenses (towing, repairs)
- Expenses of a personal nature (entertainment, movie rentals, dry cleaning, etc.)
- Alcoholic refreshment charges
- Meals at events where the registration fee already provides for meals.

Accountability and Transparency

Travel advances will not be issued except under exceptional circumstances (i.e. for student trustees).

Travel expenses will be reimbursed upon submission and approval of the Expense Claim. Original documentation including proof of payment to support the expense is required. Credit card vouchers, or debit vouchers that are not accompanied by a detailed receipt are not sufficient for reimbursement.

Expense claims are to be submitted within one month of the expenses being incurred, except at the end of the fiscal year when claims are to be submitted within two weeks of the fiscal year end.

Claims of members of the Board will be submitted to the Director of Education for approval, and the Chair's claim will be submitted to the Superintendent of Business and Finance for approval.

Where the expense claim has not been duly completed, and the Director of Education or designate is of the opinion that the claim is outside the provision of the administrative procedure, the Director is authorized and obligated to deny the claim.

Where a trustee disagrees with the decision by the Director of Education, he or she may make a written statement of claim, which shall be placed on the agenda of the next public session of the Board for discussion and decision.

Annually, on a fiscal year basis, a summary of the expenses incurred by each trustee will be posted on the Board's website, where it will remain for a minimum twelve month period.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Stewardship of Resources Directional Policy;
- Reviewing the Trustees Expenses Administrative Procedure as part of its regular policy and procedure cycle;
- Establishing by Board motion those professional development events, meetings and workshops that trustees are authorized to attend.

Members of the Board of Trustees are responsible for:

- Submitting eligible expense claims on a timely basis
- Ensuring compliance with the documentation requirements described in this administrative procedure
- Returning equipment to the Board upon leaving their position as member of the Board.

The Director of Education is responsible for:

- Ensuring the implementation and compliance of this administrative procedure, including designation of resources
- Reviewing and approving expense claims that are compliant with the Administrative Procedure for all trustees except the Chair

The Superintendent of Business and Finance is responsible for:

- Reviewing and approving the expense claims that are compliant with the Administrative Procedure for the Chair.
- Preparing a report summarizing the expenses of each trustee for the purposes of publicly reporting the expenses and posting on the board's website for a period of twelve months.

PROGRESS INDICATORS:

- Timely posting of trustee expenses on an annual basis.

REFERENCES:

- [Ministry of Education Memorandum 2009: B8, Trustee Expenditure Guideline](#)
- Ontario Education Act R.S.O. 1990, Section 191
- [AP 610 Purchasing](#) and associated [Purchasing Handbook](#)
- [AP 612 Reimbursement for Expenses Incurred on Board Business](#)
- [AP 616 Trustee Honoraria](#)



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Trustee Expenses	617
Directional Policy	
Stewardship of Resources - 600	

TITLE OF ADMINISTRATIVE PROCEDURE:

Trustee Expenses

DATE APPROVED:

October 23, 2018

PROJECTED REVIEW DATE:

September 2023

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the purpose of the Stewardship of Resources – 600 by ensuring there is accountability and transparency with respect to its business practices and trustee expenses.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Trustee Expenses Administrative Procedure aligns with the Stewardship of Resources Directional Policy which in turns supports out Vision for Achieving Excellence in Catholic Education: Learn-Lead-Serve by establishing procedures to ensure budget control and cost effective practices for trustee expenses.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

Background

The Education Act permits a Board to establish policies and procedures under which a member of a Board may be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out their responsibilities as a board member. This Administrative Procedure outlines the equipment and support services provided by the Board and required by trustees to carry out their responsibilities and provides for reimbursement of specified out-of-pocket expenses and professional development activities incurred in connections with carrying out their duties.

Board provided equipment and services:

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RESPONSIBILITIES:

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REFERENCES:

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- Purchasing Policy 610 and associated Administrative Procedure
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