

## Policy Development Committee Meeting

Tuesday, May 30, 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](mailto:mkennedy@pvnccdsb.on.ca)

### A. Call to Order:

1. Opening Prayer.  
Mary Ann Martin
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, April 18, 2023. Page 4
6. Business Arising from the Minutes.

### B. Presentations / Recommended Actions:

1. R.A.: New Administrative Procedure – AP #823, Respiratory Protection Program.  
Darren Kahler, Manager of Human Resource Services and  
Stephen O’Sullivan, Superintendent of Human Resource Services.
  - a) Report (p.11)
  - b) RA (p.12)
  - c) Draft AP (p.13)
2. R.A.: Revised Directional Policy – DP #500, Employee Relations.  
Stephen O’Sullivan, Superintendent of Human Resource Services.
  - a) Report (p.29)
  - b) RA (p.30)
  - c) Draft AP (p.31)

3. R.A.: Revised Administrative Procedure – AP #501, Employee Charged with Criminal Offence or Under Investigation by a Third Party.
  - a) Report (p.36)
  - b) RA (p.37)
  - c) Draft AP (p.38)
 Stephen O’Sullivan, Superintendent of Human Resource Services.
  
4. R.A.: Revised Administrative Procedure – AP #511, Employee Acceptable Use of Board Technology.
  - a) Report (p.46)
  - b) RA (p.47)
  - c) Draft AP (p.48)
 Sheila Piggott, Superintendent of Learning.
  
5. R.A.: Revised Administrative Procedure – AP #615, Emergency Management Business Continuity Program.
  - a) Report (p.56)
  - b) RA (p.57)
  - c) Draft AP (p.58)
 Sean Heuchert, Superintendent of Business, Finance and Facilities Services.
  
6. R.A.: Revised Administrative Procedure – AP #701, Equity and Inclusive Education.
  - a) Report (p.154)
  - b) RA (p.155)
  - c) Draft AP (p.156)
 Jeannie Armstrong, Superintendent of Special Education.
  
7. R.A.: New Administrative Procedure – AP #824, Student Injury Prevention.
  - a) Report (p.179)
  - b) RA (p.180)
  - c) Draft AP (p.181)
 Jonathan Di Ianni, Superintendent of Learning.
  
8. R.A.: Revised Administrative Procedure – AP #307, Instruction Out of School.
  - a) Report (p.185)
  - b) RA (p.186)
  - c) Draft AP (p.187)
 Jonathan Di Ianni, Superintendent of Learning.
  
9. R.A.: Revised Administrative Procedure – AP #804, Asthma: Reducing the Risks (Ryan’s Law).
  - a) Report (p.193)
  - b) RA (p.194)
  - c) Draft AP (p.195)
 Jonathan Di Ianni, Superintendent of Learning.
  
10. R.A.: Revised Administrative Procedure – AP #805, Administration of Medication Procedures or Health Support Services and Emergency Response.
  - a) Report (p.203)
  - b) RA (p.204)
  - c) Draft AP (p.205)
 Jonathan Di Ianni, Superintendent of Learning.

**C. Information Items:**

1. Policies and Administrative Procedures under review in 2023-2024. Page 214

**D. Next Meeting:**

1. Policy Development Committee meetings for 2023-2024:
  - a. Tuesday, October 17, 2023, 6:30 p.m.
  - b. Tuesday, December 5, 2023, 6:30 p.m.
  - c. Tuesday, February 6, 2024, 6:30 p.m.
  - d. Tuesday, April 30, 2024, 6:30 p.m.
  - e. Tuesday, June 4, 2024, 6:30 p.m.

**E. Conclusion:**

1. Closing Prayer  
Kevin MacKenzie.
  
2. Adjournment.



# Minutes

The Minutes of the Policy Development Committee Meeting held on Tuesday, April 18, 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), Joshua Glover, Jenny Leahy, Kevin MacKenzie, Mary Ann Martin, and Kathleen Tanguay.

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

Recorder: Michelle Kennedy.

**Regrets:** Student Trustee Madelyn Gaskell, 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 Joshua Glover 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 Kevin MacKenzie, seconded by Joshua Glover  
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.

There was discussion about the type of minutes that are recorded and recorded votes.

**MOTION:** Moved by Kevin MacKenzie, seconded by Mike Ayotte  
that the minutes of the Policy Development Committee Meeting held on Tuesday, February 7, 2023, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising out of the minutes.

#### **B. Presentations/Recommended Actions:**

1. Revised Administrative Procedure, #1102, Distribution of Communication Materials from External Groups to Schools.

Manager of Communications, Galen Eagle gave a presentation about the proposed administrative procedure that included the background, rationale for proposed changes including the change to the title.

**MOTION:** Moved by Kevin MacKenzie, seconded by Kathleen Tanguay  
that the Policy Development Committee recommend to the Board that Administrative Procedure #1102, Distribution of Communication Materials from External Groups to Schools, be received and posted under Directional Policy #1100, Communications.

Carried.

2. New Administrative Procedure, #817, Confined Spaces Program.

Stephen O'Sullivan, Superintendent of Human Resource Services, provided background information about the Board's requirement by legislation to have an administrative procedure in place to address confined spaces. Melissa Featherstone, Health and

Safety Officer was introduced and explained the concept of confined spaces and the newly drafted administrative procedure.

**MOTION:** Moved by Mike Ayotte, seconded by Jenny Leahy

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.

Carried.

3. Revised Administrative Procedure, #809, Occupational Health and Safety.

Superintendent of Human Resources Stephen O’Sullivan reviewed Administrative Procedure #809, Occupational Health and Safety which was brought forward for its annual review. There were minor improvements made which included changes to the progress indicators making them more measurable and tangible.

**MOTION:** Moved by Kathleen Tanguay, seconded by Kevin MacKenzie

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

Carried.

4. Revised Administrative Procedure, #508, Workplace Harassment Prevention.

Stephen O’Sullivan, Superintendent of Human Resource Services introduced Administrative Procedure #508 noting proposed changes that align language under the responsibilities section to other administrative procedures. It was noted that this administrative procedure and AP #509 are reviewed annually. There was discussion about the incorporation of content from the appendix into the body of the administrative procedure document.

**MOTION:** Moved by Kathleen Tanguay, seconded by Mary Ann Martin

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

Carried.

5. Revised Administrative Procedure, #509, Workplace Violence Prevention.

Stephen O'Sullivan, Superintendent of Human Resource Services presented Administrative Procedure #509 for its annual review and noted the proposed revisions. Suggestions were discussed regarding an employee's responsibility to complete an HR5 form.

**MOTION:** Moved by Mike Ayotte, seconded by Jenny Leahy that the Policy Development Committee recommend to the Board that Administrative Procedure #509, Workplace Harassment Prevention, be received and posted as amended under Directional Policy #500, Employee Relations.

Carried.

6. Revised Directional Policy #300, Student Achievement and Well-being.

**MOTION:** Moved by Joshua Glover, seconded by Mary Ann Martin that the Policy Development Committee table the approval of new directional policies until a new director of education has been hired and had the opportunity to review and revise the proposals in light of recent developments.

Motion Defeated.

Julie Selby, Superintendent of Learning delivered a slideshow presentation regarding the proposed Directional Policy #300, Student Achievement and Well-being, noting proposed changes. There was discussion about further suggested changes.

**MOTION:** Moved by Kathleen Tanguay, seconded by Jenny Leahy that the Policy Development Committee recommend to the Board that Directional Policy 300, Student Achievement and Well-being, be received and posted.

Carried.

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

Julie Selby, Superintendent of Learning delivered a slideshow presentation regarding the proposed Administrative Procedure #301, Effective Instructional Practice, noting and explaining the proposed changes.

**MOTION:** Moved by Mary Ann Martin, seconded by Jenny Leahy  
that the Policy Development Committee recommend to the Board that Administrative Procedure #301, Effective Instructional Practice, be received and posted under directional Policy #300, Student Achievement and Well-being.

Carried.

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

In a slideshow presentation, Julie Selby, Superintendent of Learning, informed the trustees about the proposed changes to Administrative Procedure #302, which included updates to the connection of the procedure to updated multiyear strategic plan, inclusive assessment and evaluation practices, and the addition of triangulated evidence of learning.

**MOTION:** Moved by Kevin MacKenzie, seconded by Mary Ann Martin  
that the Policy Development Committee recommend to the Board that Administrative Procedure #302, Assessment, Evaluation and Reporting, be received and posted under Directional Policy #300, Student Achievement and Well-being.

Carried.

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

**MOTION:** Moved by Kathleen Tanguay, seconded by Kevin MacKenzie  
that the meeting be extended beyond curfew to 9:00 p.m.

Carried.

Julie Selby, Superintendent of Learning informed the trustees on the process and reasoning for the significant changes to Administrative Procedure #305. The changes were made with due diligence, risk management and risk mitigation in mind. In addition, new safety standards in education were incorporated with respect to outdoor, wilderness and activities involving water.



Additional amendments were suggested and incorporated into the administrative procedure, including language with respect to travel advisories.

**MOTION:** Moved by Mary Ann Martin, seconded by Jenny Leahy 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.

Carried.

**MOTION:** Moved by Kathleen Tanguay, seconded by Mike Ayotte that the meeting be extended beyond curfew to 9:30 p.m.

Carried.

#### 10. Revised Administrative Procedure #617, Trustee Expenses

Director of Education, Joan Carragher presented the revised Administrative Procedure #617, Trustee Expenses, and noted the proposed changes as outlined in the provided report.

**MOTION:** Moved by Joshua Glover, seconded by Jenny Leahy 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.

Carried.

#### C. Information Items:

#### D. Next Meeting:

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

#### E. Conclusion:

1. Closing Prayer:

The Committee Chairperson invited Trustee Jenny Leahy to conclude the meeting with prayer.

2. Adjournment:

**MOTION:** Moved by Kathleen Tanguay, seconded by Mary Ann Martin  
that the meeting be adjourned at 9:12 p.m.

Carried.

Draft

---

# Report to the Policy Development Committee

---

**Meeting Date:** May 30, 2023

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

**Subject:** New AP Proposal – Respiratory Protection Program

---

## Background:

The Occupational Health & Safety Act (S. 25(2)(h)) requires employers to take every precaution reasonable in the circumstances for the protection of a worker. Ontario Regulations 490/09 Designated Substances, 833- Control of Exposure to Biological or Chemical Agents, and 278/05- Asbestos in Construction Projects and in Buildings and Repair Operations all set out requirements for a respiratory protection program or written procedures to be established by an employer where respirators are used in the workplace.

PVNCCDSB has begun the process of enshrining health and safety programs into policy in recent years to ensure appropriate governance. This newly developed policy will ensure PVNCCDSB compliance with applicable governing legislation.

## Reference Links-

[O. Reg 490/09- Designated Substances](#)- Sections 26.1 – 26.5

[O. Reg 278/05- Asbestos in Construction](#)...- Section 13

[R.R.O. 1990, O. Reg 833- Control of Exposure to Biological or Chemical Agents](#)- Sections 9-13

## Recommended Changes:

No changes, this is a new Administrative Procedure.

## Attachments:

Draft Administrative Procedure/Directional Policy for consideration.

Previous version of the Administrative Procedure/Directional Policy

## Policy Development Committee

B.1 **b)**

### Recommended Action:

that the Policy Development Committee recommend to the Board that AP# 823, Respiratory Protection Program, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.



<b>BOARD ADMINISTRATIVE PROCEDURE</b>	
<small>Administrative Procedure</small>  <b>Respiratory Protection Program</b>	<small>Administrative Procedure Number</small>  <b>AP 823</b>
<small>Directional Policy</small>  <b>800- Healthy Schools and Workplaces</b>	

**Title of Administrative Procedure:**

*Respiratory Protection Program*

**Date Approved:**

*May 2023*

**Projected Review Date:**

*2028*

**Directional Policy Alignment:**

This procedure aligns with the ‘Healthy Schools and Workplaces’ directional policy by providing systematic procedures and protocols related to the use of respiratory protection by staff. This procedure responds to legislative requirements made under the Occupational Health and Safety Act and Ontario Regulation 833: Control of Exposure to Biological or Chemical Agents.

**Alignment with Multi-Year Strategic Plan:**

The Respiratory Protection Program Administrative Procedure (AP) aligns directly with PVNCCDSB’s vision to establish a culture of well-being. By establishing clear protocols and procedures for the use, care, and selection of respiratory protection, we are practicing our pillar of *Being Well* and our priority of *Valuing Relationships* by working to ensure our staff are safe, valued and supported.

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

**Action Required:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to ensuring a safe working environment. Where it is not possible to eliminate or reduce respiratory hazards by means of administrative or engineering controls, respiratory protection will be required to protect the health and safety of workers.

## 1. PURPOSE

1.1. This program outlines the requirements for the selection, use, care, and maintenance of respiratory protection.

1.2. Where it is not possible to eliminate or reduce respiratory hazards through substitution or engineering controls, workers will be required to wear respiratory protection to protect them from exposure to potentially hazardous atmospheres such as airborne contaminants or oxygen deficient environments.

## 2. SCOPE

2.1. This program applies to all employees who require respiratory protection in the course of their work as well as to those involved in the supervision of such employees, respirator selection and the fit testing process.

## 3. PROCEDURAL GUIDELINES

### 3.1. Respiratory Hazard Assessment

3.1.1. A Respiratory Hazard Assessment (Appendix A) of the work activities and work area must be completed by the supervisor in all situations where there is reason to believe that a worker will be exposed to a hazardous atmosphere. Where a hazardous atmosphere is suspected, adequate controls (e.g. written plan/ work procedures) must be in place prior to work commencement. Supervisors are encouraged to consult with the Health and Safety Officer.

3.1.2. A single Respiratory Hazard Assessment may be conducted for similar work being performed in similar conditions at different locations.

**3.1.3. In the event an Immediately Dangerous to Life or Health (IDLH) atmosphere or oxygen deficient environment exists or is suspected to exist, work shall not be undertaken by PVNCCDSB staff.**

3.1.4. Records of Respiratory Hazard Assessments shall be maintained by the Health and Safety Officer to document the initial and ongoing need for respirators.

3.1.5 Respiratory Hazard Assessments for bio-aerosols will be conducted in consultation with the Health and Safety Officer and in accordance with CSA Z94.4-18, Selection, Use and Care of Respirators.

### 3.2. Respiratory Protection (RP) Selection

The Board currently has approved the following respirators for use:

- N95 Disposable Respirators
  - 3M 8210

- Moldex 2200
- Moldex 2600
- Makrite 9500
- 3M Aura 1870+
- Halyard Fluidshield 3 N95
- Half Face-piece Elastomeric Respirator
  - 3M 7500 Series
  - 3M 6500 Series

**NOTE:** Any other respirator type or model must be approved by the Health and Safety Officer and fit tested on applicable staff before use.

**NOTE:** “Dust masks” and “surgical masks” are not certified as respirators

3.2.1. Respirators shall be selected in consultation with the Health and Safety Officer.

3.2.2. A respirator must meet the following requirements:

- All respirators shall be approved by NIOSH or an equivalent certification
- Each respirator must meet or exceed the applicable assigned protection factors set out in Schedule 2 of O. Reg 833, ‘Assigned Protection Factor for Respirators’

3.2.3. Respirator selection will be based on the following criteria:

- Worker health and ability to wear a respirator
- A review of the completed respiratory hazard assessment (Appendix A).
- Legislative requirements and standards
- Work conditions
- Duration of use/exposure
- Characteristics and limitations of respirators
- Respirator assigned protection factors; and
- Manufacturer’s recommendations and technical data. Including proper selection of filters, cartridge, canister or combination filter-cartridge, where applicable

3.2.4. Supervisors/Managers will consult with the Health and Safety Officer prior to engaging in critical tasks, implementing changes to processes or equipment, or when conditions or activities would reasonably affect the use of respiratory protection.

### 3.3. Health Screening and Medical Assessments

3.3.1. Prior to utilizing RP or being fit tested for a tight-fitting respirator, the worker will be required to complete a confidential respiratory protection worker screening form (Appendix B).

3.3.2 Where a difficulty or concern has been identified in regards to the worker’s ability to safely use the required RP, the worker will seek the opinion of a physician prior to being permitted to fit test/use the selected RP.

3.3.3. Where a worker is deemed by a physician to be unfit to wear a tight-fitting respirator, other alternatives and considerations will be reviewed, where applicable, as prescribed in the Accommodation AP, AP 503.

3.3.4. The respiratory protection worker screening form shall be returned to and maintained by the Health and Safety Officer for 2 years following its completion.

### **3.4. Respirator Fit Testing**

3.4.1. Fit testing shall be used to determine if the worker can obtain a satisfactory seal for each make, model and size of tight-fitting respirator they may be required to wear.

3.4.2. The fit tester shall be qualified by knowledge, training and experience in the applicable fit test method/protocol; use, care and maintenance for each identified tight-fitting respirator; and, in verifying a worker's ability to obtain an effective respirator seal (including comfort and fit).

3.4.3. A successful qualitative or quantitative fit test result using an approved fit test protocol for all tight-fitting respirators is required prior to utilization of respirators in related work activities.

3.4.4. Workers must undergo a fit test for the necessary tight-fitting respirator(s) at a minimum prior to initial use of a tight-fitting respirator, and every two years.

3.4.5. Where a worker is required to wear additional personal protective equipment (e.g. eye protection, head protection, etc.) in conjunction with RP during the course of work, the same personal protective equipment shall be worn during the fit test to ensure compatibility.

3.4.6. A fit test shall be carried out when there is a change to the worker's physical condition that could adversely affect the respirator fit and/or function; or, when there is a change in other personal protective equipment that could adversely affect the respirator fit and/or function.

3.4.7. The worker must be clean shaven prior to commencement of the fit test and refrain from eating, drinking (except plain water), smoking and chewing gum for a minimum period of 15 minutes prior to the fit test.

3.4.8. Fit test results will be documented. Copies of all fit test results will be sent to the Health and Safety Officer and shared with the worker and their supervisor.

3.4.9. The fit tester will be responsible for ensuring that respirators are new or adequately cleaned and disinfected/sanitized prior to testing for each worker.

3.4.10. Accepted qualitative/quantitative protocols shall follow the procedures identified in the most current edition of CSA Z94.4.

3.4.11. Where utilized, quantitative fit testing equipment shall be used, calibrated and maintained as per manufacturer's recommendations. Calibration and maintenance records must be retained by the fit tester.

### **3.5. Training**



3.5.1. Each employee required to utilize RP shall be adequately trained in its care, use, maintenance and storage; and, receive refresher training at least every two years.

3.5.2. At minimum, the training shall consist of the following subject matter:

3.5.2.1. The Respiratory Protection Program (this AP).

3.5.2.2. Operation, capabilities and limitations of the required RP, including filter, cartridge, or combination filter-cartridge, where required.

3.5.2.3. Hazardous Atmospheres, IDLH Atmospheres, respiratory hazards and emergency situations.

3.5.2.4. Donning and doffing procedures.

3.5.2.5. Proper fitting of the respirator.

3.5.2.6. Worker seal checks.

3.5.2.7. Requirements for fit testing.

3.5.2.8. Care, Cleaning and disinfecting.

3.5.2.9. Inspection and maintenance.

3.5.2.10. Manufacturer's recommendations.

3.5.3. Participants must be able to demonstrate an adequate level of competency prior to utilizing RP.

3.5.4. The fit tester must receive adequate training and or certification (where required) prior to administering a fit test.

### **3.6. Care, Use, Maintenance, Storage**

3.6.1. Wear only the appropriate respirator for the hazard. If there are any questions about which respirator is appropriate, ask the Supervisor.

3.6.2 Each worker issued a respirator shall properly maintain their respirator, which shall include: inspection, cleaning, proper storage, and cartridge/ filter replacement as needed. All RP shall be used, maintained and repaired as per manufacturer's instructions.

3.6.3. Workers shall use tight-fitting respirators in a manner that does not compromise or impede upon the seal (e.g. eyeglasses, hair). Workers shall be clean shaven while utilizing tight-fitting respirators.

3.6.4 Prior to use workers shall complete a pre-use inspection of all RP including filters and cartridges (follow manufacturer instructions), being sure to

- Check for cracks, tears, dirt and fatiguing
- Examine inhalation and exhalation valves

- Examine head straps for elasticity
- Ensure filter gaskets are properly seated and in good condition (where applicable)
- Note when filters and cartridges were last changed (where applicable)
- complete a seal check for all tight-fitting respirators (see 3.7)

3.6.5. Where defect or damage is found, the worker will remove the affected equipment from service, identify the defect or damage with a tag or similar device and report the findings to their immediate supervisor.

3.6.6. Clean respiratory protection after each daily use, using approved products and methods as per manufacturer's instructions. Be sure to

- disassemble the face-piece and remove filters and cartridges. Discard and replace parts when necessary.
- wash the face-piece and any other dirty parts in warm soapy water or with respirator cleaning wipes.
- where respirators are shared, they should be disinfected using a sterilizing solution or by wiping with respirator cleaning wipes.
- rinse the respirator in clean warm water and dry thoroughly.
- reassemble properly, ensuring all parts are the proper ones.

3.6.7. RP will be stored in a suitable location as per manufacturer's instructions, protected from dust, ozone, sunlight, heat, extreme cold, excessive moisture, vermin, damaging chemicals and oil/grease.

### **3.7. Worker Seal Checks**

3.7.1. A worker using a tight-fitting respirator shall conduct a seal check prior to each usage, as per manufacturer instructions.

3.7.1.1. Negative pressure seal checks are to be completed by adequately blocking/covering the air inlets (e.g. inhalation valves). The worker will inhale gently and hold a breath for at least 5 seconds. The face-piece should collapse and remain collapsed while the breath is held.

3.7.1.2. Positive pressure seal checks are to be completed by adequately blocking/covering the air outlets (e.g. exhalation valves). The worker will exhale gently for approximately 5 seconds. A slight positive pressure should be maintained in the face-piece without the detection of outward air leakage.

3.7.2. If either seal check is unsuccessful, the worker will verify that no obstructions exist, reposition/adjust the face-piece and repeat the seal check.

3.7.3. A worker shall not use any tight fitting respirator for which a seal check cannot be successfully completed.

### **Responsibilities:**

**The Board of Trustees is responsible to:**

- ensure alignment with the Healthy Schools and Workplaces Directional Policy.
- review the Respiratory Protection Program Administrative Procedure as part of its regular policy and procedures review cycle.

**The Director of Education is responsible to:**

- designate resources to ensure the implementation of and compliance with this Administrative Procedure.

**Superintendents of Schools and System Portfolios are responsible to:**

- ensure principals/vice-principals, supervisors and managers are consistent with the application of this Administrative Procedure.
- ensure that all employees for whom they have supervisory responsibility, and to whom this AP would apply, are aware of the requirements under this Administrative Procedure.

**Principals and Vice-Principals, Supervisors and Managers are responsible to:**

- communicate procedures to staff whom they supervise.
- identify situations where respirators are required by completing the Respiratory Hazard Assessment (Appendix A) prior to the completion of any work in a hazardous atmosphere (consult with Health and Safety Officer).
- maintain respirator selection for specified activities. Update work procedures/ staff manuals as necessary to reflect the respirator requirement.
- inform workers of the associated respiratory hazards and the RP required for the activity.
- ensure that appropriate worker screening, training and fit testing has been completed prior to assigning a worker any activity or to any environment that requires RP.
- supervisors shall themselves complete training in respiratory protection.
- provide workers with the appropriate RP (type determined in conjunction with the Health and Safety Officer) and ensure these are maintained in good condition and replaced as needed.
- ensure that the workers can demonstrate competency in the use, care, and maintenance of their RP.
- in the case of tight-fitting respirators, ensure that (during use) workers are clean shaven and maintain their seal free from objects and materials that would interfere with the seal or operation of the respirator.
- ensure workers wear the required RP at all times in areas where hazardous atmosphere, or respiratory hazards exist or are likely to exist.

- notify the Health and Safety Officer of any related worker concerns.
- do not allow work in IDLH or oxygen deficient atmospheres to be completed by PVNCCDSB Staff.
- ensure compliance with the Respiratory Protection Program Administrative Procedure by taking disciplinary actions as necessary.

**Staff are responsible to:**

- wear respiratory protection at all times when performing tasks where respiratory hazards exist.
- workers shall complete a pre-use inspection of all RP to ensure that it is clean and in good operating condition prior to each use and at reasonable intervals to ensure that it continues to operate effectively. Workers shall change out filter, cartridge, or combination filter-cartridge as per manufacturer's recommendations, where applicable.
- perform user seal checks upon each donning.
- use respirator in accordance with training received and understand its limitations.
- report to their supervisor when their ability to safely use RP may be impaired (e.g. medical or other conditions).
- dispose of or clean, maintain and store respirator in accordance with the training received and manufacturers instructions. Request replacements as needed.
- only use respirators for which training and fit testing has been received.
- provide to the Health and Safety Officer a completed Respiratory Protection Worker Screening Form prior to fit testing.
- verify that their fit test record is current and valid for the make/model/size of tight-fitting respirator to be used.
- in the case of tight-fitting respirator use, be clean shaven, and maintain their respirator seal free from objects and materials that would interfere with the seal or operation of the respirator (including jewelry, hair, etc.).
- remove defective or damaged respiratory protection from service and report the occurrence to their supervisor.
- maintain a copy of the respirator user manual and the current fit testing card provided by the fit tester.

**The Health and Safety Officer is responsible to:**

- maintain and revise the Respiratory Protection Program, as required.
- review and evaluate the program on an annual basis.

- assist supervisors in determining the type of respiratory protection required for the specific task.
- provide technical advice regarding the selection, use, care, and maintenance of respiratory protection.
- facilitate provision of training and education to respirator users.
- review submitted respiratory protection worker screening forms and maintain such for 2 years following their completion. Communicate authorization for worker to proceed with fit testing to the fit tester.
- schedule fit testing as required and maintain training and fit testing records.
- vet potential fit testers prior to approval. The fit tester shall:
  - be qualified through training and experience to conduct fit tests.
  - adhere to all applicable program standards and manufacturers recommendations as required.
  - not proceed with fit testing until verifying with the Health and Safety Officer that the worker has completed the required Respiratory Protection Worker Screening Form (Appendix B) and is authorized to be fit tested.
  - verify that the worker has received training for the required RP and is competent in the inspection, donning, and doffing; and is able to successfully complete the required worker seal checks.
  - conduct fit tests using qualitative or quantitative methods and protocols in compliance with CSA Z94.4-18 or greater.
  - document the individual worker's competency and corresponding fit test results. Send a copy of the fit test results to the Health and Safety Officer and provide the worker with a fit test record (may be electronic), including expiry date.
  - ensure that respirators and equipment used for fit testing are adequately cleaned and disinfected/sanitized.
  - maintain, calibrate and repair all fit test equipment in accordance with manufacturer's recommendations. All fit test equipment records and documents shall be maintained by the fit tester.
  - notify the Health and Safety Officer of any related worker concerns.

### **Progress Indicators:**

- Staff using RP will hold current fit testing for the specific RP to be used/ in use
- Safe Operating Procedures, work procedures and/or staff manuals will cite the requirement for and type of RP where required
- Training records will identify current fit tested staff and approved respirators

### **Definitions:**

**Bio-aerosol:** a liquid aerosol or a solid aerosol suspended in the air and that is living or originates from living organisms.

**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

**Clean Shaven:** The acceptable management of facial hair that does not interfere with the respirator sealing surface, valve(s) or respirator function. (See NIOSH – Facial Hairstyles and Filtering Face-piece Respirators in reference section)

**Fit Test:** The use of a qualitative or quantitative method to evaluate the fit of a specific make, model, and size of respirator on an individual.

**Hazardous Atmosphere:** Any atmosphere that is oxygen deficient (i.e. below 19.5% by volume), exceeds occupational exposure limits, presents a fire or explosion hazard, or contains an airborne toxic or disease-producing contaminant in concentrations deemed to be hazardous.

**Immediately Dangerous to Life or Health (IDLH) Atmosphere:** an atmosphere that poses an immediate threat to life or that will cause irreversible adverse health effects or impair an individual's ability to escape.

**Particulate:** Any liquid or solid airborne contaminant, other than a gas or vapour, but including dusts, fumes, mists, fibres, fog, pollen, smoke, and spores.

**Assigned Protection Factor:** The anticipated level of respiratory protection that would be provided by a properly functioning respirator or class of respirators to properly fitted and trained workers.

**Respirator:** A device that is tested and certified and is designed to protect the worker from inhaling hazardous atmospheric contaminants.

**Respiratory Protection (RP):** is personal protective equipment (PPE), used to protect the individual wearer against the inhalation of hazardous substances in the workplace air.

**User Seal Check:** An action conducted by the respirator user to determine if the respirator is properly sealed to the face.

## References:

- [O. Reg. 833- Control of Exposure to Biological or Chemical Agents](#)
- [O. Reg. 490- Designated Substances](#)
- [O. Reg. 278/05- Asbestos in Construction Projects and in Building and Repair Operations](#)
- CSA Z94.4- Selection, Use and Care of Respirators
- [NIOSH – Facial Hairstyles and Filtering Face-piece Respirators](#)

## Appendices:

- Appendix A- Respiratory Hazard Assessment Form
- Appendix B- Respirator User Screening Form

## Respiratory Hazard Assessment Form

### Appendix A- AP 823

This form is designed to assess whether a respiratory hazard exists and assist Manager/ Supervisors in the proper selection of respirator equipment. Complete a hazard assessment form (in E-Base- Logs folder) for each work activity that may present an airborne hazard.

Assessment Conducted By (Supervisor Name):	
Job Title:	
Department/ Work Site:	
Date of Assessment:	
Description of Work Activity:	
Number and Job Classification of workers performing this type of activity:	
Duration of Activity: (duration and frequency)	(eg. Toluene exposure, painting for 5 hours/ twice per wk)
Respiratory Hazards (circle all appropriate):	Oxygen Deficient; Toxic Gases/ Vapours; Particulates/ Aerosols: Fumes, Dusts, Mists, Fogs; Smoke; Biological; Asbestos Other: _____
Controls in Place: (circle all applicable)	Local Exhaust; Dilution Ventilation; Task Specific Ventilation; Enclosed System; Other: _____
Contaminant Concentrations:	
Contaminant:	Concentration:

Identified Exposure Limits: (and related standard- ACGIH, O. Reg. 833)	
Is monitoring data available? (attach to form)	Yes No
Does data indicate levels that exceed exposure limits?	Yes No
Does data indicate Immediately Dangerous to Life and Health (IDLH) concentrations?	Yes No
Does data indicate oxygen deficiency (oxygen content less than 19.5%)?	_____ (list reading) Yes No
Is oil present in the work/ immediate vicinity?	Yes No
Given the information provided, is respiratory protection equipment required?	Yes No
Respirator to be used for:	Emergency Use ONLY Routine Use (Work Procedures to be provided with form)

Determination of Respirator Selection:

Type of Respirator Selected:	Air Purifying Respirator Elastomeric Half Facepiece Elastomeric Full Facepiece Particulate Filtering Facepiece (Disposable) Powered Air Purifying
Style of Respirator Selected: (circle appropriate)	Respirator/ Cartridge Type: 95/99/100  N (not oil resistant)/ R (oil resistant/ short term use- not greater than one work shift or 8 hours intermittent use)/ P (oil proof, follow manufacturers time use limitation)  OV- Organic Vapour SD- Sulfur Dioxide HC- Hydrogen Chloride CL- Chlorine CD- Chlorine Dioxide HF- Hydrogen Fluoride HS- Hydrogen Sulfide AM- Ammonia MA- Methylamine FM- Formaldehyde MV- Mercury Vapor

Reviewed By: \_\_\_\_\_ Print Name: \_\_\_\_\_



### PART 1: RESPIRATOR USER INFORMATION

First Name: Click or tap here to enter text.

Last Name: Click or tap here to enter text.

Staff ID #: Click or tap here to enter text.

Job Title: Click or tap here to enter text.

Department or School Facility: Click or tap here to enter text.

Supervisor: Click or tap here to enter text.

Date of Request: Click or tap to enter a date.

### PART 2: CONDITIONS OF USE AND SPECIAL WORK CONSIDERATIONS

Activities requiring respirator use: Click or tap here to enter text.

Frequency of respirator use: Daily  Weekly  Monthly  Yearly

Exertion level during use: Light  Moderate  Heavy

Duration of respirator use per shift:

Less than 15 minutes  15 min- 2 hours  Greater than 2 hours  Varies

Temperature of work environment during use: Less than 0°C  0-25°C  Greater than 25°C

Will other PPE (Personal Protective Equipment) be worn while wearing the respirator? :

Yes  No

Safety Glasses  Safety Goggles  Hard Hat  Hearing protection

Other (please specify): Click or tap here to enter text.

### PART 3: TYPES OF RESPIRATORS USED

Check all that apply: N95 Disposable  Half Face-piece Elastomeric Respirator

### PART 4: RESPIRATOR USER'S HEALTH CONDITIONS

Review the list below. Check YES or NO only. Medical disclosure is NOT to be included on this form.

- a) Some conditions can seriously affect your ability to safely use a respirator. Do you have or do you experience any of the following or any other condition that could affect respirator use?

Yes  No

Shortness of breath	Breathing difficulties	Chronic bronchitis
Emphysema	Lung disease	Chest pain on exertion
Heart problems	Allergies	Hypertension

Cardiovascular disease	Thyroid problems	Diabetes
Neuromuscular disease	Fainting spells	Dizziness/ nausea
Seizures	Temperature susceptibility	Claustrophobia/ Fear of heights
Hearing impairment	Pacemaker	Panic attacks
Colour blindness	Asthma	Vision impairment
Reduced sense of smell	Reduced sense of taste	Dentures
Other conditions affecting respirator use	Prescription medication to control a condition (with side effect of sedation/ endurance/ concentration/ coordination impact)	Unusual facial features/ Skin conditions

b) Have you had previous difficulty while using a respirator? Yes  No

c) Do you have any concerns about your ability to use a respirator? Yes  No

**A YES answer to (a), (b), or (c) indicates further assessment by a health care professional is required prior to respirator testing or use.**

Signature of Respirator User: Click or tap here to enter text.

Date: Click or tap to enter a date.

Signature of Supervisor: Click or tap here to enter text.

## PART 5: HEALTH CARE PROFESSIONAL ASSESSMENT (IF REQUIRED)

Assessment Date: Click or tap to enter a date.

- Respirator use permitted with no restrictions
- Respirator use is not permitted
- Respirator use permitted with specific restrictions

Specific restrictions: Click or tap here to enter text.

Print Physician Name: Click or tap here to enter text.

Signature of Physician: Click or tap here to enter text.

Address: Click or tap here to enter text.

Date: Click or tap to enter a date.

## Log #178912 Respiratory Hazard Assessment

**Facility Address** Catholic Education Centre  
 1355 Lansdowne St W  
 Peterborough, Ontario

**Assigned to** Melissa Featherstone

**Created at** May 03, 2023 - 4:30 pm  
**Due at** May 10, 2023 - 12:00 am  
**Submitted at** Due 1 Days, 11 Hours ago  
**Submitted by** Not submitted

### Fields

#### Respiratory Hazard Assessment

Name All Persons Conducting Assessment:

Date of Assessment:

Worksite:

<p>General Description of Work:(Situation/Task)</p>

Activity Duration/Frequency:

Who Performs the Work: (Job Classification, not Names)

<p>Identify Respiratory Hazards Suspected:</p>

Is there potential for airborne oil present?

Is a respirator required by legislation?

If respirator is required as per above, cite legislation and type specified

Is monitoring data available?

#### Contaminant Identification and Concentrations:

Identification:

#### Respirator Selection

Given the information provided, is respiratory protection equipment required?

Type of Respirator Selected:

Style of Respirator Selected:

Type of Canister/Cartridge/Filter (if applicable):

Cannister/ Cartridge Replacement Cycle:

# Report to the Policy Development Committee

---

**Meeting Date:**

**Presented by:** Stephen O'Sullivan, Superintendent of Learning,  
Leadership and Human Resource Services

**Subject:** DP 500 - Employee Relations

---

**Background:**

The purpose of this Directional Policy is to create a shared understanding of the Board's expectations regarding employees' professional and personal lives as it relates to public trust and confidence. It is being brought forward for review as scheduled.

**Summary of Draft Administrative Procedure/Directional Policy:**

The key changes to this policy include:

- Updates to align with our current strategic priorities.
- Updates to align with DP 700 Equity and Inclusive Education (mention page
- Updates to ensure gender-neutral language is being used where appropriate.

+

**Attachments:**

Draft Administrative Procedure/Directional Policy for consideration

[Previous version of the Administrative Procedure/Directional Policy](#)

## Policy Development Committee

B.2 **b)**

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Directional Policy #500, Employee Relations, be received and posted.

BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
<b>EMPLOYEE RELATIONS</b>	<b>500</b>

**TITLE OF DIRECTIONAL POLICY:**

Employee Relations

**DATE APPROVED:**

May 30, 2023

**PROJECTED REVIEW DATE:**

2028

**POLICY:**

The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board values our partnership with our employees as we strive together to support our vision for creating a culture of faith, hope and love to ensure equity and well-being. The Board welcomes and appreciates the engagement, ideas, perspectives and contributions that come from this partnership and its positive impact on student achievement and well-being. The PVNC Catholic District School Board respects its duty to ensure public trust and confidence are maintained and enhanced through the conduct of all its employees. 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.

The Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity. The Board acknowledges that the foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. Discrimination and oppression are incompatible with Catholic moral principles and the Ontario Human Rights Code.

The Board recognizes systemic inequities that operate through biases, discrimination and oppression – all of which function as barriers that students, employees, parents/guardians, caregivers and community groups experience. The Board is committed to achieving equitable and inclusive learning and working environments, eliminating all forms of discrimination and embedding equity and inclusive education, antiracism, human rights, and Indigenous education into all its policies, procedures, programs, operations, and practices.

PVNC Catholic is committed to ensuring all employees are given equal opportunities, regardless of their background or identity, and that they are treated fairly in the workplace. PVNC Catholic values the differences among individuals and groups, such as differences in gender, race, ethnicity, age, religion, sexual orientation, and ability. We strive to create a workplace culture where employees feel respected, valued, and supported, and where their unique perspectives and experiences are welcomed and celebrated.

#### **PURPOSE:**

The purpose of the Employee Relations Policy is to create a shared understanding of the expectations the Board has with respect to employees' conduct in their professional and personal lives as it relates to public trust and confidence. Administrative Procedures that articulate the expectations and requirements the Board has of its employees are intended outcomes of this policy. The administrative procedures and practices that emerge from this policy will clearly identify the Board's requirements regarding conflicts of interest, election to public office, criminal offences, attendance support, reporting absences, disability management, acceptable uses of technology, performance management and other employee relations matters

#### **ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Employee Relations Policy supports our [Strategic Plan, Vision and Mission of Building A Community That Accompanies](#). This Plan calls the Board to these Strategic Priorities through the pillars of Being Well, Being Creative and Being Community.

- **Inspiring Faith** to strengthen the foundation of Christ in our Catholic Schools and spark a call to service in the greater community
- **Valuing Relationships** to create an environment in all workplaces that has at its core “the art of accompaniment,” keeping Jesus at the centre of our community as we model ministry, acceptance and love
- **Nurturing Mental Health & Well-being** to create healthy environments in which we work, learn and teach, understanding that we have to be well in order to learn, to teach, to lead, to support and to fulfill the demands of each of our roles.



- **Providing Excellence in Teaching and Learning** to maximize student engagement through effective assessment practices, deep inquiry learning, student voice and choice.
- **Ensuring Equity** to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship
- **Expanding Technology** to enable staff and students to apply, analyze, evaluate and create their thinking and learning in creative and innovative ways while encouraging staff and students to develop new ways of using technology
- **Protecting The Environment** by prioritizing environmental education learning expectations in all schools by providing the necessary staff training to build capacity among teachers and leaders, ensuring that environmental topics in the current K-12 curriculum documents be taught and assessed for all students.
- **Maximizing Resources** to maintain public trust and ensure a fiscally responsible Catholic school system founded on equity, transparency, accountability, risk management and sustainable priorities.

## 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 Employee Relations Directional Policy recommended for consideration by the Policy Development Committee.
- Understanding and communicating with members of the community the content of the Employee Relations Policy.
- Assigning responsibility to the Director of Education for operationalizing and managing the Employee Relations Policy.
- Monitoring and holding the Director of Education accountable for the implementation and operational details of the Employee Relations Policy.

### The Director of Education is responsible for:

- Providing leadership regarding implementation and operational details in the Employee Relations Policy.

- Providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Employee Relations Policy.
- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures.

**Superintendent of Human Resources is responsible for:**

- Working in collaboration with the senior team, managers, and all employee groups in the development of administrative procedures and practices to support the Employee Relations Policy.
- Ensuring all employees of the Board are aware of the Employee Relations Policy and where to access it and the relevant administrative procedures.
- Ensuring the Unions and/or Associations that represent employees of the Board understand the expectations outlined in the Employee Relations Policy and relevant administrative procedures.

**Superintendents are responsible for:**

- Providing leadership and supports for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Employee Relations Policy.
- Working collaboratively with Human Resource Services to develop administrative procedures and practices that align with the Employee Relations Policy.
- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures.

**Managers are responsible for:**

- Providing leadership, management and support for the members of their department in their knowledge, understanding, and implementation of the Employee Relations Policy.
- Working collaboratively with Human Resource Services to develop administrative procedures that align with the Employee Relations Policy.
- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures.

**Communications Services is responsible for:**

- Working collaboratively with Human Resource Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Employee Relations Policy to support its effective implementation.

**Principals are responsible for:**

- Providing leadership, management and support for the members of their school communities in their knowledge, understanding, and implementation of the Employee Relations Policy.
- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures

**All Employees are responsible for:**

- Being proactive and self-directed in building their knowledge and understanding of the Employee Relations Policy as it relates to their role with the PVNC Catholic District School Board.
- Adhering to the administrative procedures and practices that support the Employee Relations Policy.

**PROGRESS INDICATORS:**

- All employees are aware of the Employee Relations Policy and the requirements of the related administrative procedures.
- Employees of the PVNC Catholic District School Board are following the defined expectations and acting with integrity and professionalism in light of our Catholic faith.
- Public confidence and trust is maintained and enhanced.

**DEFINITIONS:**

xx

**REFERENCES:**

- [PVNC Catholic District School Board Strategic Plan, Mission and Vision](#)
- [Education Act, RSO 1990, c. E.2](#)
- [DP 700 Equity and Inclusive Education](#)
- Ontario Human Rights Commission

# Report to the Policy Development Committee

---

**Meeting Date:** Tuesday, May 30, 2023

**Presented by:** Stephen O’Sullivan, Superintendent of Learning,  
Leadership and Human Resource Services

**Subject:** AP 501 - Employees Charged with a Criminal Offence or  
Under Investigation By a Third Party

---

## Background:

The purpose of this Administrative Procedure is to ensure that all employees have a shared understanding of the process should they be charged with a criminal offence or be subject to an investigation by a third party.

## Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Clarity on employee’s duty to report children in need of protection (AP 513)
- Direction on Board communication and the provision of resources to support the community in the event of specific charges against an employee
- Explicit reference to the Joint Children’s Aid Society and School Board Protocol
- Alignment with DP 900 - Safe and Accepting Schools
- Ensuring completion of mandatory sexual abuse prevention training required for professional certification
- Restructured AP for ease of reference. Three distinct scenarios and clear directions are provided for each.
- Amended AP to allow to clarify that an employer investigation may occur concurrently with a third-party investigation.

## Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- [AP 501 Presentation](#)
- [Previous version of the Administrative Procedure/Directional Policy](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #501, Employee Charged with a Criminal Offence or Under Investigation by a Third Party, be received and posted under Directional Policy #500, Employee Relations.

<b>BOARD ADMINISTRATIVE PROCEDURE</b>	
<small>ADMINISTRATIVE PROCEDURE</small> <b>Employee Charged with a Criminal Offence or Under Investigation by a Third Party</b>	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> <b>AP - 501</b>
<small>Directional Policy</small> <b>Employee Relations - 500</b>	

**TITLE OF ADMINISTRATIVE PROCEDURE:**

Employee Charged with a Criminal Offence or Under Investigation by a Third Party

**DATE APPROVED:**

May 30, 2023

**PROJECTED REVIEW DATE:**

May 2027

**DIRECTIONAL POLICY ALIGNMENT:**

This Administrative Procedure aligns with the Employee Relations Directional Policy – 500 by ensuring all employees have a shared understanding of the process should they be charged with a criminal offence or be subject to an investigation by a third party.

**ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

This Administrative Procedure supports the Nurturing Mental Health and Well-Being pillar by ensuring employees are fit to be in the workplace and ensuring students and staff are safe. [PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

**PURPOSE OF THIS ADMINISTRATIVE PROCEDURE:**

The Purpose of this Administrative Procedure is to ensure the safety of students and staff and to allow the Board to act promptly in the context of an employee who is charged with a criminal offence or is subject to an investigation by a third party.

## **ACTION REQUIRED:**

1.0 In the event that an employee of the Board is charged with a criminal offence in Canada or another country or is the subject of an investigation by a third-party (i.e. Ontario College of Teachers, Children's Aid Society, College of Early Childhood Educators), the employee will report the matter to their supervisor and to the Superintendent of Human Resource Services or designate immediately and prior to accessing the workplace.

An employee must report the matter in writing as soon as reasonably practicable after the member receives a notice of the charges, a bail condition, or notice that an investigation has been started by a third party.

Should an employee fail to report a criminal offence or the investigation of a third-party, said failure will be cause for discipline and will also be considered when determining both the employee's placement during the investigation and any disciplinary consequence.

The overriding concern with respect to consideration of a criminal charge, or information received from a third-party is whether the employee represents a risk to the safety or well-being of any of the Board's students, staff, or property.

## 2.0 Employee Charged with Criminal Act

2.1 In accordance with the requirements in the *Education Act*, upon becoming aware that a teacher or temporary teacher who is employed by the Board has been charged with an offence under the *Criminal Code* involving sexual conduct and minors, or of any other offence under the *Criminal Code* that in the opinion of the Board indicates that students, staff or property may be at risk, the Board is required to take prompt steps to ensure that the teacher or temporary teacher performs no duties in the classroom, and no duties involving contact with students or staff pending the outcome of the charge.

2.2 For clarity, the above requirements pertain to all PVNCCDSB employees.

2.3 For further clarity, upon becoming aware that an employee of the Board has been charged with an offence under the *Criminal Code* involving sexual conduct and minors, or of any other offence under the *Criminal Code* that in the opinion of the Board indicates that students may be at risk the Board will take prompt steps to ensure that the employee has no access to students.

- 2.4 An employee charged criminally is required to report said charge immediately (and prior to accessing the workplace) to the Superintendent of Human Resource Services or designate.
- 2.5 Upon receipt of the information, the Superintendent or designate will determine whether the employee can remain in their regular workplace or can be assigned alternate duties.
- 2.6 If, in the opinion of the Superintendent of Human Resource Services or designate, it is not appropriate for the employee to remain in their regular workplace or be assigned alternate duties, they may be placed on a home work assignment or an unpaid leave of absence, pending investigation. Should the employee be placed on a home work assignment, the requirements of the employee during this assignment will be communicated by the employee's supervisor.
- 2.7 Should further information be received by the Board related to the criminal charge (i.e. bail conditions), a further determination will be made in respect of the matter.
- 2.8 No internal investigation will take place if the police have directed the Board not to proceed with an investigation.
- 2.9 Depending on the circumstances, the employee may be subject to disciplinary action by the Board.
- 2.10 If the charges pose a potential threat to the safety of students or staff, and/or has an impact on the school community, the Board will communicate in a timely manner with parents or guardians to share information. The Board will make every effort to protect the privacy and confidentiality of the charged individual, consistent with applicable laws and regulations.
- 2.11 If the charges pose a potential threat to the safety of students or staff, and/or has an impact on the school community, the Board will provide resources to support members of the school community which may include Board personnel to support the students, staff, parents and guardians.

### 3.0 Employee Subject to a Child Protection Investigation

- 3.1 When it is reported that an employee has allegedly had inappropriate physical contact with students causing physical and/or emotional harm, made inappropriate comments, or engaged in behaviour towards students that are



vexatious, demeaning, racist or sexual in nature, it may be reported to the relevant Children's Aid Society following consultation with the Superintendent of Human Resources Services or designate.

- 3.2 Should the Children's Aid Society determine a need to investigate, the Superintendent of Human Resources or designate will determine whether the employee can remain in their regular workplace or be assigned alternate duties.
- 3.3 If, in the opinion of the Superintendent of Human Resource Services or designate the employee cannot remain in their regular workplace with alternate duties assigned, they may be placed on a home work assignment or unpaid leave. The Board may also impose discipline where it deems appropriate. The requirements of the employee during this assignment will be communicated by the employee's supervisor.
- 3.4 An internal investigation may take place concurrent to the Children's Aid Society if determined necessary by the Superintendent of Human Resource Services or designate.
- 3.5 Depending on the circumstances, the employee may be subject to disciplinary action by the Board.

#### 4.0 Investigations by other Third Parties

- 4.1 If an employee is subject to an investigation by a third party that would call into question their ability to perform their duties in a safe and ethical manner, they should report the investigation to the Superintendent of Human Resource Services or designate.
- 4.2 The Superintendent of Human Resource Services or designate will determine whether the employee can remain in their regular workplace or be assigned alternate duties.
- 4.3 If, in the opinion of the Superintendent of Human Resource Services or designate the employee cannot remain in their regular workplace and be assigned alternate duties, they may be placed on a home work assignment or unpaid leave. The requirements of the employee during this assignment will be communicated by the employee's supervisor.

4.4 Depending on the circumstances, the employee may be subject to disciplinary action by the Board.

## 5.0 Internal Investigations

5.1 If the Board determines that an internal investigation is required, a number of areas of inquiry will be pursued. The nature and extent of the investigation will depend on the circumstances of each case. The basic principle is that the Board must gather sufficient information to make an informed decision. An employee who is represented by a union will have representation during an investigation. Areas of inquiry may include but are not limited to:

- 5.1.1 The full circumstances of the charge(s) or allegation(s) in question, including the status of an external investigation, disposition in the court system, disposition of a third party investigation, and penalties imposed;
- 5.1.2 History of misconduct, criminal charges or convictions, and disciplinary record;
- 5.1.3 Steps taken by the employee to rehabilitate which may include medical treatment, counselling, community service;
- 5.1.4 A determination of whether the employee's actions involved children or adversely affected children;
- 5.1.5 The degree to which the employee's actions conflict with Catholic gospel values;
- 5.1.6 The individual's attitude regarding their action(s), including the degree of remorse shown, understanding of the impact of their actions;
- 5.1.7 The relevance of the individual's actions to the duties of the employee;
- 5.1.8 Any mitigating circumstances, including but not limited to, length of service, the employee's intentions and the credibility of the accusation;
- 5.1.9 Any other information that the Board feels may be relevant.

6.0 Following the Board's investigation, the Director of Education or designate shall determine what action, if any, the Board will take. Such action may include discipline. The Board will consider all relevant information collected in 5.0 when determining what action is suitable.

7.0 When determining what action may be taken, the Board will consider the status of a police or third-party investigation. The Board may elect to wait to determine what action to take until the police or third-party investigation is completed.

8.0 The Director of Education will be the official spokesperson for the Board in response to media inquiries. The Director may designate another individual to act as an official spokesperson.

## **RESPONSIBILITIES:**

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

- Reviewing the Administrative Procedure as often as necessary.
- Ensuring the Director is accountable to the Board of Trustees for implementation of this Administrative Procedure.
- Ensuring alignment with the Board's Directional Policy.

### **The Director of Education is responsible for:**

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Acting as the official spokesperson for the Board in response to media inquiries

### **The Superintendent of Human Resource Services (or designate) is responsible for:**

- Determining if the Board needs to conduct an internal investigation.
- Determining whether the employee shall remain in the workplace, be assigned alternate duties, be given a home work assignment or be placed on an unpaid leave of absence.
- Determining what action, if any, shall be taken during or following a Board investigation.
- Ensuring that employees are informed of this Administrative Procedure and how it can be accessed.
- Reviewing this Administrative Procedure at orientations for all employees.
- Conducting internal investigations as directed by the Director of Education.

**Superintendents are responsible for:**

- Ensuring principals are consistent in the application of this Administrative Procedure;
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirements outlined in this Administrative Procedure.

**Principals, Managers and Supervisors are responsible for:**

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure.

**PVNC Catholic Staff are responsible for:**

- Reporting any matter captured by this Administrative Procedure to their supervisor and to the Director of Education.
- In accordance with the Child, Youth and Family Services Act, and the Joint Children's Aid Society and School Board Protocol, Board employees shall recognize their duty to promptly report a child in need of protection, in accordance with the Child, Youth and Family Services Act, the Joint Children's Aid Society and School Board Protocol, and [AP 513 Reporting Children In Need Of Protection](#). There is a higher standard of reporting for those who work with children
- Adhere to the procedures for ensuring Safe and Accepting Schools that fall under DP 900 Safe and Accepting Schools.
- Completing relevant Sexual Abuse and Prevention Programs relevant to maintaining professional certifications required for employment eligibility.

**PROGRESS INDICATORS:**

- PVNCCDSB will continue to provide an environment that ensures the safety of all students and staff.

**DEFINITIONS:**

**Criminal Offence** - Any offence listed in the Criminal Code of Canada, the Controlled Drugs and Substances Act, the Youth Criminal Justice Act, or any other statute in any country committed in Canada or abroad.

**Third-Party** - An outside agency or organization which regulates or governs your profession (E.g. Ontario College of Teachers, Early Childhood Educators, etc).

**REFERENCES:**

Employee Relations Directional Policy – 500

[PVNC Catholic District School Board Vision and Strategic Priorities 2014-2017](#)

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

[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](#)

[Child and Family Services Act, RSO 1990, c. C.11](#)

[Police/School Board Protocol \(2016\)](#)

[Ensuring Student Safety and Protection Together – A Joint Children’s Aid Society and School Board Protocol](#)



# Report to the Policy Development Committee

**Meeting Date: May 2023**

**Presented by: Sheila Piggott**

**Subject: AP 511 Employee Acceptable Use of Technology**

## **Background:**

This Administrative Procedure is aligned under DP 500- Employee Relations and establishes clear guidelines governing the acceptable use of technology by employees.

With the rapid advancements in technology and the increasing reliance on digital platforms, it is crucial to establish clear parameters regarding the use of company-provided devices, software, and network resources. By defining acceptable use, we aim to safeguard our systems against unauthorized access, potential data breaches, and detrimental consequences that may arise from misuse.

The procedure is currently under review as per the scheduled timeline.

## **Recommended Changes:**

Alterations based on changes to technology.

## **Attachments:**

- ✓ Draft Administrative Procedure 511 Employee Acceptable Use of Technology for consideration.
- ✓ [Previous version of the Administrative Procedure/Directional Policy](#)

## Policy Development Committee

B.4 **b)**

### Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #511, Employee Acceptable Use of Technology, be received and posted under Directional Policy #500, Employee Relations.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>Employee Acceptable Use of Technology</b>	<b>511</b>
<i>Directional Policy</i>	
<b>500-Employee Relations</b>	

**Title of Administrative Procedure:**

Employee Acceptable Use of Technology

**Date Approved:**

May 2023

**Projected Review Date:**

2028

**Directional Policy Alignment:**

500 Employee Relations

**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 Nurturing Mental Health & Well-being, Ensuring Equity and Expanding Technology.

The board is committed to ensuring that technology is used for proper work-related purposes and in a manner that is not detrimental or harmful to the interests of others or that compromise the confidentiality or proprietary nature of information belonging to the Board. The intent is to create a shared understanding of the expectations the Board has with respect to employees’ conduct with and via technology.



**Action Required:**

It is the practice of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to provide authorized employees and service providers with access to the Board's Technology systems, including (but not limited to) its electronic mail, Internet, and voicemail systems.

The Board shall maintain an environment of technologies (hardware, software, databases, applications) that are intended for use, as part of its overall technology platform. The technologies are provided to assist in the conduct of Board business and may be utilized only as directed or outlined by the Board. All email and Internet communications sent and received by users, and data files stored on any board issued technology, shall remain the property of the Board. Employee email, Internet voicemail communications and data files are not private or personal despite any such designation by the sender or the recipient. Personal or private communications transmitted on the Board's electronic information system may be accessed, reviewed, copied, deleted, retained, or disclosed by the Board at any time and without notice. Records created by Board staff in the performance of their duties are subject to the Municipal Freedom of Information and Protection of Privacy Act and may be subject to public disclosure.

The Board reserves the right, without prior notice to the employee, to monitor the Technology systems at the work site. The Board may access any of these technology systems, devices, or networks any time and without prior notice to the employee or service provider. Some staff members have been assigned Board issued technology to help with planning. Staff members are permitted to use board technology for incidental personal use but the board will, nevertheless, retain the right to search the board technology to ensure compliance with this policy, including searching personal files that might be stored on the board hardware.

Failure to comply with this Administrative Procedure may result in the loss of access privileges, financial compensation to the Board, pursuance of criminal charges, and/or other disciplinary action up to and including discharge.

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

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Employee Acceptable Use of Technology 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 and compliance with this Administrative Procedure.

**Superintendents of Schools and System Portfolios are responsible for:**

- Supporting implementation of this Administrative Procedure.
- Reviewing and authorizing requests for access to technology systems that support curriculum outcomes but may be outside the stated guidelines of the policy.

**Superintendent of Information Technology (or designate) is responsible for:**

- Monitoring usage of the board's technology systems and establishing guidelines for IT staff for monitoring.
- Providing digital citizenship and Internet safety resources for employees.
- Providing a unique username and password for each employee for their exclusive access to the Board's technology systems.
- Reviewing requests for technology system that support curriculum to ensure they comply with other administrative procedures and protect the privacy of users consistent with applicable laws and regulations.

**Manager of Human Resources is responsible for:**

- Ensuring all new staff acknowledge they have read and understood the Administrative Procedure and will place a signed copy of the acknowledgement form in the employee's personnel file. An electronic acknowledgement of the policy may also serve as the official record in lieu of a paper copy.

**Principals and Vice-Principals are responsible for:**

- Ensuring that on an annual basis each of their staff complete the Employee Acceptable Use of Technology Agreement. An electronic acknowledgement of the administrative procedure may also serve as the official record in lieu of a paper copy.
- Alerting the Superintendent of IT (or delegate) upon learning of misuse of technology systems.
- Collecting and returning board technology to IT department within a 2 week period of a staff member commencing a leave of absence.

**Staff are responsible for:**

- Completing, on an annual basis, the Employee Acceptable Use of Technology Agreement. An electronic version of the agreement may also serve as the official record in lieu of a paper copy.
- Protecting the integrity of their board user account credentials and MFA tokens and being accountable for their use by:
  - Never sharing their password
  - Securely storing MFA and security tokens
  - Not using the same password for work as for personal accounts
  - Not writing down passwords or including them in email
  - Not storing passwords electronically unless encrypted
- Abiding by generally accepted rules of etiquette, including the following:

- Be polite and respectful. Do not be abusive in your exchanges with others.
- Use appropriate language. The use of abusive, harassing, or profane language is prohibited.
- Do not post chain letters or engage in “spamming”.
- Abiding by the following generally accepted rules of etiquette for preventative care of the board issued device:
  - Protect the device from damage or theft.
  - Ensure the device is stored in a safe and secure location
  - Ensuring the correct power adapter is connected
  - Ensure the device is cared for in an appropriate manner:
    - Do not place anything on the keyboard before closing the screen
    - Avoid having food or beverages around the laptop
    - Do not expose the device to extreme hot or cold temperatures
    - Clean the device often, i.e. with a microfiber cloth
    - Do not have any items pressed against the laptop when being stored
- Ensuring only authorized and approved software or applications are installed on board issued devices
- Ensuring your board issued device is only used or accessed by PVNC board staff
- Conserving Internet bandwidth by limiting activities known to consume large amounts of bandwidth
  - e.g. video streaming to multiple individual devices when a single stream to a projector would be more appropriate.
  - e.g. audio streaming during the school day when a radio would be more appropriate.
- Complying with the Board’s Personal Network Device policy if using a Personal device on a Board network, i.e. BYOD
- All devices connecting to the PVNCCDSB Corporate network must be board approved and should be connected to that network wirelessly.
- Devices attached to the PVNCCDSB Corporate network must be approved by the Supervisor of Corporate Systems
- Personal devices connecting to the BYOD network must comply with the Board’s Personal Network Device Policy
- Ensuring that when sending Commercial Electronic Messages that the message is compliant with the Canadian Anti Spam Legislation requirements. The sender of a Commercial Electronic Message must:
  - Have the consent of the recipient
  - Provide their identification, including mailing address
  - Provide a readily available method to unsubscribe
- Alerting their immediate supervisor upon learning of misuse of technology systems.
- It is the employee’s responsibility to safeguard student data under the Ontario Student Record Guidelines and if applicable, the Municipal Freedom of Information and Protection of Privacy Act, the Ontario Health Information Protection Act and/or

Board Policy 306 - Privacy of Personal Information. Employees who suspect that this data has been compromised shall notify their immediate supervisor.

- Ensuring they do not send confidential or proprietary information to technology systems external to the board, nor forwarding emails marked as confidential. Employees may, with the approval of a Supervisory Officer, exchange proprietary information with an Approved Service Provider over technology systems provided the appropriate level of encryption is in place (in transit and at rest).
- Ensuring they do not establish Internet, external or remote connections that could allow unauthorized access to the Board's technology systems and information.
- Ensuring they do not use technology systems to store, distribute, post, download, or view any defamatory, abusive, obscene, profane, pornographic, sexually oriented, threatening, racially or ethnically offensive, sexist or illegal material.
- Ensuring that their use of technology does not interfere with their work duties and responsibilities.
- Ensuring PVNC technology systems are not used for any unlawful activity that adversely affects someone, such as storing, distributing, posting, downloading, or viewing defamatory, abusive, obscene, profane, pornographic, sexually oriented, threatening, racially or ethnically offensive, sexist, or illegal material. Refer to [Appendix A](#) for a detailed list of examples.
- Do not circumvent the Board security systems
- Ensuring board issued technology is returned to their immediate supervisor if going on a leave (greater than 2 weeks) or ending a work assignment.

**Students are responsible for:**

- X

**Parents are responsible for:**

- X

**Progress Indicators:**

- Completion of Acceptable Use Agreement at time of hire and annually thereafter
- Results of IT and Security audits

**Definitions:**

- **Approved Service Provider** – An organization that provides educational or ancillary services to the Board, for example, a transportation consortium.
- **Commercial Electronic Message (CEM)** - an electronic message that encourages participation in a commercial activity, including, but not limited to: offering, advertising or promoting a product, a service or a person.

- **Employee** - a person who performs any work for, or supplies any services to, an employer for wages (excluding honoraria).
- **Personal Network Device** - a device, owned by the user, which has the capability to connect to a computer network, either through a network wire or using a radio designed to connect to a wireless computer network. Examples include: laptops, netbooks, some portable music players, some portable game devices, and most cellular telephones.
- **Spamming** - sending an annoying or unnecessary message to a large number of users.
- **Technology Systems** - all forms of technology used to create, store, exchange and use digital information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).
- **Unlawful Activity** - Appendix 'A'

### References:

- [PVNC Catholic District School Board Vision and Strategic Priorities 2021-2025](#)
- [Employee Relations Directional Policy - 500](#)
- [Personally Owned Network Device Policy - 904](#)
- [Privacy of Personal Information Policy - 306](#)
- [Canadian Anti-Spam Legislation](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Student Record Guidelines](#)
- [Ontario Personal Health Information Protection Act](#)
- [Ontario Libel and Slander Act](#)

## APPENDIX A - Unlawful Activity

For the purpose of this policy, “unlawful activity” is interpreted broadly and includes any criminal activity or other illegal activity.

The following are examples of ‘unlawful activity’ for the purpose of the policy:

Child Pornography	possessing, downloading or distributing and child pornography
Intellectual Property	infringing on another person’s copyright, trademark, trade secret of any other property without lawful permission. This includes possession of tools to defeat intellectual property controls (i.e. key generators and cracking software)
Other Criminal Activity	using electronic transmissions as a means to commit criminal activity (i.e. examples include but not limited to fraud, extortion, sale and /or purchase of restricted goods)
Defamation Libel	A matter published without lawful justification or excuse, that is likely to injure the reputation of any person by exposing that person to hatred, contempt or ridicule, or that is designed to insult the person - The libel and Slander Act, RSO 1990, Chapter L.12.
Disclosing or Gathering Personal Information	Disclosing personal information in a manner inconsistent with the Municipal Freedom of Information and Protection of Privacy Act.
Hacking and other crimes related to computer system	Examples include (but are not limited to): <ul style="list-style-type: none"> <li>- gaining unauthorized access to a computer system</li> <li>- trying to defeat the security features of network connected devices</li> <li>- use of software and/or hardware designed to intercept, capture and/or decrypt passwords</li> <li>- intentionally spreading a computer virus</li> <li>- destroying or encrypting data without authorization and with the intent of making inaccessible to others’ with a lawful need to access it.</li> <li>- interfering with other’s lawful use of data and technology.</li> </ul>
Harassment	engaging in a course of vexatious comment or conduct against a person that is known or ought reasonably to be known to be

	unwelcome, including by electronic means.
Hate Propaganda	communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace.
Interception of private communications or electronic mail	unlawfully intercepting someone's private communications or electronic mail.
Obscenity	distributing, publishing or possessing for the purpose of distributing or publicly displaying and obscene material.

# Report to the Policy Development Committee

---

**Meeting Date:** May 30, 2023

**Presented by:** Sean Heuchert, Superintendent of Business and Finance

**Subject:** AP 615 - Emergency Management and Business Continuity

---

## **Background:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the safety of students and staff and shall assume leadership and overall responsibility, accountability, and authority for the Emergency Management and Business Continuity Program

## **Summary of Draft Administrative Procedure/Directional Policy:**

The key changes to this policy include:

- Updates to align with our current strategic priorities
- Updates to align with the Board's new Policy Development Framework
- Updates to align emergency plans with this AP and consolidate plans into a single document
- Elimination of the Emergency Management Advisory Committee

## **Attachments:**

Draft Administrative Procedure for consideration

[Emergency Plans](#)

[Previous version of the Policy](#)

[Previous Version of the Administrative Procedure](#)

[Summary of Changes Presentation](#)



Recommended Action:

that the Policy Development Committee recommend to the Board that Policy #403, Emergency Management and Business Continuity Program and its corresponding administrative procedure and appendices be deleted, and that Administrative Procedure #615 Emergency Management and Business Continuity Program, be received and posted under Directional Policy #600, Stewardship of Resources.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Emergency Management and Business Continuity</b>	<b>615</b>
Directional Policy	
<b>Stewardship of Resources</b>	

**Title of Administrative Procedure:**

Emergency Management and Business Continuity

**Date Approved:**

TBD

**Projected Review Date:**

2028

**Directional Policy Alignment:**

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by putting plans and processes into place to safeguard our students and staff and to maximize our human and operational resources in response to an emergency situation. The board aims to take appropriate action to respond to emergencies in a highly effective and coordinated manner and take steps to ensure the continuity of our operations to minimize impact to teaching and learning.

**Alignment with Multi-Year Strategic Plan:**

This Administrative Procedure supports the “Maximizing Resources” priority by documenting, prioritizing and addressing risk related to emergency management. The focus on business continuity also supports our strategic priority of “Providing Excellence in Teaching and Learning” by ensuring business continuity in our primary business of teaching and learning.

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

## Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the safety of students and staff and shall assume leadership and overall responsibility, accountability, and authority for the Emergency Management and Business Continuity Program (EMBC).

### 1.0 General Principles

- 1.1. An effective Emergency Management and Business Continuity Program is necessary for the prevention, mitigation, preparedness, response, and recovery in the event of an emergency.
- 1.2. The Board's planning, preparation and practice for an emergency should reflect both the likelihood and impact of an emergency.
- 1.3. The Emergency Management and Business Continuity Program Administrative Procedure and associated plans will ensure that the functions of prevention, mitigation, response, and recovery are met in accordance with the CSA Z1600, Canadian Standard for Emergency Management and Business Continuity.

## Responsibilities:

### The Board of Trustees is responsible for:

- Ensuring alignment with the Stewardship of Resources Directional Policy.
- Reviewing the Emergency Management and Business Continuity Administrative Procedure as part of its regular policy and procedures review cycle.
- Support the Emergency Operations Centre response where and when appropriate.

### The Director of Education is responsible for:

- Maintaining overall responsibility for the Board Emergency Management and Business Continuity Procedures
- Appointing the Emergency Management Coordinator to fulfill such duties as prescribed in this AP (below).
- Designating resources to implement this Administrative Procedure.

### The Emergency Management Coordinator is responsible for:

- Maintaining the emergency plans and procedures for the functions of prevention, mitigation, preparedness, response, and recovery.
- Ensuring the Emergency Management and Business Continuity Program complies with applicable legislation, policies, regulatory requirements, and directives.
- Initiating Emergency Procedures as directed by the Director of Education. Contact School Principals directly if communication with the Director of Education is not possible.
- Ensuring that obligations of the Education Act, Emergency Management and Civil Protection Act, Fire Code, and other applicable legislations, policies, regulatory requirements, and directives are met.
- Participating in training opportunities where possible with local emergency services, other local officials, and volunteer groups who would assist the School Board during emergencies.
- Conducting training as required to ensure all involved are aware and understand their role within the emergency plans; conduct exercises that test the coordination of the Board Emergency Plan with School Emergency Plans and Municipal Emergency Plans.
- Completing an After Action Report after drills, exercises, and actual emergencies.

**Superintendent of Business and Finance is responsible for:**

- Liaising with the Chief Administrative Officer for Student Transportation Services of Central Ontario (STSCO) for the prompt and effective transportation of all staff, students, and day cares from schools as required in an emergency.
- Allocating a yearly budget to respond to the needs of the Emergency Management Business Continuity program.
- Alignment of this Administrative Procedure with the Board's overall enterprise risk management.
- Ensuring that agreements, procedures, and processes are established with municipalities in terms of the use of schools as reception or evacuation centres.

**Superintendents of Schools are responsible for:**

- Ensuring School Emergency Plans are maintained, reviewed and submitted to the Emergency Management Coordinator on an annual basis.
- Ensuring School Emergency Plans meet the unique needs and risks of each school and are integrated with the Board Emergency Plan.

**Superintendents, Principals and Managers are responsible for:**

- Ensuring that staff alerting and notification procedures are established for their school/department.

**Principals are responsible for:**

- Ensuring their school has a comprehensive Emergency Response Plan appropriate for the school's particular situation and uniqueness and be prepared to act accordingly in an emergency.
- Establishing a School Emergency Response Team.
- Ensuring the Emergency Response Plan is clearly communicated to staff and students as early in the school year as possible.
- Holding emergency drills pertaining to evacuation in accordance with the school's Emergency Response Plan to ensure a smooth evacuation process and ensure proper communication and activation of plans between the Board and the schools.
- Ensuring the school's emergency supply kit is inspected and maintained.
- Ensuring parent/guardian notification procedures are established

**Staff are responsible for:**

- Familiarizing themselves with their School Emergency Plan.

**Progress Indicators:**

- Annual review of Board and School Emergency Plans
- Evacuation Drills
- Tabletop or Drills for Board Emergency Plan at Board Emergency Operations Centre or Durham Emergency Operations Centre (Nuclear)

**Definitions:**

Emergency Management: An ongoing process to prevent, mitigate, prepare for, respond to, and recover from an incident that threatens life, property, operations, or the environment.

Business Continuity: An ongoing process supported by senior management and adequately funded to ensure that the necessary steps are taken to identify the impact of potential losses and maintain viable recovery strategies and recovery plans for the continuity of services and operations, or continuity of government, following a disruptive event.

School Uniqueness: The characteristics of each individual school, including (but not limited to) hazards, surroundings, geography, community, and architecture, which make that school different from others in the Board.

**References:**

- [CSA Z1600 Standard Overview](#)
- [Directional Policy 600 - Stewardship of Resources](#)

- [Directional Policy 1100 - Communications](#)
- [Education Act](#)
- [Emergency Management and Civil Protection Act](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Fire Code](#)

*Emergency Plan to be linked here when uploaded*

**AP 615 - Emergency Management and Business Continuity  
Emergency Plans for PVNC Catholic**

## Table of Contents

Appendix A - System Admin Control Group	5
Appendix B - Individual Admin Control Group Responsibilities	5
1.1 Director of Education - Incident Director	6
1.2 Manager of Communication/Freedom of Information - Emergency Information Officer	6
1.3 Superintendent responsible for Emergency Preparedness - Liaison Officer	7
1.4 Health and Safety Officer - Safety Officer	8
1.5 Superintendent of Schools – Operations Lead	9
1.6 Manager of Facilities - Operations Sector	9
1.7 CAO - Student Transportation Services of Central Ontario - Operations Sector	9
1.8 Superintendent of Human Resources – Planning Lead	10
1.9 Manager Purchasing, Planning, Facility Administration – Logistics Lead	10
1.10 Manager of Information Technology – Logistics Sector	11
1.11 Manager of Human Resources – Logistics Sector	11
1.12 Chief Financial Officer - Finance/Admin Lead	12
Appendix C - Emergency Information Plan	13
Appendix D - School Emergency Response Plan	20
Section A: Introduction to the Emergency Response Plan (ERP)	20
Section B: School Emergency Response Organization	21
Section C: Activation and Notification	23
Section D: School Emergency Operations Centre	24
Section E: Roles and Responsibilities	26
Section F: Evacuation and Lockdown	31
Appendix E - Contents of the Emergency Kits	32
Appendix F - Facility Emergencies	34
Appendix G - Chemical/Hazardous Materials	44
Appendix H - Security Situations	45
Appendix I - Severe Thunderstorm Weather & Tornado Warnings	46
Appendix J - Out Of School Activity Accident, Injury Or Illness	48
Appendix K - Human Health Emergency Response Plan	49
Section A: Introduction	49



Section B: Annual Review	49
Section C: Legislation	49
Section D: Activation & Notification	50
Section E: Callout Procedures	50
Section F: Administration Control	50
Section G: Pandemic Phases	53
Appendix L - Nuclear Emergency	55
1. Introduction	55
2. Emergency Preparedness Roles And Responsibilities	55
3. Notifications And Activation	59
4. Temporary Holding Centers	61
5. Reception Centres	62
6. Evacuation Centres	62
7. Schools Not In Evacuated Sectors Or Outside The 10 Km Primary Zone	63
8. Transportation Planning- STSCO (School Buses)	64
9. Child Care Centres	65
10. Recovery Actions	66
11. Review Procedures	66
PVNCCDSB Staff Nuclear Emergency - Initial Notification Form	68
PVNCCDSB Nuclear Organizational Chart	69
Emergency Response Staff Checklists	70
1.1 DIRECTOR OF EDUCATION	70
1.2 EMERGENCY COORDINATOR	71
1.3 STSCO Chief Administrative Officer	72
1.4 MANAGER OF FACILITY SERVICES	73
1.5 MANAGER OF COMMUNICATIONS & FREEDOM OF INFORMATION/ PROTECTION OF PRIVACY	74
1.7 – EVACUATING SCHOOL PRINCIPAL	76
1.8 – RECEIVING SCHOOL PRINCIPAL	77
Parental Consent For Administration Of Potassium Iodide	78
Parental Consent For Administration Of Potassium Iodide (Sample Consent Form)	78
Administration For Potassium Iodide (Ki) Pills For Schools Located In The 10 Km Primary Zones	80

Evacuation Statistics	81
Affected Schools In The 10 Km Primary Zone	82
Appendix M - Cybersecurity Incident	83
Supplemental 1: System Classification (based on criticality)	89
Supplemental 2: Data Classification (based on sensitivity)	90
Supplemental 3: Help Desk Ticket Information	90
Supplemental 4: Post-Incident Analysis Questions	91

## Appendix A - System Admin Control Group

(Current to March 2023)

Cell phone numbers are always available on the emergency contact information sheet.

NAME	POSITION
Joan Carragher	Director of Education, ext. 1224 <a href="mailto:jcarragher@pvncdsb.on.ca">jcarragher@pvncdsb.on.ca</a>
Stephen O'Sullivan	Superintendent of Learning, ext. 1200 <a href="mailto:sosullivan@pvncdsb.on.ca">sosullivan@pvncdsb.on.ca</a>
Julie Selby	Superintendent of Learning, ext. 1167 <a href="mailto:jselby@pvncdsb.on.ca">jselby@pvncdsb.on.ca</a>
Sean Heuchert	Superintendent of Business and Finance, ext. 1246 <a href="mailto:sheuchert@pvncdsb.on.ca">sheuchert@pvncdsb.on.ca</a>
Jeannie Armstrong	Superintendent of Learning, ext. 1228 <a href="mailto:jarmstrong@pvncdsb.on.ca">jarmstrong@pvncdsb.on.ca</a>
Jonathan Di Ianni	Superintendent of Learning, ext. 1230 <a href="mailto:jdiianni@pvncdsb.on.ca">jdiianni@pvncdsb.on.ca</a>
Sheila Piggott	Superintendent of Learning, ext. 1182 <a href="mailto:spiggott@pvncdsb.on.ca">spiggott@pvncdsb.on.ca</a>
Galen Eagle	Manager of Communications, ext. 1245 <a href="mailto:geagle@pvncdsb.on.ca">geagle@pvncdsb.on.ca</a>
Richard Driscoll	Manager of Facility Services, ext. 1249 <a href="mailto:rdriscoll@pvncdsb.on.ca">rdriscoll@pvncdsb.on.ca</a>
TBD	Manager of Information Technology Services, ext. 1298
Kevin Hickey	Manager of Purchasing, Planning and Facilities Administration ext. 1234 <a href="mailto:kevhickey@pvncdsb.on.ca">kevhickey@pvncdsb.on.ca</a>
Darren Kahler	Manager of Human Resource Services, ext. 1229 <a href="mailto:dkahler@pvncdsb.on.ca">dkahler@pvncdsb.on.ca</a>
Roy Wierenga	CAO, Student Transportation Services of Central Ontario 705-748-9240 <a href="mailto:rwierenga@stsco.ca">rwierenga@stsco.ca</a>
Melissa Featherstone	Health and Safety Officer, ext 1290 <a href="mailto:mfeatherstone@pvncdsb.on.ca">mfeatherstone@pvncdsb.on.ca</a>
Teri Smith	Chief Financial Officer ext 1252 <a href="mailto:terismith@pvncdsb.on.ca">terismith@pvncdsb.on.ca</a>

## Appendix B - Individual Admin Control Group Responsibilities

Each position has their specific assigned duties to avoid duplication of effort and to improve the efficiency of the response effort.

## **1.1 Director of Education - Incident Director**

Responsibilities of the Incident Director include:

- Call meetings within the Admin Control Group to share information, establish common goals, objectives and prioritize limited available resources where required
- Request assistance as required from local organizations for communications, resources and other support
- Assess the situation by obtaining reliable information from all affected schools/sites and agencies
- Ensure that objectives, priorities, task and tactics are established to contain and mitigate the emergency situation
- Ensure that the Admin Control Group are aware of personnel, material and human resources available to mitigate the emergency situation
- Ensure the health and safety of all persons
- Maintain a communications link with school/site officials and board of trustees
- Coordinate the activities of the Schools/Site Incident Command
- Coordinate with key personnel and officials
- Appoint an On-site Media Spokesperson upon consultation with Admin Control Group
- Ensure that all Admin Control Group members meet on a regular basis to update each other on individual actions and progress made, to share information, to set common priorities, to set common objectives and determine what additional resources may be required
- Understand the laws and policies that may be considered during response and recovery of the emergency
- Be prepared to coordinate response with the Municipal or Regional Control
- Maintain a personal log of all actions taken

## **1.2 Manager of Communication/Freedom of Information - Emergency Information Officer**

Reports to the Director of Education/Incident Director.

Responsibilities of Emergency Information Officer include:

- Advise the Admin Control Group on all matters related to information to be presented to the public through the media, the monitoring of information being presented from the media, and taking direction from the Admin Control Group
- Establish a communication link with the Media Spokesperson and any other media coordinator(s), i.e. provincial, federal, private industry, etc., involved in the incident,

ensuring that all information released to the media and public is timely, full, accurate and approved

- With the support of the Admin Control Group, ensure that the Emergency Information Centre is set up and staffed and a site Emergency Information Centre, if required
- Liaise with the Admin Control Group to obtain up-to-date information for media releases, coordinate individual interviews and organize press conferences
- Organize media briefings and prepare the Director of Education and other members of the Admin Control Group prior to each media briefing, as required
- At the direction of the Admin Control Group, communicate information regarding the emergency to the public and media through appropriate communication channels.
- Ensure that the media releases are approved by the Director of Education, in consultation with the Admin Control Group, prior to dissemination, and distribute hard copies of the media release to the Emergency Information Centre, the Admin Control Group, and other key persons handling inquiries from the media
- Monitor news coverage, and correct any erroneous information and prepare appropriate responses
- Maintain copies of media releases and newspaper articles pertaining to the emergency
- Maintain a personal log of all actions taken

### **1.3 Superintendent responsible for Emergency Preparedness - Liaison Officer**

Reports to the Director of Education/Incident Director:

The Liaison Officer serves as the primary contact for organizations cooperating with, or supporting the incident response. The Liaison Officer advises Incident Command of issues related to outside assistance, including current or potential inter-organization needs. The Liaison Officer may be assigned assistants who may come from other organizations also involved in the incident response. Reports to the Director of Education/Incident Director.

Responsibilities of Liaison Officer include:

- Gather information about organizations that are involved with the incident. This includes obtaining from their representatives information about standard and specialized resources they might have, or special support they might need, and whether there are considerations or restrictions that may impact how such resources may be used.
- Serve as a coordinator for organizations not represented in the Admin Control Group
- Provide briefings to organization representatives about the operation
- Maintain a list of supporting and cooperating organizations and keeping it updated as the incident evolves

- Maintain links and share information with responding agencies, other facilities, government bodies, etc.
- Maintain a personal log of all actions taken

## 1.4 Health and Safety Officer - Safety Officer

Reports to the Director of Education/Incident Director:

The Safety Officer monitors safety conditions and develops safety measures. While each person who is assigned a leadership role is responsible for the safety of personnel working under their leadership, the Safety Officer is tasked with creating systems and procedures related to the overall health and safety of all incident emergency responders. This is done in close conjunction with the Operations Lead and the Planning Lead. During a complex incident, assistants to the Safety Officer may be assigned from a variety of organizations and levels of government. Naturally, the Safety Officer must have the knowledge and professional experience to be able to control or reduce occupational hazards and exposures.

Responsibilities of the Safety Officer include:

- Work closely with Operations to ensure that all persons are as safe as possible under the circumstances, including wearing appropriate Personal Protection Equipment (PPE) and implementing the safest operational options
- Advise Incident Director on issues regarding the safety of public
- Minimize employee risk by promoting safety procedures
- Conduct risk analyses and implement safety measures, normally through the planning process
- Alter, suspend or terminate any or all activities that are deemed hazardous regardless of jurisdiction
- Assist in the review of the Incident Action Plan to identify safety concerns and issues
- Monitor the safety conditions of all people at the incident
- Liaise with outside safety agencies as required.
- Maintain a personal log of all actions taken

## **1.5 Superintendent of Schools – Operations Lead**

Assigned by Director of Education, and may involve various superintendents; all unassigned superintendents will act as a resource. Reports to the Director of Education/Incident Director.

Responsibilities of the Operations Lead include:

- Coordinate, direct and manage staff and students in support of School Incident Command
- Direct and coordinate all operation responses
- Requests resources and directs them
- Work with the Incident Director and Planning Lead to determine the incident objectives and priorities in developing an emergency action plan
- Implement the incident action plan using Operations Leads
- Continually update the Director of Education/Incident Director on the implementation of the objectives established in the incident action plan
- Identify staffing and resource needs
- Verify that operations personnel are working safely
- Maintain a personal log of all actions taken

## **1.6 Manager of Facilities - Operations Sector**

Reports to the Operations Lead.

Responsibilities of the Operations Manager of Plant include:

- Coordinate, direct and manage plant staff
- Direct and coordinate all plant operation responses
- Request resources and direct them as required by plant
- Support Operations Lead to determine the incident objectives and priorities in developing an emergency action plan
- Continually update the Operations Lead on the Implementation of the plant objectives established in the incident action plan
- Verify that plant personnel are working safely and regularly report to the Operations Lead
- Maintain a personal log of all actions taken

## **1.7 CAO - Student Transportation Services of Central Ontario - Operations Sector**

Reports to the Operations Lead.

Responsibilities of the STSCO CAO Lead include:

- Coordinate, direct and manage STSCO staff
- Direct and coordinate all STSCO operation responses
- Request resources and directs them as required
- Support Operations Lead to determine the incident objectives and priorities in developing and emergency action plan
- Continually update the Operations Lead on the Implementation of the STSCO objectives established in the incident action plan
- Verify that STSCO personnel are working safely
- Maintain a personal log of all actions taken

## **1.8 Superintendent of Human Resources – Planning Lead**

Reports to the Director of Education/Incident Director.

Responsibilities of the Planning Lead include:

- Coordinate, direct and manage
  - School Program Continuity
  - Document Control
  - Situation Report
- Assess the present situation and projected situation, including possible contingency plans, long-range plans and alternative courses of action
- Prepare and maintain the incident action plan
- Maintain internal operations and continuity
- Ensure information management systems to collect, manage, share and file information and documentation
- Maintain ongoing communication with Operations Lead and Incident Director in order to identify alternative courses of action, or other possible scenarios that may occur
- Maintain status logs on resources
- Identify staffing and resources needs
- Regularly reports to Incident Director
- Maintain a personal log of all actions taken

## **1.9 Manager Purchasing, Planning, Facility Administration – Logistics Lead**

Reports to the Director of Education/Incident Director.

Responsibilities of the Logistics Lead include:

- Coordinate, direct and manage:
  - Administrative Facilities



- Transportation
- Equipment
- Procurement
- Ensure required purchases are made
- Arrange and provide resources and services such as facilities, transportation, supplies, fuel, maintenance of equipment, food service and communications for all personnel
- Coordinate with the set-up of facilities i.e. Emergency Operations Centre, briefing rooms etc. as required
- Regularly report to the Logistics Incident Director
- Maintain a personal log of all actions taken

### **1.10 Manager of Information Technology – Logistics Sector**

Report to the Logistics Lead.

Responsibilities of the Manager of Information Technology include:

- Coordinate, direct and manage:
  - IT
  - Communications
  - Equipment as required
- Arrange and provide resources and services
- Provide all necessary IT staff
- Coordinate with the set-up of facilities i.e. Emergency Operations Centre, briefing rooms etc. as required
- Regularly report to the Logistics Lead
- Maintain a personal log of all actions taken

### **1.11 Manager of Human Resources – Logistics Sector**

Report to the Logistics Lead

Responsibilities of the Manager of Human Resources Lead include:

- Coordinate, direct and manage:
  - Human Resources
  - Contract negotiation and monitoring
- Arrange and provide human resources and services as required
- Provide human resources staff as required
- Consult and respond as needed on legal and human resource issues

- Coordinate with the set-up of facilities i.e. Emergency Operations Centre, briefing rooms etc. as required
- Regularly report to the Logistics Lead
- Maintain a personal log of all actions taken

## **1.12 Chief Financial Officer - Finance/Admin Lead**

Reports to the Director of Education/Incident Director

Responsibilities of the Finance/Administration Lead include:

- Coordinate, direct and manage:
  - Cost Tracking
  - Admin Support
- Handle all accounting, costing and payroll
- Consult and respond as needed on legal, human resource, and insurance issues
- Maintain the Emergency Operations Centre including secretarial support
- Track timesheets for personnel and equipment
- Regularly report to the Incident Director
- Maintain a personal log of all actions

# Appendix C - Emergency Information Plan

## Introduction

The Emergency Information Plan (EIP) function gives the staff, students, parents/guardians and public accurate, timely, and useful information and instructions throughout the emergency period. The EIP initially focuses on the dissemination of information and instructions during emergency situations that endanger the safety of the staff, students, environment and property within the Peterborough Victoria Northumberland and Clarington Catholic District School Board. During an emergency period, the Communications Manager (EIO) will collaborate and work with the Board Admin Emergency Control Group, when convened, on the implementation of this plan.

## Scope

The Emergency Information Plan deals with emergency situations that endanger the safety of the staff, students, environment and property within the Peterborough Victoria Northumberland and Clarington Catholic District School Board, and requires more than routine response capability of staff. The scope of this Plan is intended to support communication activities from initial response through to the recovery phase of a major emergency.

## Purpose

The purpose of the Emergency Information Plan is to develop a shared understanding in the Emergency Information Officer's duties regarding internal and external mechanisms for sharing and coordinating information provided to the staff, students, parents/guardians, media, and to the community in emergency situations.

This Emergency Information Plan will assist the Emergency Information Officer in providing timely and responsive communications to impacted parties during an emergency.

This includes the capacity to establish and maintain:

- A method to coordinate and approve information for release
- A central contact for the media - the Emergency Information Officer (Communications Manager)
- A system for gathering, monitoring, and disseminating emergency information to internal and external parties.

The exchange of emergency information does not and cannot occur in isolation of other response and recovery activities. For this reason, the EIP is to be considered an assistant to the Board's Admin Emergency Response Plan.

The Emergency Information Plan expands upon the basic information provided in the Board's Admin Emergency Response Plan and provides specific communication information, systems/protocols and resources in support of the Emergency Information Officer's duties within the Emergency Operations Centre or at school related sites.

## Concept of Operations

- Authority, Command and Control

The Incident Director or designate has the overall authority for approving major emergency response activities for the School Board. When the Board's Admin Emergency Response Plan is activated and the Administration Control Group assumes "command and control", the Incident Director will continue to exercise their authority on policy issues but authority for detailed response operations will be discussed and implemented by the Administration Control Group.

The Emergency Information Officer will coordinate the development and release of emergency communications. The coordination and release of emergency information or public messaging related to an emergency will flow through the Incident Director and Emergency Information Officer.

- Emergency Assessment and Notification

If the decision is made to activate the Emergency Response Plan, the Administration Control Group is notified to assemble. Upon implementation of the Emergency Response Plan and the notification of the Control Group, the Emergency Information Plan will be activated.

- Communication Protocols

#### Incident Commander/Principal of School Procedure

When an emergency situation happens at an individual school the principal is to immediately contact the following persons:

1. 911
2. Superintendent of schools
3. Director of Education/Incident Director
4. Communications Manager

The Principal is then to direct any media or public concerns to the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

The Director of Education/Incident Director is the designated Board spokesperson responsible for delivering major announcements.

#### Communications Manager Procedure

Once notified of an emergency situation the communications manager will be in contact with the Director of Education / Incident Director and Superintendent to determine next steps.

News releases, media advisories, and updates regarding the emergency will be drafted by the Emergency Information Officer. All media information must have final approval from the Director of Education/Incident Director before distribution.

### **Objectives**

The ongoing coordination and interface between schools (site) and administration (site support) levels are required to ensure consistency of messaging and a cooperative approach to delivering

pertinent information to internal and external parties.

## **Activation**

This Emergency Information Plan is activated automatically when the Board Admin Emergency Response Plan has been activated.

## **Emergency Information Officer Duties**

The Emergency Information Officer (EIO) will coordinate all communications activities and will liaise with the On-scene Media Coordinator regarding visits of news media personnel to the emergency site. The EIO will also liaise with information staff from other organizations impacted by the emergency, including, but not limited to neighboring municipalities, school boards, local authorities, and coordinating agencies.

The Emergency Information Officer reports to the Director of Education/ Incident Director.

The Emergency Information Officer's responsibilities include:

- Establishing a communication link with the Community Spokesperson, and any other media coordinator(s) (i.e. provincial, federal, private industry, etc.) involved in the incident, ensuring that all information released to the media and public is timely and accurate
- Liaising with the ACG to obtain up-to-date information for communications, coordinating individual media interviews and organizing press conferences as required
- Ensuring that the media, coordinating agencies and relevant parties are advised about how to contact the media center
- Ensuring that all public communications are approved by the Incident Director prior to dissemination, and shared with the the EIC, the Admin Control Group, School Incident Commander, and other key persons handling inquiries from the public and media
- Monitoring news coverage, and correcting any erroneous information
- Maintaining copies of media releases and newspaper articles pertaining to the emergency

## **Emergency Information Plan in Operation**

### **Step one: Understand the Emergency or Potential Emergency**

Gather the factual summary of the event/situation (who, what, where, when, why, how) to determine the extent of the emergency and the corresponding response needed for the emergency information plan.

Potential Questions to Ask:

- What has happened? And are the students and staff safe?
- What is the extent of damage and injuries if any?
- Is there potential for further spread of the hazard or impact on the community?
- Are there any protective or precautionary measures to be taken by people in the vicinity?

- What emergency response groups, government (municipal, provincial, etc.) agencies and coordinating agencies are involved and what is their role? Who are the appropriate liaisons in those organizations and what is their contact information?
- Where can affected or concerned people get more information?
- When will more information be provided?
- How do we correct the current issue or situation?
- How do we prevent this from happening in the future?

## **Step Two: Issue a Holding Statement**

In crisis communication, a holding statement is a brief message that is issued in the early stages of a crisis to provide initial information and to demonstrate that the organization is taking the matter seriously. The most important elements of a holding statement are:

- **Acknowledge the situation:** Begin the statement by acknowledging that an incident has occurred and that the organization is aware of it.
- **Demonstrate empathy:** Show empathy and concern for those affected by the incident. This can be achieved by expressing regret, concern, or sympathy for any harm caused.
- **Provide initial information:** Provide some initial information about the incident, but only what is known at that time. This information should be accurate, concise, and should not speculate about the cause or potential impact of the incident.
- **State the organization's commitment:** Assure the public that the organization is committed to resolving the issue and provide assurances that steps are being taken to address the situation.
- **Indicate next steps:** Describe what the organization is doing to manage the situation, such as initiating an investigation, engaging with impacted parties, or working with regulatory authorities.
- **Provide a timeframe:** Provide a timeline for the next update or information release, to show that the organization is actively managing the situation.
- **Offer a contact person:** Offer a contact person or channel for individuals to get additional information or support.

Overall, a holding statement should be timely, transparent, and demonstrate that the organization is taking the situation seriously while ensuring that accurate and appropriate information is provided.

Ideally, a holding statement should be released as soon as possible following a crisis. The timing of a holding statement is critical because it allows the organization to take control of the narrative and provide initial information to impacted parties while the crisis is still developing.

A holding statement should be released within the first few hours of a crisis, if not sooner. In some cases, it may be appropriate to release a holding statement immediately following the crisis, even if there is limited information available at that time. This can help to reassure relevant parties that the organization is aware of the situation and is taking steps to manage it.

However, it is important to balance the need for a timely response with the need for accurate and appropriate information. It is better to wait a short time to gather information and ensure that the

message is accurate and appropriate, rather than rushing to issue a statement that may be incomplete or incorrect.

### **Step Three: Develop Response**

- Identify target audiences
- Develop factual, detailed key messages that reflect the status of the crisis, the Board's response, and if possible, proactive steps being taken to resolve the situation
- Identify appropriate communication tactics to communicate with impacted parties (news conference, news releases, media interviews, direct message to families and staff, statement issued on board website and social media etc.)
- Designate spokespersons and prepare them for media interviews
- Develop a timeframe in which the response will be provided
- Determine when the next update will be provided to target audiences

### **Step Four: Communicate with Impacted Parties**

Create a communications plan specific to the crisis. In alignment with Board Directional Policy – 1100 – Communications – communications shall be accurate, clear, timely and accessible and should reflect and be responsive to the diverse communities that the Board serves.

Impacted parties include, but are not limited to:

- Students and Parents/Guardians
- Board employees
- Trustees
- Media
- Community Partners (i.e. police, public health units, local municipalities, in-school service providers)
- Ministry of Education
- Diocese of Peterborough
- Public

#### **Internal Communications**

- Whenever possible, communications that have a system-wide impact should be shared internally with board staff prior to sharing it with the public.
- Frontline staff (principals, secretaries, admin assistants, Board reception) should be provided with talking points prior to communications being shared with parent/guardians, all staff, the public and the media.
- Staff shall be provided with clear, timely messaging that sets expectations for when they will be provided with updated information.
- If timing permits, principals, managers and supervisors shall be provided with talking points to address staff concerns to ensure consistency of messaging.
- Key messages about school-level impact shall be shared with the appropriate child care operators through the appropriate board staff.
- Communication services shall provide messaging and relevant visuals to schools to post

on school websites and social media.

## External Communications

The Director of Education/Incident Director will be the designated spokesperson when dealing with the media on major updates and should be the face of the Board's response to the emergency, including press conference and site visits. The Communications Manager shall provide media with relevant background information and shall act as the spokesperson at the discretion of the Director of Education.

All communication tools will be utilized at the discretion of the Communications Manager to communicate with internal and external audiences. These tactics may include:

- the board website (including news posts, banners and a dedicated section of the website for emergency news)
- social media (Twitter, Instagram and Facebook)
- direct communications to families (i.e. School Messenger)
- press releases
- press conferences
- proactive media relations
- graphic visuals
- school and board voicemail messages
- signage at schools indicating school closures (if applicable)
- media and/or parent/guardian hotline

## Step Five: Re-evaluate Conditions

Continue to update the emergency communications plan and update key messages and target audiences as new information emerges.

## Step Six: Communicate Recovery

As the Board transitions from emergency response to recovery response, continue to provide consistent messaging to impacted parties detailing the Board's recovery efforts.

## Emergency Information Centre

A dedicated emergency media hotline and/or parent/guardian hotline may be necessary. This would provide streamlined access to information for impacted parties and help ensure accurate, timely and consistent messages from the Board. A dedicated line would also free up the regular lines for requests not related to the emergency.

## Location and Alternate

Upon implementation of the Emergency Response Plan, it will be important to coordinate the release of accurate information to the news media, issue authoritative instructions to the public



and respond to or redirect individual requests for, or reports on, information concerning any aspect of the emergency at a central location. If the situation allows for it, the Emergency Information Centre (EIC) will be located at the following location:

Catholic Education Centre – 1355 Lansdowne Street West  
Peterborough, ON  
K9J 7M3

Depending on the nature of the emergency, it may be necessary to establish a mobile media information area as decided by the Administration Control Group. This setup, if established, will be staffed as determined by the Emergency Information Officer.

During an emergency situation, which activates the Emergency Operations Centre, the Communications Manager will be inside the EOC as Emergency Information Officer and the Director of Education/Incident Director will establish a dedicated extension (or direct incoming dial number) to answer all incoming calls from the staff, students, parents/guardians, and public.

# Appendix D - School Emergency Response Plan

## Foreword

All schools within the Peterborough Victoria Northumberland and Clarington Catholic District School Board have an obligation and commitment to establish measures to ensure the health and safety of all students and staff within their school. Emergencies can occur at any time; an emergency may impact one or more of the staff, students or visitors to their school. This Emergency Response Plan has been prepared for the school within the Board as a pre-planning activity prior to an emergency taking place.

In order to protect students, staff and visitors, the school requires a coordinated emergency response by a number of agencies under the direction of the Emergency Response Team. These are distinct arrangements and procedures from the normal day-to-day operations carried out by the principal and staff members. The response plan has been prepared to provide key officials, agencies and departments of the school important emergency response information related to:

- Arrangements, services and equipment; and
- Roles and responsibilities during an emergency.

## Section A: Introduction to the Emergency Response Plan (ERP)

### 1. General

The Schools within the Peterborough Victoria Northumberland and Clarington Catholic District School Board are committed to ensuring a safe learning and work environment for students and for staff in its school and administrative offices. The mission of each school in an emergency is to protect lives and property, respond to emergencies promptly and properly, coordinate with the Board Administration, local emergency services and community resources and aid in recovery from emergencies.

This ERP has been developed to assist the Schools within the Board to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery. Management and staff play a key and vital role in a successful response to an emergency. Staff are expected to understand their role and responsibilities in the ERP and to be familiar with all school policies and procedures including Health and Safety and Emergency Preparedness. Every employee has an obligation to report unsafe practices or circumstances to his/her supervisor.

### 2. Definition of an Emergency

The Emergency Management and Civil Protection Act defines an emergency as "A situation or impending situation that constitutes a danger of major proportions that could result in serious harm to persons or substantial damage to property and that is caused by forces of nature, a disease or health risk, an accident or intentional act."

### 3. Aim

The aim of this plan is to make provision for the extraordinary arrangements and measures that may have to be taken to protect the health, safety, welfare, environment and economic health of

the students, staff and visitors of the school within the Board. It enables a centralized controlled and coordinated response to emergencies at the school level. The planned and coordinated response strategies implemented by way of this emergency response plan will minimize those adverse effects on property, human life and the health and well-being of the students and staff.

#### 4. Plan Objectives

The objectives of this Emergency Response Plan are as follows:

- Outline the response capabilities and strategies for the school principal and staff for any type of emergency that may occur based on an all hazard approach.
- Detail the emergency response organization and appropriate actions to be taken in the event of an emergency, so that it can be managed in the most effective manner.
- To prepare and maintain the Emergency Response Plan for the efficient training and deployment of personnel and services required in an emergency situation within the school jurisdiction.

#### 5. Scope

This Emergency Response Plan is intended to:

- Document the roles and responsibilities that need to be established during and after a major emergency.
- Provide a basis for training and exercises in emergency response and recovery stages.
- Document the setup and procedures within the Emergency Operations Centre.
- Detail how the Emergency Response Plan will be activated and maintained.

#### 6. Emergency Response Plan Administration

The principal of each school will administer the Plan. An annual Plan review process is required and the principal will update the Plan if deemed necessary.

## **Section B: School Emergency Response Organization**

### 1. General

Following a major emergency, for example one that is community wide, emergency first responders may not be available for some time during the initial phase. Being prepared will be the greatest asset in facilitating survival and well-being.

During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. The school organizational structure for emergencies should include the principal, vice principal, teacher in charge, secretary, custodian and other teachers without classroom responsibilities as assigned. The principal's office will become the Emergency Operations Centre.

Depending on where the emergency occurs, either at the school facility or at a location near the school, it will be the staff that will generally be first on the scene. This person will normally

take charge and remain in charge of the emergency until it is resolved and will transfer command to the appropriate person. This person will seek guidance and direction from local officials and seek technical assistance from support services as required.

The principal will be responsible for activating the school emergency response plan and the initial response which may include fire alarm and lockdown procedure, power outage procedures, hold and secure protocol, evacuation or pandemic response/human health protocols.

## 2. Preparedness Responsibilities

- Establish objectives and priorities for the Emergency Management Program and provide general policy guidance on the conduct of the program.
- Maintain overall responsibility for the ERP including administration, maintenance of the Plan and its supporting appendices and revising the Plan as necessary.
- Involve in training opportunities where possible, local emergency services, other local officials and volunteer groups who would assist the school during emergencies.
- To conduct periodic training on the ERP and supporting appendices for management and staff.
- To complete an After Action Report after drills, exercises and actual emergencies.
- Ensure emergency supplies and equipment to support activation of the ERP are maintained.
- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- Ensure that staff alerting and notification procedures are established.
- Ensure that parent/guardian notification procedures are established.

## 3. School Emergency Response Team

The School Emergency Response Team functions as the management decision making and coordinating body to assess the events as they occur and decide on a unified course of action to overcome specific problems. The principal maintains overall responsibilities for incident command and school emergency procedures.

Depending on the circumstances of the emergency, the principal will determine whether the School Emergency Response Team will be activated and notified to gather in the Emergency Operations Centre during emergencies to manage the situation by making strategic decisions and setting priorities on behalf of the school. The principal's office will become the Emergency Operations Centre. The School Emergency Response Team is responsible for maintaining school operations and functions during an emergency. The School Emergency Response Team may function with only a limited number of members depending on the emergency.

The School Emergency Response Team will be selected by the principal of each school. Suggested members include principal, vice principal, teacher in charge, secretary, custodian, librarian, and educational assistants as available.

## 4. School Board Emergency Response Plans

During an emergency situation it is the responsibility of the school to inform the School Board Administration of any and all incidents pending or occurring. The School Board Administration can activate its Emergency Response Plan during either of the following situations:

- A school or multiple schools in the jurisdiction have contacted the School Board because they are experiencing an emergency event that requires support of the Board Administration.
- The Board has been contacted by an outside agency within the region or province that requires the Board to activate this plan based on a pending or occurring threat to the property, life and safety of the students, staff and visitors.

It is the responsibility of the school to contact the School Board Administration through the appropriate dedicated landline phone number. Once contact has been established between the school and the School Board, the decision to activate the School Board's Administration Control Group will be determined by the information available and the nature and magnitude of the emergency event by the Director of Education and superintendent when an incident occurs within their school.

#### 5. Coordination with Emergency First Responders

A school can improve the level of preparedness for emergencies by working with governmental and non-governmental agencies both at the local level and upper tier level. Coordination with Police and Fire departments is essential because they are 'official' first responders in many emergencies and support the school principal Incident Command

### **Section C: Activation and Notification**

#### 1. General Requirements

The activation of the School Emergency Response Plan may be based on the following situations:

- The school has experienced an emergency incident that could potentially impact the safety and wellbeing of staff, students or visitors of the school.
- The school has been contacted by an outside agency within the region or province that requires the school to activate this plan based on a pending or occurring threat to the property, life and safety of the students, staff and visitors of the school.

When an incident occurs, the principal of the school will determine whether the ERP plan is to be activated based on the nature and magnitude of the emergency event. If this plan is activated based on the situation, the school is responsible for contacting the School Board Administration and informing the Board of any and all relevant information that the school may have regarding the situation. The School Board administration will then determine with their Control Group whether to activate the Board Administration Emergency Response Plan.

If the decision has been made to activate the School Emergency Response Team, then the proper notification procedure will be initiated. Once the Notification process has been initiated,

the School Emergency Response Team will respond according to this Plan and implement any supporting plans or departmental standard operating procedures. Emergency Contact Information is listed in Appendix A.

Once all members of the Emergency Response Plan have been notified, the Emergency Operations Centre must be set up. EOC Set-up procedures are found in Section D of this appendix.

## **Section D: School Emergency Operations Centre**

### **1. Purpose and Requirements**

The school is responsible for the well-being and protection of the students until they are properly transferred to a parent or guardian, or eventually to the care of qualified staff (perhaps School Board staff) in a municipal shelter. To fulfill its responsibility, the school must establish an Emergency Operations Centre (EOC) to carry out the following functions:

- Determine and monitor the condition of students, staff, and facilities following an emergency;
- Make decisions aimed at improving these conditions;
- Obtain resources necessary to support recovery operations;
- Implement procedures to release students to guardians and release staff to check on their family and home;
- Provide ongoing shelter, sustenance, and protection for students and staff until such resources are available from a higher emergency authority such as local emergency first responders or municipal authorities.
- Inform the School Board Administration of all relevant information obtained and of the current situations.

A well-coordinated and unified response of various departments and agencies appropriate to the demands of administration in the management of disasters and emergencies will minimize the hardships and improve the process of recovery. The process of confidence building and self reliance can best be promoted through timely, supportive and well thought out decisions made by Emergency Response Team Members.

The roles and responsibilities of various agencies along with the standards of service expected from them, the information and monitoring tools and modes of communication, and the monitoring and evaluation components have been identified throughout this Emergency Response Plan

The Emergency Operations Centre (EOC) for the school is a tool to help Emergency Response Team Members support one or multiple sites during an emergency. The EOC, its system, and procedures are designed in such a way that information can be promptly assessed and relayed to concerned parties. Rapid dissemination contributes to quick response and effective decision making during the emergency. As the master coordination and control point for all counter disaster efforts, the EOC is the place of decision-making under a unified command structure.

When a major emergency or disaster strikes, centralized emergency management is necessary. The EOC provides this needed centralized management. When activated, the School Emergency Response Team will report to the EOC to coordinate decision making, simultaneously coordinate department activities, and liaison with 'official' first responders, the School Board if necessary, different levels of government as well as with private entities

The EOC provides a centralized focus of authority and information and allows for face-to-face coordination among personnel who must set priorities for use of resources and evaluate the need to request mutual aid.

## 2. Incident Management System

The Incident Management System (IMS) has been incorporated into the School Emergency Response Plan. Consistent with internationally recommended practices, Ontario has developed an Incident Management System (IMS) that provides standardized organizational structures, functions, processes and terminology for use at all levels of emergency response in Ontario. IMS addresses the need for coordinated responses to large-scale and complex incidents and has been developed with input from more than 30 emergency response organizations and interested parties from Ontario. The vision of Ontario's IMS project is that all responders in Ontario will have a standardized system that provides functional interoperability at all levels of emergency management. IMS is a scalable approach based on a series of principles and concepts that include:

- All incident responses can be organized using five functional areas of activity: Command, Operations, Planning, Logistics, and Finance & Administration.
- IMS is applicable at all incidents and by all levels of response (for example, on-site response and Emergency Operations Centre support/responses).
- The system is scalable and modular. Ontario's IMS Doctrine can be considered a toolbox for incident response. Only the tools needed for each incident are used.
- The use of common terminology and criteria ensures mutual understanding among responders and facilitates the exchange of resources.

## 3. Telecommunication

The primary means of Emergency Operations Centre telecommunications is the use of protected landlines. Smart Phones with email or text capabilities are often unreliable for communication in an emergency. Cellular phone communications are not always 100% reliable due to geography, terrain and volume of cellular traffic in an emergency. During emergencies or major events, the demand for telephone services can increase dramatically and sometimes overload can cause these systems to function improperly. Alternate communications need to be considered if landline and cellular services were unavailable. Two way radios and the radio communication systems available within the transportation/bus services may be a method for back up communications.

Upon implementation of the School Emergency Response Plan, it will be important to ensure that communications are established between the school (emergency site) EOC, and the Board Administration EOC.

## 4. Business Cycle Meetings



Once the Emergency Operations Centre is activated, business meetings or operations cycles are held at the discretion of the principal or designate of the Emergency Operations Centre. The principal will establish the frequency of meetings and agenda items. Meetings will be kept as brief as possible, thus allowing members to carry out their individual responsibilities. Maps of the school will be located in the Emergency Kit and bus routes will be located in the Emergency Kit of the School. A main event log/status board will be maintained by the Finance and Administration Chief outlining decisions made and actions taken by the Emergency Response Team.

The principal provides an initial briefing to the School Emergency Response Team when the Emergency Operations Centre is activated to bring all members up to date on what has transpired. At intervals of one hour at the discretion of the principal; hourly briefings allow time for Emergency Response Team members to:

- Collect and pass on information to the Administration Control Group or managers at other locations;
- Set priorities through short and long term planning;
- Obtain resources / initiate Mutual Assistance Agreements (MAAs) for the response process;
- Dispel media rumors/misinformation;
- Hold news conferences/participate in news briefings;
- A final response briefing will be held prior to closing the Emergency Operations Centre or termination of the emergency situation;
- A final briefing after an event has occurred will be held to discuss the compilation of data to be used for a later debriefing.

## **Section E: Roles and Responsibilities**

### **1. School Emergency Response Team Responsibilities**

The Emergency Response Team directs the school emergency operations (response) within the Emergency Operations Centre.

- Activating the school ERP and assembling at the Emergency Operations Centre if the emergency situation requires larger coordinated response.
- Implement the policies and decisions of the Board relating to emergency preparedness.
- Coordinate use of school resources.
- Develop and coordinate in-service emergency response education for all school personnel.
- Stay in contact with Board Administration.
- Request assistance from local emergency services when necessary.
- Keep the School Board aware of the preparedness status and emergency management needs and establish communication with the Director of Education.
- Coordinate local planning and preparedness activities and the maintenance of this plan.
- Prepare and maintain a resource inventory.
- Coordinate periodic emergency exercises and training to test the ERP.



- Monitor developing situations such as weather conditions or incidents in the community that may impact the School or School Board.

## 2. Individual Administration Control Group Responsibilities

Each position has their specific assigned duties to avoid duplication of effort and to improve the efficiency of the response effort.

### 2.1 Incident Command (IC)

The principal will assume Incident Command in all emergency situations. Outside of normal operating hours the school custodian may assume all responsibilities of Incident Command for the duration of the incident or until the principal can assume all duties.

Responsibilities of the Incident Command include:

- Call meetings within the School Control Group to share information, establish common goals, objectives and prioritize limited available resources where required
- Request assistance from local organizations for communications, resources and other site management tools
- Assess the situation
- Ensure that objectives, priorities, task and tactics are established to contain and mitigate the emergency situation
- Consulting and coordinating with School Control Group to establish inner and outer perimeter around the emergency site, as required
- Ensuring that all are aware of personnel, material and human resources available to mitigate the emergency situation
- Ensure the health and safety of all persons at the emergency site
- Maintaining a communications link with school officials
- Coordinate the activities of the School Incident Command
- Coordinate with key personnel and officials
- Appointing an On-site Media Spokesperson upon consultation with School Admin Board Control Group
- Ensuring that the School Control Group Members meet on a regular basis to update each other on individual actions and progress made, to share information, to set common priorities, to set common objectives and determine what additional resources may be required
- Understanding the laws and policies that may be considered during response and recovery of the emergency
- To communicate and coordinate response with the Municipal, County or Regional EOC
- Consult with the Control Group regarding evacuation of school(s) and authorize all actions taken

## 2.2 School Emergency Information

The principal will assume the School Emergency Information Role in all emergency situations. Responsibilities of the School Emergency Information role include:

- Contact immediately the Board Administration Emergency Information Officer (Manager of Communications), and provide details on the situation.
- Determine an emergency information strategy and ensure that constant information is provided to the Board Administration Emergency Information Officer.
- Provide all media contact at school location.
- Ensuring liaison with the school Emergency Control Group to obtain up-to-date information for media releases, coordinate individual interviews and organize press conferences as directed by the School Board Admin Emergency Information Officer.
- Ensuring that the media releases are approved by the Board Admin Emergency Information Officer

## 2.3 Liaison Officer

Reports to the Incident Command.

The Liaison Officer serves as the primary contact for organizations cooperating with, or supporting the incident response. The Liaison Officer advises Command of issues related to outside assistance, including current or potential inter-organization needs. The liaison Officer may be assigned assistants who may come from other organizations also involved in the incident response.

Responsibilities of Liaison Officer include:

- Gathering information about organizations that are involved with the incident. This includes obtaining from their representatives information about standard and specialized resources they might have, or special support they might need, and whether there are considerations or restrictions that may impact how such resources may be used.
- Serving as a coordinator for organizations not represented in Command
- Providing briefings to organization representatives about the operation
- Maintaining a list of supporting and cooperating organizations and keeping it updated as the incident evolves
- Maintaining links and sharing information with responding agencies, other facilities, government bodies, etc.

## 2.4 Safety Officer

Reports to the Incident Command.

The Safety Officer monitors safety conditions and develops safety measures. While

each person who is assigned a leadership role is responsible for the safety of personnel working under their leadership, the Safety Officer is tasked with creating systems and procedures related to the overall health and safety of all incident emergency responders. This is done in close conjunction with the Operations Chief and the Planning Chief. During a complex incident, assistants to the Safety Officer may be assigned from a variety of organizations and levels of government. Naturally, the Safety Officer must have the knowledge and professional experience to be able to control or reduce occupational hazards and exposures.

Responsibilities of the Safety Officer include:

- Working closely with Operations to ensure that responders are as safe as possible under the circumstances, including wearing appropriate Personal Protection Equipment (PPE) and implementing the safest operational options
- Advising Command on issues regarding the incident safety
- Minimizing employee risk by promoting safety procedures
- Conducting risk analyses and implementing safety measures, normally through the planning process
- Altering, suspending or terminating any or all activities that are deemed hazardous regardless of jurisdiction
- Assisting in the review of the Incident Action Plan to identify safety concerns and issues
- Monitors the safety conditions of all people at the incident

## 2.5 Operations

Reports to the Incident Command. Responsibilities of the Operations Chief include:

- Coordinate, direct and manage staff and students of PVNCCDSB
- Directs and coordinates all school Board operation responses
- Requests resources and directs them
- Works with the Incident Command and the Planning Chief to determine the incident objectives and priorities in developing and emergency action plan
- Implement the incident action plan using Operations Leads
- Continually update the Incident Command on the Implementation of the objectives established in the incident action plan
- Identify staffing and resource needs
- Verify that Operations personnel are working safely
- Regularly report to the Incident Command
- Maintain a personal log of all actions take

## 2.6 Planning

Reports to the Incident Command. Responsibilities of the Planning Chief include:

- Coordinate, direct and manage

- o Business Continuity
- o Document Control
- o Situation Report
- Assess the present situation and projected situation, including possible contingency plans, long-range plans and alternative courses of action.
- Maintain internal operations and continuity.
- Ensures information management systems are in place to collect, manage, share and file information and documentation
- Maintain ongoing communication with Operations Chief and Incident Command in order to identify alternative courses of action, or other possible scenarios that may occur
- Maintain status logs on resources
- Identify staffing and resources needs
- Regularly reports to Incident Command
- Maintain a personal log of all actions taken

## 2.7 Logistics

Report to the Incident Command.

Responsibilities of the Logistics Chief include:

- Coordinate, direct and manage:
  - o Facilities
  - o Transportation
  - o Human Resources
  - o IT/Communications
  - o Equipment
- Arrange and provide resources and services such as facilities, transportation, supplies, fuel, maintenance of equipment, food service and communications for responding to and supporting personnel
- Provide all necessary staff and volunteers to support the emergency response
- Coordinate with the set-up of facilities i.e. Emergency Operations Centre, briefing rooms etc. as required

## 2.8 Finance and Administration

Reports to the Incident Command.

Responsibilities of the Finance/Administration Chief include:

- Coordinate, direct and manage:
  - o Procurement
  - o Cost Tracking

- o Payroll
- o Admin Support
- Handle all accounting, costing and payroll
- Ensure required purchases are done
- Consult and respond as needed on legal, human resource, and insurance issues
- Maintain the Emergency Operations Centre including secretarial support
- Tracking timesheets for incident personnel and equipment
- Making reimbursements
- Contract negotiation and monitoring
- Regular reports to the Incident Command
- Maintain a personal log of all actions taken

## **Section F: Evacuation and Lockdown**

### 1. General

During any potentially threatening situation, the principal, after discussion with the Emergency Response Team, may decide that the school needs to be evacuated or put lockdown Procedures in place. Lockdown procedures are located in AP 904 Lockdown Procedures.

## Appendix E - Contents of the Emergency Kits

In the case of schools, two Emergency Kits will be developed, regularly updated and kept in the main office and the alternate command center.

A designated staff member will ensure that one emergency kit is taken with him/her when the school is evacuated.

1. An emergency binder will be located in each Emergency Kit in a pre-designated area and taken to the Site Emergency Command Centre when an evacuation is initiated.
2. The Principal/Site Manager will maintain, review and update the contents of each Emergency Binder every September.
3. The contents of the Emergency Kit and Emergency Binder should include:
  - A copy of the school emergency response plan
  - A copy of the school/site floor plan including a site plan of the complete property which includes the location of shut off valves (gas, water, hydro) and shows the location of chemical and flammable storage cabinets.
  - List of PVNCCDSB contact numbers
  - A copy of alpha Student Lists with phone numbers and emergency contact information
  - A copy of student medical information
  - A copy of bus lists, including bus company contact information
  - First Aid Kit (in the vicinity of the Emergency Kit)
  - Reunification or dismissal protocols when standard dismissal procedures cannot be followed as a result of an emergency situation and/or when students must be returned to their guardians following a critical accident.
  - Lists of students requiring specialized assistance and special emergency procedures
  - Staff lists with phone numbers, medical information and emergency contact information
  - List of staff with First Aid training and CPR training
  - Location and phone numbers of relocation/evacuation sites and offsite command post location, and access mode for the evacuation location (key or security code)
  - Fire safety plan
  - Emergency contacts
  - Master key
  - Walkie-talkies and extra batteries or use of cell phones
  - Battery operated radio and batteries, with a list of stations for news and weather reports
  - Paper, permanent pens and markers, 12 large zip-lock bags
  - Emergency vests with school name printed on them
  - Flashlights (and extra batteries)

- Emergency safety blankets (foil)
- Box of surgical gloves (non-latex)
- Garbage bags and tags
- Rolls of caution tape
- Rolls of duct tape
- Traffic cones

## Appendix F - Facility Emergencies

A facility emergency is defined as any physical situation that impacts the safety of the occupants of the facility or the ability of the facility to remain open for its intended purpose.

1. The following items are examples and should not be considered to be a definitive listing:

Natural gas leak	Loss of power*
Failure of sanitary services	Loss of fire alarm
Structural failure	Fire or explosion
Loss of potable water*	School or site flooding
Loss of heat to entire school	Failure of well water system*

Other areas of concern could be: natural or environmental issues, vandalism, and fire protection systems.

\*Please note, for schools on a well, please see Well Water School Power Outage Response Plan at the end of this appendix for specific response guidelines for dealing with an extended power failure.

2. Principal/site manager will:

- Secure and evacuate the area as required
- Ensure that first aid is rendered
- Contact 911 and facility services
- Contact Superintendent of Schools
- Notify Health and Safety representative and health and Safety Officer as required.
- Activate school relocation plan if required
- Refer all media inquiries to the Manager of Communications
- Record accurate details of the event
- Conduct incident review/debriefing of staff involved

This would not happen in all situations. List of critical equipment boilers, electrical transformers, life safety systems such as fire alarm and sprinklers, elevators, chillers.

3. When contacting Service Providers (Facility Services, Utility Companies, etc.) ensure that voice contact is made. Do not rely on Email, Voice Mail or a Fax when reporting an Emergency situation.

In the event of an emergency such as fire, flood, intrusion, natural disaster, failure of a utility service or other event that impacts the operation or integrity of a building or property, Facility Services will take steps to respond to the emergency and notify necessary board staff, municipal officials and authorities having jurisdiction. Such emergency response services will be in effect 24 hours per day each day of the year. The intent of this procedure is to ensure appropriate emergency response after normal school hours through the year; however certain events may have an impact on the board's ability to maintain operation of day school programs.



## General

Facility services maintains an alarm monitoring service (AMS). A Facility Services staff member is designated as Duty Officer to respond to calls from the alarm monitoring service as alarms are received.

The AMS notifies the Duty Officer, custodian, police or fire department depending on the nature of the alarm. The Duty Officer makes a decision to call others based on the nature of the emergency.

Depending on the nature of the emergency, decisions regarding school closure will be considered. Facility Services will take every reasonable action to protect the building and property and restore services as soon as possible. Facility Services will contact municipal authorities and utility suppliers to determine estimated times for restoration of services. The Manager of Facility Services will advise senior administration on the status of the emergency situation on an ongoing basis for the duration of the event.

### Security Monitoring Guidelines

#### FACILITY AUTO-ARM:

Please be advised that effective immediately, and until further notice, the directives for Facility Auto Arm Function will be as follows:

- From Monday to Sunday, all sites will self-arm at 11:30 p.m. unless otherwise notified.

#### Hours of Operation/ Occupancy:

- Facility Occupancy (5:30 a.m. to 11:30 p.m. - Any Day)
  - Authorized persons may enter and occupy Board facilities including statutory holidays, Board holidays and Board shutdown.
- Authorized Persons requiring entry prior to 5:30am:
  - MUST CONTACT the Monitoring station prior to entering a Board facility to report time of entry and expected time of departure.
- Authorized Persons requiring occupancy beyond 11:30pm:
  - MUST CONTACT the Monitoring Station prior to the 11:30 p.m. time to report that he/she will be disarming the security system following the self-arm and expected time of departure. Upon departure, it is their responsibility to arm the security system.

### ALARM RESPONSE

#### 1. Call-in

Definition: Monitoring Station receives a call from authorized user for building/ security related emergencies:

#### 2. Heat Loss Signal (During Heating Season December 1st to April 1st) \*

Definition: system driven signal from school/ facility:

3. Fire Alarm Signal \*

Definition: system driven signal from school/ facility:

4. Intrusion Alarm Signals \*

Definition: Intrusion Event from Security System:

5. System Trouble

Definition: system driven signal from school/ facility relating to Fire System Trouble/ Supervisory Signal or Security System Trouble (ie. Low battery, Communication Failure, AC Power Failure)

6. Broken Windows

Definition: Call received from Mobile Security, Police, Key Holder or Authorized Building Occupant

7. Elevators/ Chair Lifts

Definition: Call received from Elevator Company, Mobile Security, Police, Fire Department, Key Holder or Authorized Building Occupant regarding Entrapment or Emergency Service Required:

8. Server Room Temperature Alarm

Definition: system driven signal from APC Monitoring System reviewed by Network Support Specialists.

9. Natural Gas Leak

10. Loss of Power to school

11. Loss of Water

12. Flood

13. Structural Damage

## Emergency Closing and Re-Opening

Before school (Plant Failure – Heat/Hydro/Water)

- Plant failure issue is communicated between school and plant department
- Plant manager determines whether the problem can be corrected (as soon as possible) and contacts the principal.

- If the problem cannot be solved quickly, the principal calls the superintendent to discuss closure.
- In consultation with the Director of Education, if the decision is to close school, the school superintendent will call the Transportation Authority who will contact the bus companies.
- Principal begins 'communications tree' to notify staff.

#### During Day (Plant Failure/Severe Weather conditions)

- Plant failure issue is communicated between school and plant department
- Plant manager determines whether the problem can be corrected (as soon as possible) and contacts the principal.
- Unless there is a health hazard to students, school will not be closed early, as bus availability and notification of parents make early school closing a time-consuming process.
- In the event that relocation is necessary, follow emergency relocation procedures.
- If re-location is not a solution and students need to be removed from school as soon as possible, the principal will:
  - Contact the Transportation Authority to make arrangements for transportation. Parents of elementary students will have to be contacted to ensure that someone is at home or alternate arrangements will have to be made.
  - Staff designates will contact parents and/or emergency contacts, using a standard authorized script, to ensure that someone is home to receive the child(ren)
  - As buses arrive, the students will be called to a central location by route number, and names will be checked off against the bus list.
  - Buses will be loaded when all passengers have been accounted for and parent or guardians have been contacted. Notations will also be made on the bus lists of any students who are picked up by their parents or a designated driver.
  - Communications Officer will contact the media to inform them of the situation and procedure(s) for parents to follow (i.e. picking up children, keeping phone lines open, etc.)

#### Delayed School Closing (Road Conditions/Severe Weather conditions)

- Transportation Authority notifies school of delayed buses.
- Contact area Superintendent
- Contact media outlets to inform them of late departure of buses
- Students remain in classrooms and teachers remain with their class
- Secretary prepares a copy of all bus lists
- Students picked up by parents are recorded on bus lists. \*No students leave with another parent, unless their own parent/guardian has given permission.
- As buses arrive, students assemble in specified areas according to bus routes.
- Arrangements for refreshments may be necessary.

- Maintain contact with the municipal roads department/road superintendent. Parents may have to be contacted about revised drop-off locations.

References:

Fire Safety Plans (On site at school with Copies at CEC)  
[Directional Policy - Healthy Schools and Workplaces](#)  
[AP 809 - Occupational Health and Safety](#)

**Well Water School Power Outage Response Plan**

Locations:

1. 102 – St. Joseph Catholic Elementary School (Douro)
2. 104 – St. Martin Catholic Elementary School (Ennismore)
3. 127 – Monsignor Leo Cleary Catholic Elementary School (Courtice)
4. 130 – St. Luke Catholic Elementary School (Downeyville)

Hydro Provider Information:

1. 102 – Hydro One: 1-888-664-9376
2. 104 – Hydro One: 1-888-664-9376
3. 127 – Hydro One: 1-888-664-9376
4. 130 – Hydro One: 1-888-664-9376

[Hydro One Outage Map](#)  
[Hydro One Twitter Page](#)

Important CEC Contacts:

**Mwenu Amukun**

Operations Supervisor  
 Office: 705-748-4861 Ext. 1286  
 Cell: 416-770-5521  
[mamukun@pvnccdsb.on.ca](mailto:mamukun@pvnccdsb.on.ca)

**Kerri Riel**

Early Years and Child Care Program Supervisor  
 Office (705)748.4861 ext.1171  
[kriel@pvnccdsb.on.ca](mailto:kriel@pvnccdsb.on.ca)

Proactive Measures Principals Should Consider:

- Each school should have a reserve of 4 x 24 bottle cases of natural spring water (500ml), to only be used during a power outage
- Class Lists printed quarterly and filed for access if needed
- Yellow Bag for Emergency Response checked quarterly for flashlight and batteries
- Plan for redistribution of radios to each class for easier school wide communication

- Create a school based plan for emergency pickup of students

Additional Resources:

- [Custodian Manual - August 2022](#) - see page 116: *In The Event of a Power Outage*
- **Fire Procedures 2022** - see page 2: *Fire Watch*
- [Fire Watch Log](#)

School Principal is responsible for:

- Notify FOS Superintendent and Operations Supervisor about the power outage
- Assign custodian to fire watch (see additional resources about)
- Communicate with any school based Child Care providers and (if applicable) contact Early Years and Child Care Program Supervisor
- Coordinate messaging with SO and Communication Services
- Ensuring the temperature of the school is not less than 18 degrees celsius

Superintendent of School is responsible for:

- Supporting school principal
- Notifying Admin Council about the power outage
- Assigning administrative assistant to take calls from families who can no longer reach the school
- Coordinate messaging with principal and Communication Services
- Making determination in collaboration with Principal and Director with respect to closing the school if necessary

Facility Services is responsible for:

- The Facilities Department is to determine power outage causation via Hydro One
- The Facilities Department is to provide updates to the Power Outage Group: *Director, Superintendents, Principal, Facilities Manager, Manager of IT, Maintenance Supervisor, Communications Manager, Mechanical/Electrical Supervisor, Operations Supervisor, Operations and Coordinator*
- **If a power outage is caused by Hydro One:**
  - The Facilities Department is to determine the estimated restoral time and provide an update to the Power Outage Group.
- **If a power outage is caused by unknown electrical issues:**
  - The Facilities Department is to engage Electrical Services (Internal or Contracted) to conduct a site visit and determine required repairs and estimated restoral time. Then provide an update to the Power Outage Group.
- The Facilities Department is to contact Security Services (Contracted) to be advised of the power outage and requested to be on standby in the event of a Fire Watch requirement.
- The Facilities Department is to contact Plumbing Services (Internal or Contracted) to be advised of the power outage and requested to be on standby to restore the well water

system once power is restored.

- The Facilities Department is to contact Portable Washroom Services (Contracted) to determine the estimated time of arrival for a portable washroom to be delivered to the school. If the ETA is within 2 hours, the Facilities Department will schedule delivery. If the ETA is more than 2 hours, the Facilities Department will update the Power Outage Group. NOTE: short notice deliveries for Portable Washrooms are challenging.
- Ensure the school has a sufficient supply of bottled water.
- **Once a power outage is restored:**
  - The Facilities Department is to provide a restoral update to the Power Outage Group.
  - The Facilities Department is to contact Security Services (Contracted) to provide a restoral update.
  - The Facilities Department is to contact Plumbing Services (Internal or Contracted) to be advised of the power restoration and conduct a site visit to restore the well water system. NOTE: a skilled Custodian can also restore the well water system.
  - The Facilities Department is to contact Portable Washroom Services (Contracted) to provide a restoral update.

Custodian is responsible for:

- Fire watch as outlined in the Additional Resources section above.

Community Use of Schools

If the power outage continues past 4 p.m., community groups will be notified through Ebase that permits for that evening will be canceled. If power is restored after 4 p.m. permits will remain canceled for that evening.

Communications Protocol

Upon being notified of power outage, Communication Services shall coordinate messaging with the school principal and SO.

***Holding Statement - To be sent to families within first hour of power outage***

(Insert Date)

Dear Parents/Guardians,

The purpose of this message is to inform you about a power outage at (Insert) Catholic Elementary School that has left the school without heating, phones and limited running water and lighting.

We are currently attempting to contact Hydro One to determine when power may be restored.

In the meantime, the school will remain open. Bottled water is available at the school.

Once we receive a time estimate, we will provide families with a school status update, so we ask parents/guardians to monitor their email carefully.

Should the timeframe for the restoration of power exceed several hours, we may need to ask families to pick up their child(ren) at school as the school cannot properly function without power for an extended time period.

If you need to reach the school, please contact Catholic Education Centre Administrative Assistant (insert name) at (705) 748-4861 ext. (insert).

Sincerely,

(Insert Name)  
Principal

**Statement - Families asked to pick up students**

(Insert Date)

Dear Parents/Guardians,

Due to an ongoing power outage at (Insert) Catholic Elementary School that has left the school without heating, phones and limited running water and lighting, **we are asking all parents/guardians who are able to do so, to attend school and pick up their child as soon as possible.**

We understand that this will cause some inconvenience, however, student and staff safety is our primary concern.

Parents/guardians are asked to arrive at the school. A staff member will be stationed at the front entrance to greet parents/guardians and retrieve students from their classrooms.

The school will remain open for students who cannot be picked up. Bottled water is available at the school, and facility services is currently working to secure portable toilets for students and staff remaining on site.

We will be sending a follow-up message to all families regarding the power situation and tomorrow's school status as soon as possible. (Insert any additional information about the status of evening activities or extracurriculars).

If you need to reach the school, please contact Catholic Education Centre Administrative Assistant (insert name) at (705) 748-4861 ext. (insert).

Sincerely,

(Insert Name)  
Principal



***Statement - Power Restored***

(Insert Date)

Dear Parents/Guardians,

We are happy to report that power has been restored to (Insert) Catholic Elementary School.

Heating, phones, water and lighting are back up and running and the school day will proceed as usual.

We'd like to thank our students, staff and families for their cooperation today and we look forward to a productive day at school.

Sincerely,

(Insert Name)  
Principal

## Appendix G - Chemical/Hazardous Materials

The presence of hazardous materials posing a health and safety hazard to persons and the environment may involve exposure to a gas, solid or liquid substance, chemical spill etc.

The Principal/Site Manager (teacher or custodian) will determine if the spill is a major or minor spill.

For minor spills where there is no health, safety or environmental risk:

- Use appropriate tools and precautions to clean up the spill.
- Refer to the Health & Safety Coordinator's manual.

For major spills where there is the potential health, safety or environment risk:

- Secure and evacuate the immediate area.
- Ensure all persons are accounted for and administer First Aid as required.
- Call 911 to alert and comply with directions given by the appropriate Emergency Authority.
- Prevent spill from spreading or entering a drain, if safe to do so.
- Refer to Spill Manual.
- Seal and secure part of the school/site if necessary. (post signs/barriers –shut down ventilation)
- Notify the Facility Services Department.
- Contact the Superintendent of Schools.
- Notify the Operations Supervisor.
- Activate school relocation plan if required.
- Clean-up of the spill to be completed by qualified personnel.
- Record accurate details of the event.
- Conduct incident review/debriefing of staff/students involved.

Areas of concern are all Secondary schools, St. Joseph (Douro), St. Luke, St. Dominic, Good Shepherd, Monsignor O'Donoghue, St. Catherine.

Refer to Health & Safety Guidelines for spills.

## Appendix H - Security Situations

A security situation would include:

- Trespass
- An individual posing an immediate threat
- Bomb threat

Upon notification of a security situation, the Principal/Site Manager will:

- Investigate and assess the situation. Do not put yourself at risk.
- Initiate lockdown procedures or bomb threat procedures if applicable as per:
  - Administrative Procedure 904 – Lockdown
  - Administrative procedure 905 – Bomb Threat
- If staff members are working alone after hours and cannot access a phone, PULL the fire alarm if you are in immediate danger
- Contact your immediate supervisor
- Record accurate details of the event
- Conduct incident review/debriefing of staff/students involved.

# Appendix I - Severe Thunderstorm Weather & Tornado Warnings

When a severe thunderstorm warning is in effect for a school area

- If a warning is in effect, and a thunderstorm is observed at dismissal or recess time, students will be kept in the school until the storm has passed. Portables (if any) may be emptied with students placed inside the school.

When a tornado warning is in effect for a school area

- Enter immediately into tornado emergency mode.

## Tornado Emergency Mode

When a tornado warning is in effect, the Principal/Site Manager shall ensure staff and students are inside the main school/site. The greatest hazards are broken glass, flying debris and falling objects. Areas in the school such as the gymnasium are not suitable for safe refuge due to the large surface area of the roof. Similarly, rooms or foyers with skylights are not suitable.

Teachers:

- Walk to safe areas with students; avoid areas across from doors and windows.
- Give instructions to students to sit in a crouch position with their hands over their heads.
- Direct students to remain calm and quiet.

If outside at the time of the announcement or discovery of Severe Weather conditions:

- Seek shelter inside an enclosed building if possible.
- Move to the lowest point of ground. Find a ditch, ravine or other depression and lie flat.
- Do not seek shelter under isolated trees.
- Do not handle or touch metal objects such as soccer goal posts or basketball posts.

Administration:

- Make an announcement.
- Check all areas within the building (i.e. washrooms, gym, library, etc.). Drapes should be closed, and classroom doors left open.
- Check for any discrepancies in attendance. Locate missing students.
- Make an "all safe" announcement.
- The Principal shall notify the Family of the School's Superintendent. The Family of School's Superintendent will contact other Board staff as necessary (e.g. Transportation)
- If necessary, the Superintendent of Business will coordinate with the transportation provider for the school.

Locations

If the storm intensifies, direct students and staff to the hallway and/or the ground floor away from windows and doors and out of large open areas such as gymnasium or auditorium until the worst of the storm is over. Identification system for area to gather in a tornado is as follows:

- Students in classrooms: nearest hallway area
- Students in portables: inside the main site
- Students in other locations: return to designated classroom area

Notify appropriate board personnel when safe and appropriate to do so.

**NO ONE GOES BACK INTO CLASSROOM UNTIL SIGNAL FOR RE-ENTRY IS GIVEN**

## Appendix J - Out Of School Activity Accident, Injury Or Illness

Per [AP 305](#), Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions require an [Emergency Action Plan](#) 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.

Use the instructions below for Category 1 and non-high care Category 2 activities.

Activity Lead/Site Supervisor (on location) will:

- Conduct an assessment of the area for safety. Render First Aid.
- Ensure the appropriate Emergency Authority is notified (Fire, Ambulance, Police)
- Ensure all personnel (students, staff, volunteers, etc.) are accounted for.
- Call and apprise the Principal/Site Manager
- Maintain communications with the Principal/Site Manager and inform him/her of all developments.
- Redirect all media inquiries to the Manager of Communications
- Record accurate details of the event, including OSBIE incident report.
- Conduct incident review/debriefing of staff/students involved.

Principal/Site Manager: (school based)

- Inform the Superintendent of Schools. Consult with the Superintendent of Schools before advising the parents/guardians of the extent of the injuries and the location of the hospital.
- Ensure that a complete copy of names, addresses and phone numbers of persons attending the activity is available.
- If after hours, arrange for the school to be opened to receive parents/guardians
- Inform school staff of the incident/accident
- Redirect all media inquiries to the Manager of Communications
- If the bus company is not involved arrange for the transportation of staff/students
- Record accurate details of the event. Ensure OSBIE incident report has been completed.
- Conduct incident review/debriefing of staff/students involved.

# Appendix K - Human Health Emergency Response Plan

## Section A: Introduction

The goal of this Human Health Response Plan is to ensure the health and safety of all students, staff, parents and the general public. This plan outlines the Board's response to a potential outbreak by established measures for Prevention, Communication and Business Continuity in the event of a Human Health Emergency.

A Human Health Emergency may take different forms, for example, an infectious disease that spreads quickly or environmental contamination causing widespread respiratory difficulties. Another example is an outbreak occurring over a large geographical area, often worldwide, affecting an exceptionally large proportion of the population with elevated mortality rates, i.e. Covid-19 Pandemic. Therefore, emergency planning is essential for an effective response.

## Section B: Annual Review

The ongoing coordination and interface between the Individual Schools and the School Board are required to ensure consistency of preparedness for incidents such as a pandemic outbreak. This Plan will be continually updated to ensure its alignment with Regional, Provincial and Federal Response Models. The Response Plan will be shared with interested parties including the Board of Trustees, Senior Administrative staff, Principals, Vice-Principals, school teaching and support staff as well as with Catholic School Councils.

The Superintendent responsible for Emergency Preparedness will review this plan annually.

## Section C: Legislation

### 1. Occupational Health & Safety Act

#### Duties of Employers

Section 25 (2) without limiting the strict duty imposed by subsection (1), an employer shall, (h) take every precaution reasonable in the circumstances for the protection of a worker;

#### Refusal to work

Under the Occupational Health and Safety Act (OHSA), employees can refuse to work or do particular work if they believe that a condition of the workplace "is likely to endanger their health or safety". Employers faced with an infectious disease related work refusal must comply with the OHSA work refusal procedures (OHSA Section 43)

**Note:** Teachers have a limited right to refuse unsafe work (O.Reg 857)

### 2. Workplace Safety & Insurance Act (WSIA - Ontario)

The Act provides compensation for "personal injury or illness arising out of and in the course of employment" and provides compensation where "a worker suffers from and is impaired by an occupational disease that occurs due to the nature of one or more employment in which the worker was engaged". With respect to an infectious disease in the workplace, entitlement

would likely be decided on a case by case basis.

### 3. Human Rights Legislation

Under both federal and provincial human rights legislation, employers have a duty to accommodate employees with infectious diseases or those who have been exposed to the same. The level of accommodation will depend on the circumstances.

### 4. Quarantine (isolation to prevent the spread of infectious disease)

Under provincial legislation, Medical Officers of Health have the authority to quarantine staff. If a local Medical Officer of Health orders a quarantine for a staff member, the Board will cooperate as directed. Employees placed in quarantine by the Medical Officer of Health will remain absent from work until cleared by the Medical Officer of Health.

### 5. School Closures

The decision to close schools will be made by public health authorities in consultation with the Director of Education or designate. In cases where schools lack critical mass of people (students and staff) necessary to sustain day-to-day operations, the Director of Education in conjunction with the Administration Control Group and the Ministry of Education may decide to close schools. Per the Education

## **Section D: Activation & Notification**

This Plan is activated when necessary/warranted, when the Board's Emergency Response Plan has been activated. For a Human Health Emergency related to a Nuclear event, refer to Appendix L - Nuclear Emergency Response Plan. Should an event occur of significant magnitude to require activation of the Emergency Response Plan, the Incident Commander initiates the activation of this Plan by notifying the Administration Control Group.

In the event of a threatening, imminent or actual Human Health Emergency, the Board will provide appropriate and factual information to the public and the media. The Human Health Emergency Response Plan compliments the Board's Emergency Response Plan and outlines how the Board will provide accurate information, and respond effectively and efficiently to the emergency.

## **Section E: Callout Procedures**

In the event of a major emergency, the Peterborough Victoria Northumberland and Clarington Catholic District School Board has a procedure to call out its operation members. The procedure is detailed in Appendix C - Emergency Information Plan.

## **Section F: Administration Control**

The Administration Control Group functions as a senior management decision making and coordinating body to assess events as they occur and decide on a unified course of action to overcome specific problems. The Director of Education maintains overall responsibilities for Board emergency procedures and acts in the capacity of Incident Command.

Depending on the circumstances of the emergency, the School Board Administration Control



Group will be contacted to gather in the Emergency Operations Centre during emergencies to manage the situation by making strategic decisions and setting priorities on behalf of the School Board. The School Board Administration Control Group is responsible for maintaining Board operations and functions and acts as a support centre for individual school(s) affected by an emergency by arranging to provide resources and expertise as required. The School Board Administration Control Group may function with only a limited number of members depending on the emergency.

Below is a broad overview of the needs and responsibilities to be delegated by the Incident Command or the Administration Control Group in the event of a human health emergency. Each of the following areas will be delegated as specific responsibilities to one or more of the employee groups listed here.

### Public Relations of Board Operations

The Emergency Information Officer has specific communication responsibilities with the Emergency Information Plan and is a member of the Administration Control Group.

When a pandemic occurs, the key spokesperson to the media is the Medical Officer of Health or a designated member of the Health Unit, not the Board. The communication with the media by the School Board would address school or board- specific concerns only.

Communication regarding school-related pandemic issues lie with the Emergency Information Officer, who will work with the Administration Control Group. A critical area for the Board is that of public information related to school functions. All related information can be found in the Board's Emergency Information Plan (Appendix C).

### Community Use of Schools

Community use of schools, specifically after normal school hours, would continue to be available to the community unless directed otherwise. Due diligence will be exercised to protect the health and safety of employees and members of the public using the facilities. A letter may be sent, on the direction of the Administration Control Group, to all community school users and permit holders, to indicate that the pandemic may result in school closures. Where it is necessary to close a building to the public, every effort must be made to inform permit holders as early as possible.

### Cancelling of Classes

A decision to cancel classes will be made by the Administration Control Group in consultation with the Health Unit(s) or may be directed by the Health Unit(s).

### Special Education Needs Students

The Administration Control Group will monitor program support plans for special education students and make plans as required to ensure their safety.

### Staff Reassignment

*Administrators/Non-Union*

At the discretion of the Administration Control Group, some non-union employees may be deployed to assist in schools or other departments - Administrators and non-union staff may be temporarily reassigned based on system need to assist in schools or other departments

### *Teaching Staff*

Redeployment of teaching staff will only be considered in emergency situations and as a last resort.

### *Support Staff*

Redeployment of support staff will only be considered in emergency situations and as a last resort.

### Supervision of Students

Principals must ensure that adequate staff is maintained for student supervision at all levels (JK-12). An inability to meet this ratio must be reported immediately to the appropriate school superintendent.

### School Operations

If the Incident Command, in collaboration with the Administration Control Group and in consultation with the Medical Officer of Health, has reason to believe that keeping a school open might endanger students, employees or the public, then that school may be closed, and the decision to relocate students to a different school could be discussed.

If the Incident Command, in collaboration with the Administration Control Group and in consultation with the Medical Officer of Health, decides to close a school or workplace, the students involved will not be permitted to enter. The principal and all employees may be reassigned.

Unless the school is closed by the Incident Command/Administration Control Group, the decision whether or not students will attend school during a pandemic emergency is left to students and their parents.

Depending on the number of employees available, school programs will be offered in as normal a manner as possible. This will vary from school to school and will be subject to daily review by the principal and superintendent.

Study areas, library resource areas and other adequately supervised areas will be open to students who are attending school. Consideration will be given to the allocated resources to cleaning, particularly where enhanced cleaning is in place and these shared areas may be closed if necessary.

The Administration control group will review and advise schools on continuation or cancellation of inter-school/out of school planned activities.

## Section G: Pandemic Phases

### 1. Surveillance

- Public Health Units serving the PVNC Catholic District School Board's communities regularly monitor epidemiological surveillance for the areas they serve. This monitoring provides real-time situational awareness for disease outbreak and other potential health risks for our communities, as well as the province overall.
- As required by Ontario's Health Protection and Promotion Act (S. 28), school principals who are of the opinion that a pupil has or may have a communicable disease, will report such to the Medical Officer of Health for the health unit in which the school is located. Reporting of diseases to the health unit is important to prevent transmission of communicable diseases to others, for the maintenance of surveillance data and for epidemiologic planning.

### 2. Education

- Schools will teach students and staff of the importance of frequent and effective hand washing as hand washing is vital to the control of all infectious diseases.
- Encouraging staff and students to attend vaccination clinics as part of their regular health routine is vital for successful containment of the spread.
- Facility Services will revise and review their cleaning practices in relation to viral containment in consultation with local health units. The custodial staff will receive enhanced infection control procedures for implementation.
- All employees will be advised to recognize that high touch surfaces such as common phones, photocopy machines, light switches, toys, door handles etc. can contain pathogens and are sources of both contamination and spread. Wiping with alcohol swabs will assist with control.

### 3. Communications

All communication will be prepared in partnership with public health and the frequency and method of communication will be determined in conjunction with our Medical Officers of Health. Some examples of communication to consider are:

- Sample letters prepared for staff and students should an outbreak occur.
- Education sheets for circulation to staff and students
- Since flu outbreaks tend to be cyclical with gaps between events, it may be useful to remind all our communities of the potential for outbreaks early in the fall.
- All elementary schools should contact the local health unit with updates on absenteeism over 10%. (Edsembli reporting will be initiated asap)
- Reinforcement of good hand washing techniques is vital to containment.

### 4. Identification of Essential Services – Board Level

- The Administration Control Group will meet to coordinate the corporate and academic functions of the Board.
- The PVNC Catholic District School Board has identified the following departments as providing essential services within the Board: Director's Office; Communications Services; Human Resources Services; Business Services (Payroll, Accounting, Purchasing etc.); Facility Management Services; Information Technology Services.
- Each of the identified essential services will establish a business continuity plan specific to the essential services within their department. These plans will be kept with each department head and communicated by the Supervisory Officer to appropriate staff within the department.
- Principals, managers, supervisors, vice-principals are expected to report to work. Where management safety may be in jeopardy, the Administration Control Group will advise. Some sites may be appropriated by community agencies i.e. triage centers, information depots, crucial supply lines; therefore, adequate staffing must be maintained.
- Consider staff reallocation during periods of absenteeism.

#### 5. Response Stage

- All schools must be closed as mandated/ recommended/ based on the advice of public health authorities (during COVID this was either determined by the Local Medical Officer of Health or the Chief Medical Officer of Health for Ontario) and/or the Ministry of Education.
- Operationalize alternative methods for continuation of client services. (eg. online schooling, food hampers, mental health services)
- Close monitoring of staff and students
- Rigorous Infection Control
- Site access limited to essential services
- Mobilization of resources (eg. staffing, cleaning supplies, protective equipment)
- Implementation of public health measures

#### 6. Communication per Emergency Information Plan

#### 7. After Action Review and Follow-up

- The importance of reviewing procedures and responses cannot be over emphasized.
- Surveys of the Board's response in an emergency can be vital in ensuring future responses
- Reassurance that the Board's school communities will be vital to a post pandemic phase.
- Recognition that students and staff may be grieving and in need of support during this phase.
- Modifications/improvements made to Human Health Emergencies Response Plan/Boards Emergency Response Plan.

# Appendix L - Nuclear Emergency

## 1. Introduction

A nuclear emergency refers to any event that may involve the immediate or delayed release of radioactive material into the environment, resulting in a response such as implementing protective actions for the public within the affected area.

The release to the atmosphere is usually in the form of a cloud or "plume" and could affect the health and safety of anyone in its path due to exposure to radioactive materials such as contamination, or radioactive gases. The radiation from these sources cannot be detected by sight, smell- or any other senses.

Stringent regulations have been put in place by our government agencies that compel stations to report immediately when conditions may have the potential to affect public health and safety. In the case of a release to the environment, protective actions such as sheltering in place and evacuation will be the School Command measures and may be supplemented by using stable potassium iodine (KI) tablets to block the uptake of radioiodine by the thyroid gland.

### 1.1 Aim

In the event of a nuclear emergency, the aim of these procedures is to:

- Outline the procedures necessary to shelter and/or evacuate all applicable Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNCCDSB) schools and associated child care facilities;
- Establish procedures for each school designated as an Evacuation Centre and/or Temporary Holding Centre; and,
- Provide direction and guidance on the administering of potassium iodide (KI) pills if required.

### 1.2 Scope

The scope of these procedures covers all students and staff of the PVNCCDSB at a Board Facility, that are either located within the 10 KM Primary Zone of a nuclear facility or are directly impacted by a change in the use of their school facility to accommodate a response to a nuclear incident within Durham Region. The procedures are intended to provide the overall context, authority and direction for a PVNCCDSB nuclear response.

## 2. Emergency Preparedness Roles And Responsibilities

The Board's Administration Emergency Response Plan identifies the emergency organizational structure and responsibilities of the Board's response personnel.

Upon notification of a nuclear emergency, the **Board Administration Control Group** representatives shall report immediately to the Board Emergency Operations Centre as per the procedures identified in the Boards Emergency Response Plan.

Once representatives have been briefed, the Liaison Officer and/or his/her designate will establish contact with the Regional Emergency Operations Centre (REOC) and determine if a physical response/presence to the REOC is required.

All staff receiving notification will put into action the procedures outlined in the "Roles and Responsibilities" section of the Board's Administration Emergency Response Plan and any additional responsibilities identified within this document.

The following roles will be assigned in addition to the responsibilities already outlined in the Board's Administration Emergency Response Plan.

## **2.1 School Command Incident Director (Principal)**

In preparation of a response to an incident, School Command (Principals) will follow the school emergency evacuation plan.

Note: Ensure all staff and parents/guardians are made fully aware to which Temporary Holding Centre their school will be evacuated to and annually provide all parents with information regarding evacuation, sheltering, and KI arrangements

## **2.2 Board Admin Incident Director (Director of Education)**

The Incident Director will maintain overall responsibility for the PVNCCDSB Emergency Procedures.

- The Administration Control Group member initially contacted by DEMO shall complete the Nuclear Emergency Initial Notification Form, Annex F, and confirm the notification message details with the DEMO Duty Contact prior to initiating a staff fan-out.
- Upon receipt of a notification from DEMO, the Incident Director or his/her designate will activate the Administration Control Group. The Administration Control Group personnel are identified in Appendix 1 of the Administration Emergency Response Plan.
- After consultation with the Liaison Officer, authorize the evacuation of the school(s).
- Determine with the Liaison Officer the schools to be evacuated, and the school to which they will be relocated
- Inform the Community Emergency Management Coordinator (CEMC) at the Municipal Emergency Operations Center and REOC of the decision to evacuate the schools and the receiving schools location.
- Keep the Municipal or REOC Manager informed on the current progress of the evacuation, complete with any pertinent reports and assessment.

- Be prepared to dispatch the- Board Admin Liaison Officer to the Municipal or Regional EOC, if needed.
- Be prepared to coordinate the Board response with the Municipal and/or Regional EOC.

### **2.3 The Board Liaison Officer**

The Board Liaison Officer will provide information to the Incident Director on protective actions such as sheltering or evacuation as directed by the Regional Control Group.

- The Liaison Officer or his/her representative will liaise with the Regional Emergency Operations Centre (REOC).
- Keep the Board staff and the Board Operations Centre informed about the latest sector safety status, as provided by REOC.
- Establish and maintain contact with the DEMO REOC;

#### **Upon contact with the REOC, the Liaison Officer will:**

- Liaise with other agencies represented at the REOC;
- Upon advice of the REOC Planning section and Medical Officer of Health, inform Incident Director which schools (by priority) require immediate evacuation and/or sheltering;
- If directed by the Regional Emergency Operations Centre Group (REOCG), advise Incident Director to initiate Sheltering Procedures and if necessary authorize the distribution of KI pills to students/ staff;
- Provide other assistance as required.

### **2.4 The Board Emergency Information Officer**

The Board Emergency Information Officer will be responsible for parent enquiries regarding school closures, evacuation and sheltering of students, and to disseminate news releases when directed. The Emergency Information Officer will liaise directly .With the Manager of Corporate Communications REOC to coordinate public information activities and provide information to be relayed to the Joint Information Centre (JIC) by the Peterborough Victoria Northumberland and Clarington Catholic District School Board Spokesperson. In addition, with the aid of staff at the Peterborough Victoria Northumberland and Clarington Catholic District School Board Operations Centre he/she will produce all media materials/fact sheets and record/retain all news releases and information presented by the media that relate to Peterborough Victoria Northumberland and Clarington Catholic District School Board operations.

Upon Notification the Emergency Information Officer will:

- Initiate contact with the Manager of Corporate Communications at the REOC to determine appropriate communications strategy and key messages;
- Develop clear public announcements with the Incident Director and Board Chairperson. All media releases will be coordinated with the REOC;



- Upon confirmation with the REOC Manager of Corporate Communications, issue authorized news releases to the media as necessary;
- Keep the public and parents informed regarding the status of schools, through the Joint Information Centre (JIC).
- Provide other assistance as required

## **2.5 The Operations Sector**

The Operations Sector will be responsible for the prompt and effective evacuation of all staff, students and day cares from schools located within the 10 km Primary Zones to Temporary Holding Centres and/ or Evacuation Centres outside that area. The Operations Sector will also ensure all key custodial staff and maintenance personnel are briefed on the emergency and required details to support the evacuation efforts and operation of all affected Peterborough Victoria Northumberland and Clarington Catholic District School Board emergency facilities. Custodial staff will be reassigned to evacuating or receiving schools as determined necessary.

Immediately upon receipt of a communication from the PVNCCDSB Representative the Operations Sector shall report to the Emergency Operation Center and shall, as directed, implement pre-planned procedures by:

- Inform all schools in the Primary Zone that the Boards Nuclear Emergency Procedure is being activated and to be aware of the possibility of evacuation or sheltering;
- Establish contact with other affected PVNCCDSB sites/ schools (evacuation sites, temporary holding sites, reception centres) and advise administration at these sites of the situation and response;
- Ensure all key custodial and maintenance personnel are briefed on the emergency and required details to support the evacuation;
- Be prepared to re-assign custodial staff from other schools to assist the receiving school(s);
- Arrange for the schools designated as the Temporary Holding Centres for incoming students;
- Evacuate/ close the schools in the Primary Zone as directed/ approved by the REOCG and Board Incident Director. All students will remain in the care of school administration until collected by or joined by the parents/ guardians;
- As necessary advise the Superintendent of Schools to arrange for the schools designated as Evacuation Centres and Reception Centres to suspend classes and to be vacated as per the REOCG and allow the Regional Emergency Response Teams to set up the facilities as planned;
- As necessary, advise the STSCO Chief Administrative Officer to ready themselves for possible evacuation or sheltering. The STSCO Chief Administrative Officer will coordinate the Transportation Department staff in contacting all contracted bus operators to advise them of the situation and request that they prepare all equipment and drivers for possible deployment;



- Ensure all schools selected for evacuation are forewarned by telephone and then evacuated promptly. If necessary, dispatch vehicles to schools to provide communications. Relay these communications to the Liaison Officer;
- Make provisions to "free up" student buses or the Board maintenance vehicles to support the evacuation;
- Coordinate transportation resources which may be pooled or supplemented if the schools located in specific sectors have to be evacuated rapidly, under direction of the REOCG; and,
- Provide other assistance as required.

### **3. Notifications And Activation**

As detailed in the Durham Region Nuclear Response Plan, Section 5, initial notification will be made with the Board according to the Nuclear Notification Procedures.

#### **3.1 DEMO Duty Contact**

Upon notification of a nuclear emergency DEMO shall, in accordance with the Durham Region Nuclear Emergency Plan, be responsible to contact the Incident Commander, or the Operations Chief/Liaison Officer at the PVNCCDSB. A contact list is attached in the Board's Emergency Response Plan. This contact list will be updated by the Board each September and forwarded to DEMO for their records.

DEMO shall, as part of the initial notification, include the Notification Category, Response Actions and other pertinent information available at that point in time. Upon notification from the Provincial Emergency Operations Centre (PEOC), the DEMO Duty Contact will initiate the activation of the Durham Region Emergency Operations Centre (REOC).

In the event there is any doubt as to the authenticity of the call, Incident Commanders or the teacher in charge may obtain clarification by only telephoning the Peterborough Victoria Northumberland and Clarington Catholic District School Board Operations Centre at **1-705-748-0105** or 1-705-748-4861.

#### **3.2 PVNCCDSB liaison with the REOC**

Upon activation of the PVNCCDSB Emergency Operations Centre, the Liaison Officer will contact the REOC and will perform the following duties:

- Determine the level of use of school facilities required during the recovery period.
- Maintain needed facilities as care centres/host schools as needed.
- Determine resource requirements to accomplish recovery support.
- Provide damage assessment information for all school facilities and equipment.
- Communicate the decision to terminate operations to PVNCCDSB staff and to provide the information to all school staff and students.

### **3.3 Evacuating School Incident Commanders (Principals)**

- Upon notification of the emergency and receipt of a request to "prepare to evacuate", the School Incident Commander will activate the school evacuation plan; and,
- During the evacuation, the School Incident Commander will remain in contact with the Board Operations Officer.

### **3.4 Receiving school Incident Commanders (Principals)**

Upon receipt of a communication from the Board Operations Section, the School Incident Commander of the designated receiving school shall:

- Suspend all classes and ensure the orderly dispatch of students from school property if necessary, and if applicable, contact the STSCO Chief Administrative Officer to arrange transportation of those students normally bused home.
- Address all duties as assigned in the school emergency evacuation plan.
- If students or staff still remain in the Temporary Holding Centre past regular school hours, and the Temporary Holding Centre cannot continue to be staffed at adequate levels, the School Incident Commander shall contact the Board Operations Section for assistance.

### **3.5 Childcare Supervisors**

#### **During Regular School Hours:**

Upon notification of an emergency from the School Principal and a request to "prepare to evacuate", the child care supervisor will:

- Activate the childcare emergency plan;
- Remain in contact with the Principal (School Incident Commander);
- Prepare a brief message for the telephone answering message informing parents of the situation and arrangements to meet their child at the Temporary Holding Centre;
- Listen to the radio or watch television for information on emergency routes and reception centres;
- If evacuated, post a sign indicating what time the evacuation took place and location children may be picked up;
- Pack an "emergency kit" including:
  - Blankets
  - Medication box, Medication book
  - Special foods and baby supplies, formula,diapers
  - Canned goods, wrapped snacks for children
  - Water

- Name tags identifying child's name and centre name
- Parent/guardian contact information
- Perform a head count to ensure all children and staff are accounted for;
- When departing, the supervisor should set all ventilation systems to 100% re-circulation or turn off ventilation;
- Turn off appliances (except freezers and refrigerators). Do not turn off gas unless instructed to do so;
- Close and lock all windows and doors;
- Check all rooms and storage areas, close doors;
- Take daily attendance sheets, emergency cards, vital medications and KI tablets; and,
- If using your own transportation, turn off vents and close windows. Use vehicles with sufficient gas.

**Before and After Regular School Hours (including Holidays):**

When evacuation with their respective school is not an option, each child care program must have an evacuation plan and means to evacuate. Childcare Supervisors must ensure their evacuation plan outlines alternate arrangements for transportation to pre-designated Temporary Holding Centres.

School-based Childcare Supervisors should consult with the Durham Region Social Services Department and their local municipality annually, to update/exchange evacuation data.

**4. Temporary Holding Centers**

Temporary Holding Centres shall be established to provide **interim shelter to all staff and students transported from PVNCCDSB schools situated within the 10 km Primary Zone to hold students temporarily until collected only by a parent or guardian.**

Area Schools must ensure that schools provide the students and parents on an annual basis, with information concerning the school's designated THC's, school closure arrangements and the administration of potassium iodide (KI) tablets, where applicable for nuclear emergencies.

**4.1 Locations of Temporary Holding Centre(s)**

The following Board schools have been selected as THC's in the event of a nuclear emergency:

--	--

SCHOOL ADDRESS	CONTACT NUMBER
St. Peter's Secondary 733 Parkhill Road West Peterborough	(705)-745-1358
Holy Cross Secondary 1355 Lansdowne St. West, Peterborough	(705)-748-6664

While these facilities are primarily used as THC's, they may be converted to Evacuation Centres upon direction from the REOC.

## 4.2 Roles and Responsibilities at Temporary Holding Centres

During the initial stages of the emergency, the School Incident Commander shall retain the school population until in their judgment it is no longer feasible to do so. The Incident Commander shall consider the implications on scene and recommend to the Board Incident Director/Operations Officer, located at the PVNC Board Office, that classes be suspended.

During regular school hours, the receiving School Incident Commander and teaching staff are expected to remain at school and provide assistance to incoming schools. Outside school hours, participation in such emergencies is voluntary. The incoming teachers continue to be responsible for their students until parents take over, or until students have been transported to an Evacuee Centre.

The receiving school Incident Commander is responsible for the overall direction and implementation of the receiving school plan. The receiving School Incident Commander will act as the coordinator for the school receiving staff.

## 5. Reception Centres

### 5.1 Reception Centre Locations

The Reception Centre is a facility **outside the 10 km Primary Zone, through which evacuees will pass to receive assistance**, which would normally include first aid, monitoring and decontamination, and issue of potassium iodide tablets, if required, and subsequent redirection to an Evacuation Centre. The closest Reception Centre is:

**Sir Sandford Fleming College  
599 Brealey Drive, Peterborough,  
Ontario**

## 6. Evacuation Centres

The purpose of Evacuation Centres **shall be to provide access to Department of Social Services teams who shall receive and register evacuees, and provide food and accommodation for the duration of the nuclear emergency.**

In accordance with Durham Region Nuclear Emergency Plan, and the Durham Region Health Department, each District School Board must ensure all schools in the PZ provide parents and students, on an annual basis, with information concerning evacuation including THC location, sheltering and KI pill issue arrangements.

## 6.1 Evacuation Centre Locations

In addition to their role as Temporary Holding Centres (THCs), the following schools serve as designated Evacuation Centres:

SCHOOL ADDRESS	CONTACT NUMBER
St. Peter's Secondary 733 Parkhill Road West Peterborough	(705) 745-1358
Holy Cross Secondary 1355 Lansdowne St. West, Peterborough	(705) 748-6664

## 6.2 Evacuation Roles & Responsibilities

Roles and responsibilities can be found in the schools emergency evacuation plan and should be addressed immediately upon impending evacuation.

## 7. Schools Not In Evacuated Sectors Or Outside The 10 Km Primary Zone

As transportation requirements will affect regular bussing, students of schools that are outside of the 10 km Primary Zone may require pick up by parents. Until such time, students are the responsibility of the Principal and staff.

Bus runs are likely to be disrupted if an emergency precedes or coincides with dismissal time. In this case, the Principal and staff remain responsible for the children, who are normally bused, until parents pick them up or until normal bus runs can be established.

A school within the 10 km zone may be in a sector which has not been evacuated and may have students who live in evacuated sectors. Students who live in evacuated sectors but attend school outside of these areas will not be allowed to return to their homes, therefore these

students shall remain at school until picked up by parents or guardians, or will be bussed to the appropriate Evacuation Centre to be reunited with parents. Principals of such students shall attempt to contact parents to provide information regarding the status of the student and arrangements to be made. Information relating to any relocation of a student will be made available to the PVNCCDSB Emergency Operations Centre staff to provide to the Public/Parent Inquiry section of the Communications Team. These students remain at the school until parents arrive or evacuation occurs. If students are being bused home and the sector in which they live is being evacuated, the bus driver will likely have received instructions by radio. In any event, the sector will be blockaded. These children will likely be routed to the evacuee center.

The Emergency response team shall remain in contact with the Transportation Department, if possible. Otherwise await appropriate instructions.

## 8. Transportation Planning- STSCO (School Buses)

In the event that protective action decisions entail the evacuation of schools (i.e. movement of students from the school to Temporary Holding Centres, Reception Centres or Evacuation Centres. ), school officials will provide the capability to mobilize transportation resources to promptly evacuate students and staff from the schools.

### 8.1 Prioritizing School Bus Use

During regular school hours, the Student Transportation Services of Central Ontario (STSCO), shall have priority in the use of school buses. Only when the Chief Administrative Officer has completed the evacuation will school buses be released for other purposes. School bus lines affected are:

COMPANY NAME	CONTACT	PHONE NUMBER
Ames Coach Line	Terri Ames	705-653-2520
Century - Whitby	Lynda Pearson Trystin Earle	905-430-6888
Century - Peterborough	Stephen Collins Lauren McNickle	705-748-6301
Century - Port Hope	Courtney Davis	905-885-9419
Freeman	Blair Freeman Cindy Freeman	613-392-9473
Hamilton Bus Lines	Dana Heard Jenn Toth	705-652-6090
First Student	Matt MacMaster	1-800-361-1950
Martin's Bus Services	Sean Payne	613-394-3403

	Sam Fletcher	
Rutherford Trans	Peggy Minifie	905-355-2986
STC	Lisa Taylor	705-743-0166

Once the PVNCCDSB has completed the evacuation, the STSCO Chief Administrative Officer shall be responsible to ensure that the PVNCCDSB Incident Director at the School Board Operational Centre is advised accordingly.

## 8.2 Determining Bus Load Capacity

**For Exercise Purposes Only** - As all buses will be normally of 72 passenger capacity for an exercise, the following guideline should be utilized by Incident Commanders to determine bus capacity for their respective needs.

Grade K- 6 students incl. teachers(s)- 3 per seat= 72 passengers

Grade 7-12 students incl. teacher(s)- 2 per seat= 48 passengers

**For Exercise Purposes Only** - Wheelchair vehicles will be provided during all exercises. These vehicles will load up to a maximum of 4 spaces plus 2 seated. If the number of wheelchair students exceed the capacity of 6, additional wheelchair vehicles will be provided.

**For An Actual Nuclear Emergency** the following will apply:

- **All buses, except wheelchair vehicles**, will be authorized to carry extra passengers, up to but not exceeding one third of the seating capacity of the bus(es) provided. E.g. 72 passengers plus one third = 95 passengers.
- **Wheelchair vehicles** may not be readily available, therefore Incident Commanders may be required to use standard type buses to transport wheelchair students away from their sector in question.

## 9. Child Care Centres

### 9.1 Child Care Supervisors

**DURING REGULAR SCHOOL HOURS**, each school based childcare facility will evacuate normally with its respective school to pre- designated Temporary Holding Centres (THC's). Accordingly, the Childcare Supervisor shall initiate and maintain preplanned sheltering and evacuation procedures. Childcare Supervisors are responsible for their staff and children at all times.

**BEFORE AND AFTER REGULAR SCHOOL HOURS (INCLUDING HOLIDAYS)** when

evacuation with their respective school is not an option, each child care program must have an evacuation plan and means to evacuate. Childcare Supervisors must ensure their evacuation plan outlines alternate arrangements for transportation to pre-designated Temporary Holding Centres.

School-based Childcare Supervisors should consult with the Durham Region Social Services Department and their local municipality annually, to update/exchange evacuation data.

## **10. Recovery Actions**

The Recovery phase begins immediately following the emergency and involves transportation to return evacuees to their residences or institutional facilities. PVNCCDSB staff will be required to monitor the designated media to determine when this will be appropriate and whether longer term planning will be required. Depending on the circumstances, staff and students may be displaced from their schools and/or homes for an extensive period of time. In such a case, arrangements will be made by the Province and Regional/Municipal authorities to provide alternate accommodations and/or educational facilities.

## **11. Review Procedures**

### **11.1 Training & Exercises**

Incident Commanders of schools subject to evacuation, use as a Temporary holding Centre or Evacuation Centre are responsible for reviewing their procedures annually to ensure they are current and should exercise the plans and procedures annually.

### **11.2 Amendments /Updates**

In accordance with Appendix G of the Durham Nuclear Emergency Plan, the following information must be compiled and forwarded to DEMO on an annual basis.

- Each District School Board shall designate a staff member as a primary contact and alternate contact point for initial notification of a nuclear emergency event. (Incident Director and Liaison Officer) This information will be kept current and provided to the Durham Emergency Management Office.
- Each District School Board shall designate a staff member to report to the REOC as a liaison upon request.
- Maintain and review on an annual basis District School Board evacuation planning data for each of the Darlington and Pickering PZs. The data must include, as a minimum: name of school; number of students; number of staff; number of required evacuation buses and the designated THCs. For schools in the Contiguous Zones, planning data should also include time estimates for mobilizing transportation, bus travel to school(s), loading students and bus travel to a Reception Centre.
- Ensure all schools in the PZ provide parents and students, on an annual basis,



with information concerning evacuation including THC location, sheltering and KI pill issue arrangements.

- Ensure all appropriate schools review evacuation arrangements, THC reception, in-place sheltering and KI pill issue procedures annually and exercise these regularly.
- Exercise the District School Board's initial notification procedures for schools in the PZs on an annual basis.

## PVNCCDSB Staff Nuclear Emergency - Initial Notification Form

1. Complete Notification Message									
ITEM									
1	This is	Name	Position						
2	A reportable event under the Provincial Nuclear Emergency Plan has occurred at the station	Time: (0-24 hours)			Y	Y	M	M	D
3	<b>The notification category is a</b> <input type="checkbox"/> On-site emergency <input type="checkbox"/> General emergency <input type="checkbox"/> No emission has occurred		<input type="checkbox"/> Emission was terminated at: _____ hrs <input type="checkbox"/> Emission ongoing/occurring <input type="checkbox"/> Emission is expected in approximately _____ hrs						

### SCHOOL BOARD ACTIONS

4. Notify following school board officials **IMMEDIATELY** at 705-748-4861 (Repeat the message exactly as received). verbal contact has been made with each official.

**\*\*\* PLEASE REFER TO THE CONFIDENTIAL EMERGENCY CONTACT LIST\*\*\***

<b>Official Notified</b>	<u>Contact Made</u>	<u>Local Time</u>
--------------------------	---------------------	-------------------

Joan Carragher, Director of Education

OR

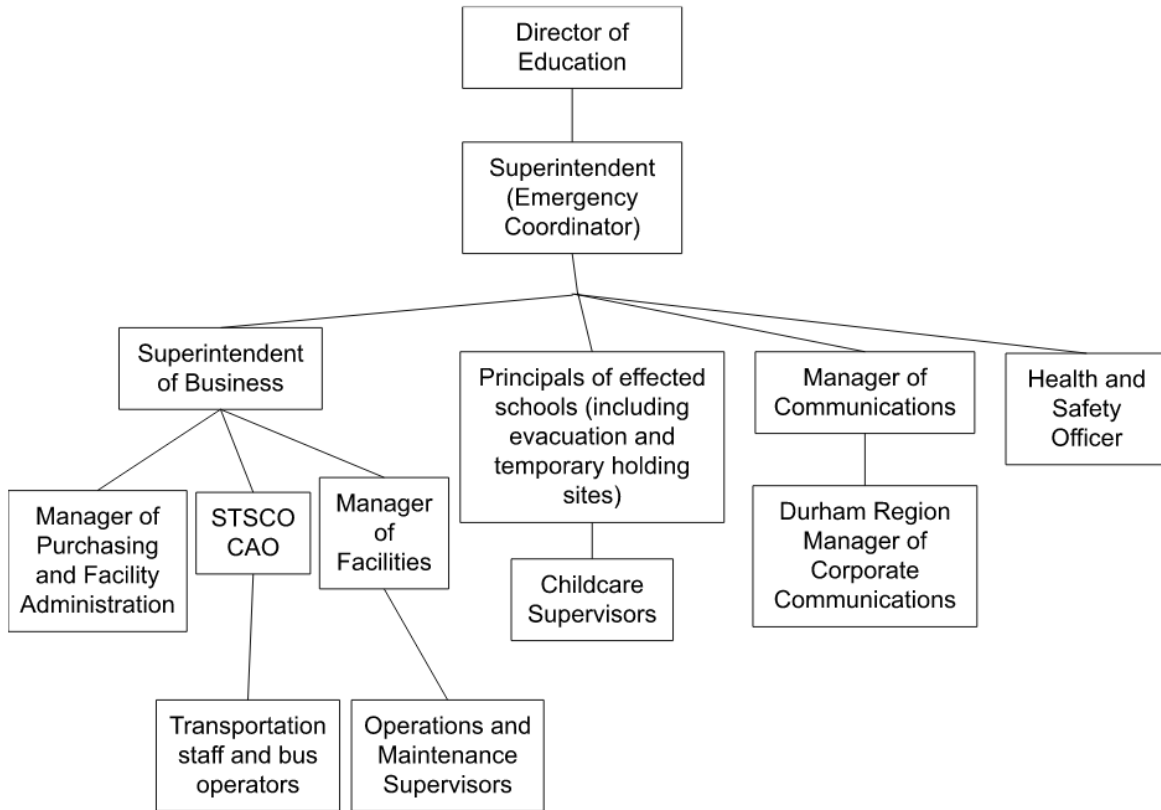
Sean Heuchert, Superintendent

OR

Galen Eagle, Mgr. Communications/  
Freedom of Info/ PP

One of the three contacts above will relay the emergency information to Admin Council Members, STSCO/TLDSB Transportation and the Health & Safety Officer

# PVNCCDSB Nuclear Organizational Chart



## Emergency Response Staff Checklists

Time Initiated	Time Completed	Description	
<b>1.1 DIRECTOR OF EDUCATION</b>			
		1.1	After consultation with the Emergency Coordinator, authorize the evacuation of the schools in the proposed endangered zone.
		1.2	Ensure all known details of the accident, and the position of the REOCG is full understood by the Emergency Coordinator.
		1.3	Determine with the Emergency Coordinator, the schools to be evacuated, and the schools to which they will be relocated.
		1.4	Inform the REOCG of the decision to evacuate the schools, and the receiving school locations.
		1.5	Be prepared to assist the Emergency Coordinator, if required.
		1.6	Keep the Municipal or Regional Manager informed on the current progress of the evacuation, complete with any pertinent reports and assessments.
		1.7	Be prepared to dispatch the Board Liaison Officer to the Regional or Municipal EOC if needed.
		1.8	Be prepared to coordinate the Board response with the Municipal or Regional EOC.
		1.9	Designate spokesperson.

## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.2 EMERGENCY COORDINATOR</b>			
		1.2.1	Report to the PVNCCDSB Operations Centre, and alert the other members of the control.
		1.2.2	Assist the Director of Education to determine which schools will be evacuated and where the people will be moved.
		1.2.3	Contact the evacuating school principal(s) and inform him/her/them to prepare to evacuate as per the school evacuation.
		1.2.4	Request principal(s) to provide details on the number of evacuees (staff, students, tradesmen or contractors in the school, visitors, etc.) and any special requirements such as handicapped or wheelchair students and transportation needs.
		1.2.5	Contact the receiving school principal(s) and inform him/her/them to activate the receiving plan. Advise that further information on the number of evacuees, special requirements, etc. will be provided as soon as known.
		1.2.6	Brief key personnel on the nature of the emergency, and the procedures to be followed.
		1.2.7	Coordinate operations.
		1.2.8	Arrange for additional support staff as required.
		1.2.9	Determine and request support services (police, ambulance) as required, in consultation with the Director of Education. If the ROC is activated, this support is to be requested through REOCG staff.
		1.2.10	<p>If notification to activate is received, the designated Board representative is to join the RCG/ROC. Perform the following:</p> <ul style="list-style-type: none"> <li>● Arrange for the schools designated as Evacuee Centres and Reception Centres to be closed and vacated. Allow the Regional Emergency Response Teams to set up the facilities as planned</li> <li>● Arrange for the schools designated as the Temporary Holding Centres for students to be closed and vacated for incoming students.</li> <li>● Evacuate/close the schools in the Primary Zone as directed/approved by the RCG. All students will remain in the care of school administration until collected by or joined by the parents/guardians.</li> <li>● The Board representative in the RCG shall keep the public and parents informed regarding the status of schools, through the Joint Information Centre.</li> <li>● The Board representative shall also keep the Board staff and the Board Operations Centre (if applicable) informed about the latest sector safety status.</li> </ul>

## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.3 STSCO Chief Administrative Officer</b>			
		1.3.1	Establish communication with the affected schools by dispatching vehicles to these schools.
		1.3.2	Establish communication with the Board Transportation Centre (garage).
		1.3.3	Establish communication with the Regional and Municipal EOCs.
		1.3.4	Request assistance from amateur radio operators as required.
		1.3.5	Provide staff to receive and transmit messages as required, and ensure incoming messages are relayed to the emergency coordinator.
		1.3.6	Upon arriving at the Board Emergency Operations Centre, ensure all Transportation Department key personnel are briefed on the emergency, and are prepared to answer any requests from the evacuating and receiving schools.
		1.3.7	Make provision to "free-up" student buses or the Board maintenance vehicles to support the evacuation.
		1.3.8	Contact the Transit Coordinator, ROC and request transportation support, if required.
		1.3.9	Contact the Regional Works Department and request support vehicles, if required.
		1.3.10	Direct transportation requirements to support evacuation.
		1.3.11	The Chief Administrative Officer will coordinate and, if necessary, adjust the transportation routes for school buses normally operating in the Primary Zone. The buses carrying students will not be permitted to enter/pass through sectors where evacuation or sheltering has been imposed or which have been color-coded other than "Green".
		1.3.12	Transportation resources may be pooled or supplemented if the schools located in a specific sector have to be evacuated rapidly, under the direction of RCG.
		1.3.13	After the evacuation of designated schools has taken place, place the Board transportation resources at the disposal of RCG for use in evacuation of such facilities or individuals who do not have their own means of transportation.

## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.4 MANAGER OF FACILITY SERVICES</b>			
		1.4.1	Upon arriving at the Emergency Operations Centre, ensure all key custodial and maintenance personnel are briefed on the emergency and required details to support the evacuations.
		1.4.2	Be prepared to re-assign custodial staff from other schools to assist the receiving school(s).
		1.4.3	Be prepared to assign maintenance support staff to the evacuating or receiving schools if required.
		1.4.4	Direct the Plant and Maintenance Departments to support the emergency activities.

## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.5 MANAGER OF COMMUNICATIONS &amp; FREEDOM OF INFORMATION/ PROTECTION OF PRIVACY</b>			
		1.5.1	Upon arriving at the Emergency Operations Centre, receive detailed briefing by the Emergency Coordinator.
		1.5.2	Liaise with spokesperson who will be the only person to comment and/or respond to the media and public.
		1.5.3	Notify legal authorities and insurance agents if there is a possibility of legal action or litigation and have them on site of the emergency.
		1.5.4	Develop clear public announcements with the Director of Education and Board Chairperson.
		1.5.5	Define crisis in writing by preparing a chronology or other type of fact sheet.
		1.5.6	Assist the spokesperson in any manner requested to deal with the media and/or public.
		1.5.7	Identify suitable facilities where media representatives can work and hold news conferences.
		1.5.8	Present a fact sheet about the school region or Board for use as a handout.
		1.5.9	Provide spokesperson with details and comments for the media and public.
		1.5.10	Provide identification name cards for all media and Emergency Preparedness Committee members.
		1.5.11	Answer all on-going inquiries from the media and public announcement times.
		1.5.12	Answer all inquiries from the Trustees.
		1.5.13	Inform all relevant groups – Crisis Preparedness Team
		1.5.14	Direct all public information activities.
		1.5.15	If the ROC is activated, establish and maintain contact with its Emergency Public Information Director and coordinate activities with him/her.
		1.5.16	Access important equipment such as desks, chairs, a photocopier, extra computers, fax machine and electrical outlets for media use.



## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.6 - MANAGER OF PURCHASING, PLANNING AND FACILITY ADMINISTRATION</b>			
		1.6.1	Activate the communications. System in the Board Operations Centre and ensure that all equipment is working.
		1.6.2	Upon arriving at the Emergency Operations Centre, contact receiving school(s) cafeteria or lunch room supervisor (in some schools without feeding facilities the principal will be contacted for details or requirements for feeding).
		1.6.3	If additional support staff is required, arrange to transfer staff from other schools.
		1.6.4	Arrange to provide daycare feeding, if required
		1.6.5	Arrange for additional food, beverages, etc., to be delivered to receiving school.
		1.6.6	Request delivery of food, etc., by the Manager of Purchasing, Planning and Facility Administration.
		1.6.7	Arrange for relocation of staff by the STACO Chief Administrative Officer.
		1.6.8	In a major emergency when municipal EOCG is activated, food service requirements may have to be coordinated through the Director of Social Services.

## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.7 – EVACUATING SCHOOL PRINCIPAL</b>			
		1.7.1	Upon notification of the emergency and receipt of a request to "prepare to evacuate", the principal will -activate the school evacuation plan
		1.7.2	When ready to evacuate, the principal will notify the Director of Education and request authority to leave the building.
		1.7.3	On receiving authority to evacuate the building, the principal will direct the evacuation to the designated receiving location.
		1.7.4	During the evacuation, the principal will remain in contact with the emergency Coordinator through the Manager of Communications and FOI/PP.
		1.7.5	Evacuation proceedings and time of arrival will be forwarded to the receiving location.
		1.7.6	Provide sheltering

## Emergency Checklist

Time Initiated	Time Completed	Description	
<b>1.8 – RECEIVING SCHOOL PRINCIPAL</b>			
		1.8.1	When notified of the evacuation by the Emergency Coordinator, the receiving school principal will activate the receiving school plan.
		1.8.2	Assistance or support should be given to the Emergency Coordinator.
		1.8.3	Numbers of evacuees and special arrangements, i.e. daycare, will be made available to the receiving principal as soon as the information is known.
		1.8.4	All special requirements, i.e. bus disembarking areas will be determined and advised as soon as possible.
		1.8.5	The receiving school principal will remain in contact with the Emergency Coordinator.

## Parental Consent For Administration Of Potassium Iodide

### Sample Letter

(School/ Letterhead)

Date:

Dear Parents/Guardian

In the event of an accident at the (Darlington or Pickering) Nuclear Generating Station, radioactive material may escape from the Station. One type of radioactive material which may be released is radioiodine. If radioiodine is inhaled, it is absorbed by the thyroid gland (a small organ located at the front of the neck, at the base of the throat). The ingestion of the Potassium Iodide (KI) pill will minimize the amount of radioiodine absorbed in the thyroid.

It is expected that there will be plenty of time to close our school and evacuate your child before any radiation exposure occurs. However, a decision has been made to pre- distribute potassium iodide (KI) pills to all schools within a 10 km radius of the nuclear generating stations.

The PVNCCDSB has notification procedures to alert each school in case of a nuclear emergency. The provincial authorization to administer KI and the dosage instructions will be broadcast by designated radio and television stations. I have been instructed that the issue of these pills is subject to the direction of the Province. If I am unsure that this protective measure is legitimate, I will immediately contact the school board office to verify the authenticity of the media announcement.

There may be some reaction to potassium iodide pills for individuals allergic to iodide. For this reason, it is important for parents to notify the school if they suspect/know their child may have an allergic reaction. The use of potassium iodide pills is voluntary. Therefore we request that you\_ confirm your wishes regarding the administration of KI to your child on the attached form and return it promptly to the school.

Yours truly,  
Principal

**Nuclear Emergency Procedures**

## Parental Consent For Administration Of Potassium Iodide (Sample Consent Form)

The use of KI pills is voluntary. For questions regarding thyroid blocking and potassium iodide, please contact Durham Region Health Department at (905) 723-8521.

The Provincial Nuclear Emergency Plan approved doses for thyroid blocking (65 mg. pills) are based on the current World Health Organization, Health Canada and Canadian Nuclear Safety Commission (CNSC) Group of Medical Advisors recommendations. **They are:**

- Birth through one month                      ¼ pill
- 1 month through 3 three years              ½ pill
- 3 to 12 years                                      1 pill
- 12 to 18 years (over 150 lbs)              2 pills
- 12 to 18 years (less than 150 lbs)      1 pill
- 18 years and over                              2 pills

(12 to 18 year olds who are approaching 150 lbs and unsure of their weight should take 2 pills.) No adverse effect will occur with this age group/dose combination.)

**Note:** Larger doses than those prescribed above will increase the risk of side effects and are not recommended by the World Health Organization.

---

If directed by the Province of Ontario or Emergency Management Ontario,

I GRANT permission for my child \_\_\_\_\_ to be administered potassium iodine (KI) in the prescribed dose.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Parent or Guardian)

---

I DO NOT GRANT permission for my child \_\_\_\_\_ to be administered potassium iodine (KI) in the prescribed dose.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Parent or Guardian)

## Administration For Potassium Iodide (KI) Pills For Schools Located In The 10 Km Primary Zones

The following guidelines apply to all Peterborough Victoria Northumberland and Clarington Catholic District School Board schools and school board child care facilities located within the 10 km primary zone.

The principal of each school, and/or supervisor of the childcare facility shall ensure that:

- a) Potassium iodide (KI) pills are stored at room temperature in a dark location.
- b) Potassium iodide pills shall be administered to students and staff only upon the direction of the School Board Representative/ROC.
- c) The dose as follows:

	# Of 65 mg tablets	# of 130 mg tablets
Children (3-12 years)	1	0.5
Adolescents (12 – 18 years, less than 150 lbs/70 kg)	1	0.5
Adolescents (12-18 years, more than 150 lbs/70 kg)	2	1
Adults	2	1

- d) . Children and staff allergic to iodide\*\*\* to be identified beforehand \*\*\*.

Note: If an individual is known to have an allergic reaction to iodide, do not issue a KI pill to him/her. If an individual is on a salt free or \_low iodide salt diet, assume it is due to a reaction to iodide. To determine (d) above, principals are to use the school board's Registration Waiver or equivalent.

**NOTE:** QUESTIONS REGARDING KI PILLS MAY BE DIRECTED TO THE REGIONAL MUNICIPALITY OF DURHAM HEALTH DEPARTMENT AT (905) 723-8521.

## Evacuation Statistics

Evacuation Statistics for Clarington Schools in the Primary Zone of Darlington Nuclear Generating Station:

Name of School	Sector	#of Students	All Staff	Total	#of Buses Required	Temporary Holding Centre
Mother Teresa CES	02					Holy Cross CSS
Good Shepherd CES	02					Holy Cross CSS
Holy Trinity CSS	02					Holy Cross CSS
<b>Total Sector 02</b>						
St. Elizabeth CES	04					St. Peter CSS
St. Stephen CSS	04					St. Peter CSS
<b>Total Sector 04</b>						
St. Joseph CES (Bowmanville)	05					St. Peter CSS
Holy Family CES	05					St. Peter CSS
<b>Total Sector 05</b>						
Monsignor Leo Cleary CES	010					Holy Cross CSS
<b>Total Sector 010</b>						
<b>Total All Sectors</b>						

### Determining Bus Load Capacity

For Exercise Purposes Only - As all buses will be normally of 72 passenger capacity for an exercise, the following guideline should be utilized by Principals to determine bus capacity for their respective needs.

Grade K- 3 students incl. teacher(s)- 3 per seat= 72 passengers Grade 4- 6

students including teacher(s)- 3 per seat= 60-65 passengers Grade 7 -12

students incl. teacher(s) - 2 per seat = 48 passengers

## Affected Schools In The 10 Km Primary Zone

SCHOOL	TEMPORARY HOLDING AND EVACUATION CENTRE	PHONE NUMBER
Monsignor Leo Cleary CES, Courtice	Holy Cross CSS	705-748-6664
St. Mother Teresa and Day Care Centre, Courtice	Holy Cross CSS	705-748-6664
Good Shepherd CES, Courtice	Holy Cross CSS	705-748-6664
Holy Trinity CSS, Courtice	Holy Cross CSS	705-748-6664
Holy Family CES, Bowmanville	St. Peter CSS	705-745-1358
St. Joseph CES, Bowmanville	St. Peter CSS	705-745-1358
St. Elizabeth CES, Bowmanville	St. Peter CSS	705-745-1358
St. Stephen CSS, Bowmanville	St. Peter CSS	705-745-1358



# Appendix M - Cybersecurity Incident

## Purpose

The purpose of this appendix is to define a specific process for managing information security incidents to minimize their impact on the organization, thus ensuring that the best possible levels of service quality and availability are maintained. The Cybersecurity incident response plan is foundational to help ensure that the incidents/requests are processed consistently and that none are lost. This appendix provides an overview to the response program and defines the framework to follow when a playbook does not exist for a particular incident yet.

This Cybersecurity incident management plan will be regularly reviewed, evaluated, and updated as part of the continuous security program. This also involves appropriate training of resources expected to respond to security incidents, maintenance of incident playbooks, as well as the training of the general population regarding the organization's expectation of them relative to security responsibilities.

## Definitions

*Information security event:* Identified occurrence of a system, service, or network state indicating a possible breach of information security policy or failure of controls.

*Information security incident:* Single or series of unwanted or unexpected information security events that have a significant probability of compromising business operations and threatening information security.

*Incident Responder:* Any member of the PVNCCDSB staff who is involved in the remediation process. At various times, members of the Helpdesk, IT Services, and the Manager of IT Services are the core incident responders. At times, other parties (internal and external) may be ad hoc responders as well.

*Playbook:* A set of specific instructions related to a particular type of cybersecurity incident, e.g. data exfiltration as a result of a phishing attack. Playbooks will be developed by IT Services through an assessment of severity and likelihood of these incidents.

## Roles and Responsibilities

Cybersecurity Incident Response Coordinator:

The Cybersecurity incident response coordinator will be tasked with ensuring all responders (formal and ad hoc) have open communication lines and have access to playbooks and other documentation that may be helpful to the response procedures. The coordinator will often facilitate any post-incident activities. The following will act as the Cybersecurity Incident Response Coordinator, in order of availability:

1. Information Security Administrator
2. Supervisor of Corporate Systems

### 3. Supervisor of Learning Technologies

#### Methods of Communication:

During an incident, communication between various parties may be critical. The following outline the preferred methods of communication, in order of availability:

1. If urgent: phone and/or text
2. If not urgent: email
3. For updates: conference bridge/Google Meet (as necessary)

#### Scribe for major Cybersecurity incidents:

The Scribe will be responsible for documenting response efforts *during* an incident. Establishing an accurate timeline of events is important to help in establishing what happened, as well as what did/did not work, leading to future improvements of the response processes. For current purposes, the Software Support Specialist for Operations and Security will act as the scribe.

#### Call escalation tree:

Efficient communication amongst the responders when an incident strikes allows the necessary parties to begin their remediation tasks as quickly as possible, potentially reducing the impact and scope of the incident. The following outlines how the responders will be notified:

- Information Security Administrator contacts Manager of IT, Superintendent for IT, Supervisor of Corporate Systems, Supervisor of Learning Technologies and Software Support Specialist (Operations & Security)
- Supervisor of Corporate Systems, Supervisor of Learning Technologies coordinates with their teams as necessary
- If either Supervisor of Corporate Systems or Supervisor of Learning Technologies are unavailable, the Software Support Specialist (Operations & Security) will contact their teams

#### Involved parties:

Individuals needed and responsible for responding to a security incident make up a Cybersecurity incident response team (CIRT), also known as the incident responders (this core team is **bolded**). Other members may be involved, as necessary, depending on the nature of the incident, including:

- Administration / Managers
- **Helpdesk (Level 1 Support)**
- **IT Services (Level 2/3 Support)**
- **Superintendent with responsibility for IT**
- Legal
- Human Resource Services
- Communications
- Director / Senior Staff

- Community Partners, Community Use of Schools
- Vendors
- Cyber Insurance / general insurance
- Law Enforcement
- Trustees

## Incident Assessment: Threat Escalation

Protocol:

Incidents should be assessed based on their impact to the organization and the scope of IT systems within the organization. The combination of these two factors will provide insight into the threat escalation protocol, indicating the parties involved.

Impact Criteria:

Evaluate the impact to a business function, data, and recovery efforts. Incident impact should be prioritized based on the below factors and tables.

- Current and future functional impact to any business functions or operations.
- The informational impact as it relates to the confidentiality, integrity, and availability of the organization data.
- The time and required resources needed to recover from the incident.

Impact Criteria	
Rating	Definition
High	Using the functional, information, and recoverability impact tables below, the incident has a <i>high</i> ranking across one or multiple of the three impact areas.
Medium	Using the functional, information, and recoverability impact tables below, the incident has a <i>medium</i> ranking as the highest ranking across one or a multiple of the three impact areas.
Low	Using the functional, information, and recoverability impact tables below, the incident has a <i>low</i> ranking across all of the three impact areas.
None	Using the functional, information, and recoverability impact tables below, the incident has a <i>none</i> ranking across all of the three impact areas and can be considered a false positive.

Table A. Definitions of functional impact

Ranking	Definition: Functional impact*
None	No effect to the organization's ability to provide all services to all users.
Low	Board is no longer able to provide some Tier-3 services to any users.
Medium	Board is no longer able to provide some Tier-2 services to any users.
High	Board is no longer able to provide some Tier-1 services to any users.

Note: Systems classification levels are defined in Supplemental 1.

Table B. Definitions of information impact

Ranking	Definition: Information impact
None	No meaningful information is exfiltrated or lost.
Low	A moderate amount of Internal data is exfiltrated or lost. No regulatory action is required and no penalties are incurred.
Medium	A small amount of Regulated data is exfiltrated or lost. There are regulatory and/or financial penalties incurred. AND/OR A small amount of Confidential data is exfiltrated or lost.
High	A significant amount of Regulated data is exfiltrated or lost. There are regulatory and/or financial penalties incurred. AND/OR A significant amount of Confidential data is exfiltrated or lost.

Table C. Definitions of recoverability impact

Ranking	Mapped to H/M/L	Definition: Recoverability impact
Regular	None	Time or cost to recovery is predictable with existing resources.
Supplemented	Low	Time or cost to recovery is predictable with additional resources.
Extended	Medium	Time or cost to recovery is unpredictable; additional resources and outside help are needed.
Not Recoverable	High	Recovery from the incident is not possible (e.g. sensitive data exfiltrated and posted publicly); launch investigation.

## Scope Criteria

The evaluation of Information Technology (IT) systems scope. IT systems incident scope is a critical component that aids in decision making throughout the incident management process. Incident scope should be prioritized based on the below factors.

Scope Criteria	
Rating	Definition
High	>20 individuals, systems, or processes affected (e.g.: malware) AND/OR >100 student records exfiltrated AND/OR >10 staff records exfiltrated AND/OR a server was compromised AND/OR administration and above was targeted AND/OR a crime was committed.
Medium	5 – 20 individuals, systems, or processes affected (e.g.: malware) AND/OR 50 – 100 student records exfiltrated AND/OR 5 – 10 staff records exfiltrated
Low	<5 individuals, systems, or processes affected (e.g.: malware) AND/OR <50 student records exfiltrated AND/OR <5 staff records exfiltrated.

## Threat Escalation Protocol

A threat escalation protocol is used to define the type of parties needed during the incident management process. Informing and consulting these parties during the incident management process is crucial when defending the organization against incidents. A threat escalation protocol clearly defines escalation procedures for incidents.

Table 1. Threat Escalation Protocol

Threat Escalation Protocol			
Impact	Scope		
	High	Medium	Low
High	Tier 1	Tier 1	Tier 2
Medium	Tier 1	Tier 2	Tier 2
Low	Tier 3	Tier 4	Tier 4

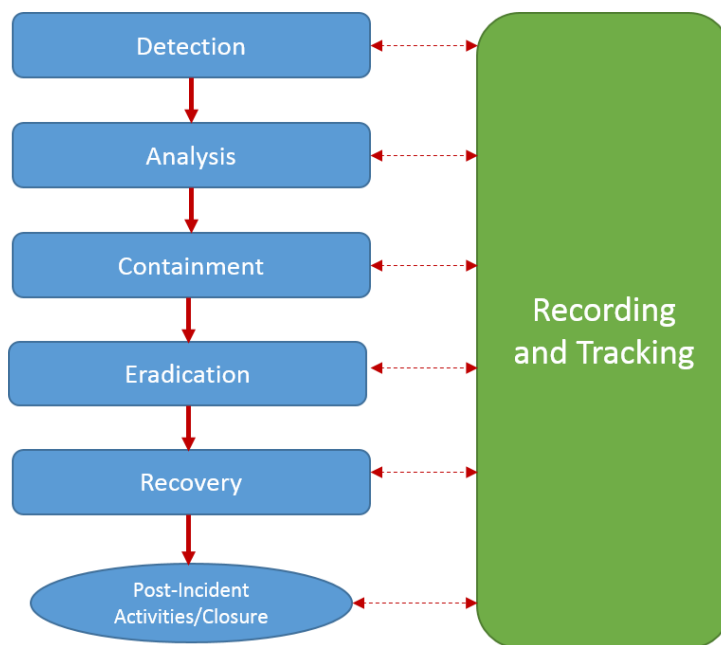
Threat Escalation Protocol	Criteria	Impacted Parties
Tier 1	High impact, high scope High impact, medium scope	Staff Students / families Administration / Managers Helpdesk (Level 1 Support) IT Services (Level 2/3 Support)

	Medium impact, high scope	<ul style="list-style-type: none"> <li>Manager of IT Services</li> <li>OSBIE</li> <li>Legal, if necessary</li> <li>Manager of Human Resources</li> <li>Manager of Communications</li> <li>Director / Senior Staff</li> <li>Community Partners, Community Use of Schools, if necessary</li> <li>Vendors, if necessary</li> <li>Law Enforcement, if necessary</li> <li>Trustees, if necessary</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>High impact, low scope</li> <li>Medium impact, medium scope</li> <li>Medium impact, low scope</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>Students / families (If impacted)</li> <li>Helpdesk (Level 1 Support)</li> <li>IT Services (Level 2/3 Support)</li> <li>Manager of IT Services</li> <li>Manager of Human Resources</li> <li>Manager of Communications</li> <li>OSBIE</li> </ul>
Tier 3	Low impact, high scope	<ul style="list-style-type: none"> <li>Staff</li> <li>Students / families (If impacted)</li> <li>Helpdesk (Level 1 Support)</li> <li>IT Services (Level 2/3 Support)</li> <li>Manager of IT Services</li> <li>OSBIE</li> </ul>
Tier 4	<ul style="list-style-type: none"> <li>Low impact, medium scope</li> <li>Low impact, low scope</li> <li>False positive</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>Helpdesk (Level 1 Support)</li> <li>IT Services (Level 2/3 Support)</li> </ul>

**High-level process workflow diagram**

For most likely, higher impact incidents, specific playbooks have been documented outlining the recommended response procedures for the core Cybersecurity incident response team.

If no playbook exists for an incident, the same framework can be applied for general response. Leverage the Threat Escalation Protocol (above) to include various parties, as needed.



### Supplemental 1: System Classification (based on criticality)

#### Critical/Core Tier 1 Business Functions: (8 hour response time)

- Payroll
- Teacher/staff absence
- Emergency communication
- HR records management
- Student records management
- Financial records management
- Content filtering
- Internet & cloud

#### Tier 2 Business Functions: (24 hour response time)

- Financial reporting & data entry
- Service desk
- Email
- eLearning
- Building controls
- Phone/VoIP

#### Tier 3 Business Functions: (48 hour response time)

- Health & safety reporting & training
- HR data entry reporting & training
- Printing
- Website

## **Supplemental 2: Data Classification (based on sensitivity)**

### Regulated:

- HR Records
- Student Records
  - E.g.: Health, personal information, academic information
- Financial

### Confidential:

- Performance (disciplinary) records
- Email
- Specific policies
- Student achievement records

### Internal:

- General policies
- Memos

### Public:

- Bus schedules
- Website information
- School staff trustee information
- News & events
- Student policies

## **Supplemental 3: Help Desk Ticket Information**

The following is additional information that should be collected by the helpdesk when a cybersecurity incident is suspected:

- Contact name and number of people reporting the incident.
- The type of data, information, or equipment involved.
- Whether the loss of the data puts any person or other data at risk.
- Location of the incident.
- Inventory numbers of any equipment affected.
- Date and time the security incident occurred.
- Location of data or equipment affected.
- Type and circumstances of the incident.



## Supplemental 4: Post-Incident Analysis Questions

### Incident Analysis:

1. What was the root cause of the incident?
2. How many users were affected?
3. What was the effect of the incident?
4. What was the remediation process? What happened and when, and by whom? Develop a timeline if necessary.

### Incident Response Quality:

1. Was the incident preparation sufficient?
2. Was the detection prompt? Why/why not?
3. Were formal procedures followed? How useful were those procedures?
4. What information and resources were needed sooner?
5. What should be done differently if this incident were to recur?
6. How can we improve information sharing with other organizations regarding this incident?
7. What corrective actions can we implement to prevent reoccurrence of this incident?
8. What signs (precursors or indicators) should we watch for to detect future recurrences?
9. Did staff adequately deal with the incident with respect to their assigned role and responsibilities?
10. What tools and resources are essential to detect, analyze, and mitigate future incidents of this nature?

### Incident Costs:

1. What is the associated monetary cost of the incident?
2. To what extent did the incident disrupt normal operations?
3. Was any data permanently lost? If so, what is the value of that data?
4. Was any hardware damaged? If so, what is the value of that damage?
5. Did the incident cause reputational damage to the business?

---

# Report to the Policy Development Committee

---

**Meeting Date:** Tuesday, May 30, 2023

**Presented by:** Jeannie Armstrong, Superintendent of Learning: Faith, Equity and Special Education Services.

**Subject:** Administrative Procedure 701: Equity and Inclusive Education

## Background:

In May of 2022, the Equity and Inclusive Education Policy was approved and implemented at PVNCCDSB. This policy ensured an appropriate framework to support the effective and on-going implementation of the Ontario Equity and Inclusive Education Strategy, and compliance with legislation such as the Ontario Human Rights Code, the Education Act, the Accessibility for Ontarians with Disabilities Act, and the Occupational Health & Safety Act (among others).

Following the passing of this policy, we continued to work collaboratively with community groups, staff and students to ensure appropriate voice in the writing of this Administrative Procedure. This Administrative Procedure was informed by the Demographic Student Census (2021) and Strategic Priorities surveys completed by staff and students.

Furthermore, in April 2021, the Religious Accommodation Guide was updated and became Religious Accommodation Administrative Procedure 702.

The Valuing Diversity Policy and Administrative Procedure does not align with Directional Policy 700, nor do they reflect current legislative requirements. As a result, we will delete Administrative Procedure 706: Valuing Diversity, and replace it with Administrative Procedure 701: Equity and Inclusive Education. This Administrative Procedure will support a second Administrative Procedure on Indigenous Education (Truth and Reconciliation), which will be brought to board in the Spring of 2024.

The completion of Directional Policy 700, Administrative Procedure: 701 and Administrative Procedure: 702 provides full and comprehensive support of policy requirements under current legislation and further reflects the current context of our socio-political educational environment.

## Recommended Changes:

Please note that the Administrative Procedure 701: Equity & Inclusive Education is new as we are deleting Administrative Procedure 706: Valuing Diversity.

## Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- [Previous version of the Administrative Procedure/Directional Policy](#)
- [AP 701 Equity and Inclusive Education Presentation](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that Policy #706, Valuing Diversity and its corresponding Administrative Procedure be deleted, and that Administrative Procedure #701 Equity and Inclusive Education, be received and posted under Directional Policy #700, Equity and Inclusive Education.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>Equity and Inclusive Education</b>	<b>701</b>
<i>Directional Policy</i>	
<b>700-Equity and Inclusive Education</b>	

**Title of Administrative Procedure:**

Equity and Inclusive Education

**Date Approved:**

May 2023

**Projected Review Date:**

May 2028

**Directional Policy Alignment:**

The Equity & Inclusive Education Administrative Procedure is aligned with and reflects key tenets of the [Equity and Inclusive Education Directional Policy 700](#). This Administrative Procedure informs the achievement of equitable and inclusive education through the identification and removal of structural and systemic barriers to student achievement, participation and well-being, and ensures a learning and working environment free from oppression, discrimination, bias and harassment. This Administrative Procedure further supports the [seven guiding principles of Ontario's Equity and Inclusive Education Strategy](#), that equity and inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;

- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

### **Alignment with Multi-Year Strategic Plan:**

This Policy informs priorities under the [PVNCCDSB Board Vision, Mission and Strategic Priorities](#), particularly the goals of Inspiring Faith, Ensuring Equity, Valuing Relationships, Nurturing Mental Health & Wellbeing and Inspiring Excellence in Teaching and Learning.

### **Action Required:**

[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#), [Ontario's Equity and Inclusive Education Strategy \(The Strategy\)](#) and [Policy/Program Memorandum No. 119 \(2009\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#) identify seven areas of focus for implementing equity and inclusive education. In accordance with the above policy documents, with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, and consistent with the [Ontario Human Rights Code \(the Code\)](#), each area of focus will serve to guide the actions of PVNCCDSB and its schools, in honouring its commitment to equity and inclusive education policy and administrative procedure development, implementation, monitoring and reporting.

### **Preamble:**

The Board recognizes the importance of anti-racism and anti-oppressive policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethnocultural understanding.

The Board will ensure that its policy and procedure review cycle will result in the alignment with and integration of the requirements of [Directional Policy 700](#), this Administrative Procedure and the [Strategic Priorities](#) with all Board policies, programs, procedures, and practices. The perspectives of the entire Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. The Board is committed to identifying and removing discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented people.

The Board is committed to serving staff, students, and families by incorporating the principles of equity and inclusive education and employment into all aspects of its policies, programs, procedures, and practices that are consistent with the [Human Rights Code \(OHRC\)](#), [Accessibility for Ontarians with Disabilities Act \(AODA\)](#), [Occupational Health & Safety Act \(OHS Act\)](#), [Ontario Education Act](#), [Catholic Social Teachings](#) (namely, The Life and Dignity of the Human Person, Rights and Responsibilities, Option for the

Poor and Vulnerable, The Dignity of Work, The Rights of Workers and Solidarity) and the [Ontario Catholic Graduate Expectations](#).

## Board Policies, Procedures and Programs

The Board will:

- establish the foundational framework that will inform the review and/or development and implementation of comprehensive equity and inclusive education and employment policies, programs, guidelines, and practices in a manner consistent with the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, [Anti-Racism Strategy](#), [Truth and Reconciliation](#), Ontario Catholic Graduate Expectations and Catholic Social Teachings;
- communicate the expectations of an equitable and inclusive school and work environment to all in partnership with the Board, up to and including, students, employees, parents/guardians, trustees and community members regarding equity and inclusive education and employment throughout the school board community (eg., Student Code of Conduct and Employee Handbook.);
- review existing equitable and inclusive employment policies and/or extend or develop such policies to fulfill the Board's legal obligation to be in compliance with existing regulations such as the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Occupational Health & Safety Act, etc., that prohibit actions that discriminate against people based on a protected ground in a protected social area, up to and including, race, class, ethnicity, gender, gender expression, sexual orientation, disability, family status, religious and linguistic differences;
- ensure persons with a disability are accommodated appropriately and in a manner consistent with the Accessibility for Ontarians with Disabilities Act (AODA). This includes ensuring board materials are available in [accessible formats](#);
- identify and eliminate systemic biases that limit employment, including talent acquisition, development, mentorship, sponsorship, retention, promotion, and succession planning;
- support the schools' review of classroom strategies that promote schoolwide equity and inclusive education policies and practices specifically addressing areas of exclusion and discrimination protected under the Code (e.g., race, gender, disability);
- support schools' creation and/or inclusion of goals in the school improvement plans that are particular to equity;
- collect information needed to monitor the implementation of the Equity and Inclusion Education Policy by the board, including, but not limited to, the student census demographic survey and the staff census demographic survey and school climate survey;
- provide training to school and system leaders to facilitate an assessment of barriers and work towards the elimination of said barriers to ensure a more

welcoming place for students and staff across a broader spectrum of race, ethnicity, sexual orientation, gender and socio-economic backgrounds;

- ensure equitable recruitment and hiring practices to reflect Ontario's diverse society;
- investigate, in a thorough and timely manner, any claims of discrimination, inequity, and/or non-inclusionary practices, and take appropriate action, consistent with the principles of the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Occupational Health and Safety Act and Ontario's Equity and Inclusive Education Strategy;
- provide an [accessible reporting mechanism](#) for all Board partners: students, staff, parents, and trustees;
- provide opportunities for the diverse school community, including students, staff parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis, and;
- ensure all future policies, administrative procedures and guidelines are drafted and implemented in accordance with the [Directional Policy 700- Equity and Inclusive Education Policy](#);

Schools will:

- review existing policies, including Code of Conduct, to determine that it reflects the requirements of equity and inclusive education in the province of Ontario;
- review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way that students' work is assessed and evaluated;
- develop and implement strategies and opportunities to actively engage students, parents/guardians, staff and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education;
- ensure culturally relevant and responsive pedagogy to support the Board's pillars for student achievement and well-being of Being Creative, Being Well, and Being Community, and;
- implement board equity and inclusive education and employment policies, programs and school improvement plans that are consistent with the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Occupational Health & Safety Act and Ontario's Equity and Inclusive Education Strategy and reflect the needs of diverse students and school communities.

## Shared and Committed Leadership

Guided by the Board Improvement and Equity Pillar of Being Community, the Board engages in informed leadership that inspires, empowers, and supports all in partnership in our Catholic community in order to implement institutional practices and behaviours that cultivate an environment of equity and inclusion.



All partners in Catholic education, including community partners, parishes, and parents/guardians are responsible for preparing students to live and work successfully in a diverse society. The Board and schools will work with their educational partners to provide leadership that is responsive to, and reflective of, the diverse nature of Ontario's communities, and that is committed to identifying and removing systemic biases and systemic barriers to learning.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include student voice in all aspects of the implementation of equity and inclusive education.

The Board will:

- appoint a contact person to liaise with the Ministry and other Boards to share challenges, practices and resources;
- ensure the Human Resource Department, in partnership with relevant departments, will establish selection criteria for leadership positions that prioritize a demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership;
- ensure senior leaders work with department employees and school administrators to identify and remove barriers to achieving equitable and inclusive education and employment, and to uphold human rights and dignity, particularly anti-Black racism, truth and reconciliation and accessibility standards as per the Accessibility for Ontarians with Disabilities Act;
- provide ongoing training for all staff in the principles of human rights and their fundamental role in ensuring an equitable, safe and inclusive environment;
- provide extensive and ongoing education and training for students, employees, and trustees in implementing equity and inclusive education and leadership initiatives;
- establish a collaborative work and school culture where the collective capacities and voices of all stakeholders are used to develop and implement a board improvement and equity plan for student achievement and well-being in compliance with equity and inclusive education policies and procedures, and;
- develop initiatives such as a local Student Leadership Conference with student facilitators representing diverse voices and experiences.

Schools will:

- establish a collaborative school culture where the collective capacities and voices of all stakeholders are used to develop and implement school improvement and equity plans for student achievement and well-being in compliance with PVNCCDSB equity and inclusive education policies and procedures;



- proactively engage with students and staff who have been historically underserved within education and employment systems in order to reduce and/or eliminate achievement gaps and outcomes, and;
- promote equity minded student leadership related to issues of social justice.

### **School–Community Relationships**

The Board recognizes that school-community relationships that enable representation and active engagement of parents and school community partners, and that are based on trust and mutual respect, are integral to creating and sustaining a positive school climate.

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community.

The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy. The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate that supports student achievement.

The Board will identify, examine and remove any barriers that exist, which are part of systemic discrimination under the Code and Accessibility for Ontarians with Disabilities Act, that prevent full participation in school-community relations.

The Board will:

- develop a database of information that establishes the diversity of communities based on self-identification (for example, student/staff demographic census surveys);
- review and/or initiate tools including, student census, staff census and school climate survey, to determine students' and employees' views on school and work environments and use findings to inform relevant and responsive next steps;
- take proactive steps to ensure that existing committees represent the diversity of the Board and wider communities;
- review and deepen existing partnerships to ensure they reflect the principles of equity and inclusive education;
- expand the Board's efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups, to ensure inclusion;
- establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community benefiting from enhanced opportunities for greater access to Board initiatives;

- identify under-represented communities and facilitate their participation with and involvement in Board activities;
- engage all community members in forums to listen, address concerns and hear suggestions, and;
- gather and use the knowledge, skills, and experience of Board community partners to enrich the educational and career experiences of staff, students, and volunteers.

Schools will:

- develop and sustain partnerships with, and outreach to, parents/guardians, caregivers, and communities, in order to increase representation of historically under-represented groups as a result of systemic exclusion;
- consult and engage with these individuals and groups, in developing, implementing, and reviewing policies and procedures, including Safe and Accepting Schools, Dress Codes, Code of Conduct, recruitment and retention practices;
- review the structures of existing committees and partnerships to ensure they reflect the requirements and principles of equity and inclusive education, anti-Black racism, human rights, accessibility, and truth and reconciliation;
- identify and remove barriers for community groups (that offer services to student populations who are under-represented as a result of systemic exclusion) to serve as partners on Board Committees, and;
- ensure that information for parents/guardians and communities about instructional activities, school and board policies, programs, procedures and services is provided in a timely manner, in [accessible formats](#), and translated where necessary into the diverse languages of the community.

### **Inclusive Curriculum and Assessment Practices**

Students need to feel engaged in and empowered by what they are learning, supported by teachers and employees, and welcome in their learning environment. The Board will review curriculum and resources, instruction, and assessment/evaluation practices in order to eliminate stereotypes, discriminatory biases, and systemic barriers, thereby ensuring equity of opportunity and access for each student. The Board will ensure the implementation of an inclusive curriculum supported by resources and instructional strategies and assessment and evaluation practices that reflect the diverse needs of all students.

Students must be taught about the impact of colonialism on education, represented in the curriculum and heard throughout the assessment and evaluation process. Students' voice is fundamental in the planning for instruction and the accuracy of assessment. The Board is committed to implementing an inclusive Catholic curriculum and to reviewing resources, instruction, and assessment and evaluation practices in order to

identify and address discriminatory biases so that all students may be adequately supported in reaching their learning potential.

As part of its commitment to Truth and Reconciliation, the Board will:

- provide age-appropriate curriculum on residential schools, Treaties, and Indigenous Peoples' historical and contemporary contributions to Canada, as a mandatory education requirement for all students;<sup>1</sup>
- develop and implement curriculum and learning resources on Indigenous Peoples in Canadian history, and the history and legacy of residential schools;<sup>2</sup>
- share information and best practices on teaching curriculum related to residential schools and Indigenous history;<sup>3</sup>
- build student capacity for intercultural understanding, empathy, and mutual respect;<sup>4</sup>
- provide professional development to teachers relating to the above, and;<sup>5</sup>
- advise teaching staff to avoid cultural appropriation, and to consult with Indigenous Peoples, including Elders and communities when teaching about Indigenous cultures, traditional knowledge and practices, spirituality or world views.

The Board will:

- provide anti-racist pedagogy training for administrators and employees directly connected to curriculum delivery and student learning experiences;
- provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, and culture of the school;
- ensure that culturally relevant teaching is used to assist students to access content and learning opportunities;
- implement the principles of universal design for learning and differentiated instruction across curricular subjects and strands;
- review resources, instruction, and assessment and evaluation practices to identify and remove stereotypes, discriminatory biases, and systemic barriers;
- provide classroom and school resources and learning materials, in [accessible formats](#), that reflect diversity (eg., ethnicity, culture, race, religion, etc.), and;
- support schools' reviews of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination under the Ontario Human Rights Code and Ontario's Equity and Inclusive Education Strategy;

---

<sup>1</sup> TRC Call to Action, Recommendation 62.

<sup>2</sup> TRC Call to Action, Recommendation 63.

<sup>3</sup> TRC Call to Action, Recommendation 63.

<sup>4</sup> TRC Call to Action, Recommendation 63.

<sup>5</sup> TRC Call to Action, Recommendation 63.

Schools will:

- review student assessment and evaluation policies and practices to identify and address systemic biases that may exist in the way students' work is assessed and evaluated; furthermore, the principles of such a review will be consistent with the Ontario Human Rights Code and Ontario's Equity and Inclusive Education Strategy;
- provide for assessment and evaluation to support growth and learning, with the belief that every student can be successful given the appropriate time, support, accommodations and/or modifications and/or alternative programming as needed;
- provide education and training based on the belief that all students can learn. This belief will be reflected in: the expectations of students' assessment and evaluation practices; destreamed and academic pathway options; and other culturally responsive counseling practices;
- review classroom strategies that promote school-wide equity and inclusive education policies and practices;
- provide a learning environment that recognizes and supports a variety of student learning styles or preferred learning modalities;
- provide for consistent monitoring of the growth of students who have an Individual Education Plan, and/or are Multilingual Learners, to meet the specific needs of students through effective programming based on best practices in assessment;
- ensure required accommodations and modifications are in place to assist the student in accessing the curriculum;
- provide an education program for students who have Multilingual learning needs that aligns with their specific needs and provides equity of access to the curriculum;
- provide access to and use of assistive technologies for students who require accommodations to access the curriculum, and support achievement and success;
- engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research based practices in assessment and evaluation);
- explore the roles and contributions of all peoples in Canada and the factors that shaped these roles;
- encourage open discussion of the prohibited grounds of discrimination under the Ontario Human Rights Code in society, the community, and the school;
- present, without bias and with respect, the customs, lifestyles and traditions of Indigenous peoples and peoples of various races, creeds and cultures, and;
- examine learning materials so that issues about bias, prejudice and discrimination are raised and discussion is promoted at appropriate age levels.

## Religious Accommodation

The Board acknowledges each individual's right to exercise their religious or creed beliefs or practices, free from discrimination or harassment. The Board will provide religious accommodations, in accordance with the Ontario Human Rights Code, as set out in the Board's [Religious Accommodation Guide](#). Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the Ontario Human Rights Code and [Ministry Policy/Program Memorandum No. 108](#). Within the framework of Gospel Values, traditions, and the Board's denominational rights and in recognition of this diversity, the Board will provide reasonable accommodation for students' and staffs' religious beliefs and practices.

The Board will:

- support understanding and acceptance for diverse religious observations, practices and related accommodations by offering professional learning to employees and trustees;
- ensure that the [Religious Accommodation Administrative Procedure](#) in keeping with the Ontario Human Rights Code (which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate) is implemented and reviewed in consultation with students, parents, caregivers, employees, and community members, and;
- inform students and their parent(s)/guardian(s) and staff of their right to request an accommodation for religious beliefs and practices.

Schools will:

- revise/implement their religious accommodation practices to align with the board's [Religious Accommodation Procedure](#), to provide religious accommodation for students and staff consistent with the Ontario Human Rights Code and Ontario's Equity and Inclusive Education Strategy, and;
- promote attitudes that respect the spiritual life and religious expression of all peoples.

## School Climate and the Prevention of Discrimination and Harassment

The Board believes that a positive school climate is one in which all members of the school community feel safe, included and accepted, and actively promote and support positive behaviours and interactions. Students should see themselves reflected in their educators and learning environments and should be actively engaged in their learning.

The board is committed to the principle that every person is entitled to work and/or learn in a respectful, positive, working and learning environment, free from all forms of discrimination, harassment, and exclusion.

The Board will:

- require schools to conduct anonymous school climate surveys of their students, staff and the parents/guardians of their students at least once every two years, in accordance with requirements outlined in [PPM 144 – Bullying Prevention and Intervention](#) as regular school and board monitoring of school climate is essential. Monitoring the data from these surveys will help to identify needed areas of focus and opportunities to enhance school climate;
- implement strategies to identify and address discriminatory barriers that limit engagement by students, parents/guardians, and the community, so that diverse groups and the broader community have board-level representation and access to board initiatives;
- implement procedures that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable boards to respond in a timely and effective manner as required in [PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour](#);
- promote positive behaviour through proactive programs to reduce suspensions and expulsions and as required by [PPM 144 – Bullying Prevention and Intervention](#) and [PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour](#);
- promote a positive school climate that is free from discrimination and harassment, and that is inclusive and accepting of all students;<sup>6</sup>
- establish transparent and accessible processes for students, employees, parents, caregivers and community groups to raise concerns about unfair or inequitable treatment within the board, and to report incidents of racism, discrimination, and harassment without fear of intimidation or reprisals. The Board will investigate and respond to all concerns and complaints fairly and in a timely manner;
- analyze school climate data and demographic census data to identify barriers, to measure the success of prevention programs and to prioritize areas of focus for Board and school improvement and equity plans;
- ensure the use of progressive discipline practices, which may include peer mediation and restorative practices;
- ensure that physical learning and working environments are co-planned and co-constructed by a diverse representation of students and employees;
- provide culturally responsive mental health services to students and employees, and;
- support students and employees who request to establish or participate in affinity groups, such as Black Student Associations and Muslim Student Associations.

---

<sup>6</sup> Education Act, s. 169.1(1)(a.1), and added “that is free from discrimination and harassment”.



Schools will:

- ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment;
- ensure the use of progressive discipline including peer mediation and restorative justice;
- welcome, respect and validate the contributions of all students, parents, and other members of the school community;
- ensure that every student is supported as outlined in [Student Success](#) strategies, [Learning for All](#) and other applicable legislation, and is inspired to succeed in a supportive, inclusive school community that ensures a culture of belonging;
- ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of [Bill 157](#), and;
- ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

## Professional Learning

The Board recognizes that professional learning activities that are ongoing, based on evidence, and focused on positive outcomes can contribute to equitable and inclusive education. Changing individual and collective behaviour, as well as organizational and institutional practices, will help to ensure that the education system is free from discrimination. The Board is committed to providing the school community, including students, staff and community members with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the Code.

The Board will:

- collaborate with schools to review and revise classroom strategies that promote school-wide equity and inclusive education policies and practices, including how to respond to racism and other forms of oppression;
- provide opportunities for employees and trustees to participate in ongoing education, professional learning, and leadership initiatives related to equity and inclusive education, anti-racism, human rights, and truth and reconciliation informed by Catholic Social Teaching. The Board will identify and engage external and internal resource persons to provide this professional learning;
- provide anti-racism and anti-discrimination training that promotes respect and courtesy in all interactions, virtuous conduct, including training in prevention and early intervention strategies;
- share current research and effective practices about destreaming to eliminate barriers to academic pathways for all students, particularly those from equity seeking groups, and;

- ensure that training includes information on cross-cultural differences and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.

Schools will:

- review classroom strategies and revise them as needed to ensure that they are aligned with and reflect board-wide equity and inclusive education policies;
- promote collaboration among staff to select and implement best practices in equity and inclusive education;
- build staff capacity through ongoing professional learning that is based on needs determined through results-oriented and evidence-based research;
- encourage and support students in their efforts to promote social justice, equity, inclusion, anti-racism, and anti-discrimination in schools and classrooms, and;
- develop Equity initiatives, in collaboration with staff, students and community members (e.g., Equity Walks) and provide timely and specific feedback that will further school-wide equitable practices.

### **Accountability and Transparency**

The Board values ongoing and open communication to ensure students, employees, parents, caregivers and communities are informed of the Board's goals and progress in implementing this Administrative Procedure. The Board is committed to assessing and monitoring its progress in implementing [The Ministry of Education's Equity and Inclusive Education Strategy](#).

The Board will:

- embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices;
- ensure that Board and School Improvement and Equity Plans, and the Board's Multi-year Strategic Plan reflect equity and inclusive education principles, and are developed in consultation with students, parents, caregivers, employees, and community members;
- develop performance indicators, compliance and reporting mechanisms, data collection and tracking to monitor progress of this Policy. The Board will use school climate data and demographic census data to identify and remove systemic barriers;
- ensure that annual progress reports, including results on the implementation of this Policy, are made available to students, employees, parents, caregivers and communities. The Board will post this Policy and progress reports on its website;
- seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement;
- engage Board and school teams in Board Improvement Equity Planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to



encourage conversations and collaborative actions about racism and other equity issues;

- establish processes to monitor progress and assess effectiveness of policies, programs, and procedures, using an intersectionality lens;
- ensure the transparency of the [Identification Placement and Review Committee \(IPRC\) process](#), to inform and support parents through this process.

Schools will:

- intervene at all levels to ensure the achievement and success of all students;
- develop and communicate evidence-based School Improvement and Equity Plan goals that are aligned with [Ontario's Equity and Inclusive Education Strategy](#);
- review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's plans and procedures, using an intersectionality lens.

## **Responsibilities:**

**The Board of Trustees are responsible for:**

- 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;
- ensuring a working environment free from discrimination and harassment, and;
- publishing the Director of Education's Annual Report to inform the Ministry of Education and the local community about the Board's progress in meeting its strategic goals.

**The Superintendent of Equity is responsible for:**

- providing direction and support for equity and inclusive education across the system and ensuring the effective implementation of this Administrative Procedure;
- acting as the contact person to liaise with the Ministry of Education and other school boards to share challenges, promising practices, and resources;
- collaboratively leading the development, implementation and review of administrative procedures and practices aligned with the Equity and Inclusive Education Administrative Procedure;
- providing leadership and resources to the Faith and Equity Advisory Committee;
- supporting training and resources for school and system leaders (e.g., Administrators, Teachers, Support Staff) to facilitate awareness and understanding of this Administrative Procedure and the implementation of leadership initiatives, and;
- ensuring the prompt investigation and satisfactory resolution of discrimination and harassment complaints, in conjunction with the appropriate Family of Schools Superintendent and Superintendent of Human Resources, as required.

**Superintendent of Human Resources is responsible for:**

- establishing selection criteria for leadership positions that include demonstrated commitment, knowledge and skills related to the implementation of equity and inclusive education;
- providing ongoing training to school and system leaders on equitable approaches to hiring, recruitment, talent development, promotion, mentoring, performance appraisal and succession planning, and;
- ensuring the prompt investigation and satisfactory resolution of discrimination and harassment complaints, in conjunction with the appropriate Family of Schools Superintendent and Superintendent of Equity, as required.

**Superintendent of Special Education is responsible for:**

- engaging stakeholders in Special Education Improvement planning with particular emphasis on using data to identify and remove barriers to student achievement and well-being;
- raising awareness about discriminatory practices, and;
- encouraging collaborative dialogue about equity and inclusion actions and/or initiatives to support students with special education needs.

**Superintendents of Schools and System Portfolios are responsible for:**

- identifying and removing discriminatory biases and systemic barriers to learning and working;
- ensuring a working environment free from discrimination and harassment;

- engaging students, parents, guardians and community members in Board Improvement and Equity planning with particular emphasis on using disaggregated demographic data to identify and remove barriers to student achievement;
- ensuring that the principles of equity and inclusive education are incorporated and modelled in professional learning activities, programs and progressive discipline;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives, and;
- including in their performance appraisals at least one performance goal related to eliminating systemic inequities in relation to student variables (e.g., suspension, expulsion, graduation rate) as revealed by student demographic data collection, and at least one performance goal related to attending to workforce issues of diversity and fairness in recruitment, hiring and placements, as revealed by workforce demographic data collection.<sup>7</sup>

**Managers are responsible for:**

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of this Administrative Procedure;
- ensuring a working environment free from discrimination and harassment;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives, and;
- working collaboratively with the Superintendent of Equity to develop administrative procedures that align with this Administrative Procedure.

**Communication Services is responsible for:**

- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives;
- ensuring a working environment free from discrimination and harassment, and;
- working collaboratively with the Superintendent of Equity to develop a system-wide communications plan focused on building knowledge and understanding with students, employees, parents, caregivers and community members on this Administrative Procedure, to support its effective implementation.

---

<sup>7</sup> Rationale for Performance Indicators in the Board Improvement and Equity Plan, 20 September 2021.

**Principals and Vice Principals are responsible for:**

- establishing goals and plans to implement this Administrative Procedure, in consultation with employees, students, parents, caregivers and the community;
- embedding equity and inclusive education, anti-racism, human rights, and truth and reconciliation into the School Improvement and Equity Plan;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives;
- developing strategies to engage students, parents, caregivers, and communities in the school community who are under-represented as a result of systemic exclusion;
- promoting student leadership opportunities and actively engaging students in initiatives with a focus on equity and inclusive education, anti-racism, human rights, and truth and reconciliation;
- ensuring a working environment free from discrimination and harassment, and;
- ensuring that accommodations for students, employees and community members are consistent with this Administrative Procedure.

**Teachers are responsible for:**

- teaching age-appropriate curriculum on residential schools, Treaties, and the historical and contemporary contributions of First Nations, Inuit and Métis Peoples to Canada;<sup>8</sup>
- ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, equity and inclusive education, anti-racism, human rights, and truth and reconciliation;
- developing and promoting initiatives that support and promote diversity of student voice and experience, especially students who are under-represented as a result of systemic exclusion;
- encouraging and supporting students in their efforts to promote Catholic social justice, equity, inclusion and diversity in schools and classrooms;
- providing religious accommodation, in consultation with the principal and in accordance with the Board's [Religious Accommodation Administrative Procedure](#);
- ensuring a working environment free from discrimination and harassment;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives, and;
- complying with [Ontario Regulation 437/97: Professional Misconduct](#), in particular s. 1(28), that states that professional misconduct includes "Making remarks or engaging in behaviours that expose any person or class of persons to hatred on

---

<sup>8</sup> [Call to Action 62\(i\)](#).

the basis of a prohibited ground of discrimination under Part I of the Human Rights Code”, and;

- actively communicating with students to hear their ideas/concerns related to equity and inclusive education.

**Employees are responsible for:**

- implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted;
- promoting initiatives that support and promote diversity of student voice and experience, especially students who are under-represented as a result of systemic exclusion;
- ensuring a working environment free from discrimination and harassment, and;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives.

**Parents and Caregivers are responsible for:**

- informing the Principal of the need for accommodations, and;
- ensuring a working/learning environment at school or on the school grounds that is free from discrimination and harassment.

**Students are responsible for:**

- informing the Principal of the need for accommodations;
- providing input and sharing student voice for system decisions;
- acting as a positive peer influencer by facilitating positive discussions about Faith and Equity with their classmates;
- ensuring a learning environment at school or on the school grounds that is free from discrimination and harassment, and;
- actively communicating their ideas/concerns to their teachers and peers.

**Progress Indicators:**

- Data related to equitable access to pathways, high-quality, inclusive curricula and instruction;
- Data related to equitable access to supportive school and classroom environments’, and;
- Data related to learning and engagement.

## Definitions:

- **2SLGBTQIA+:** an acronym for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual Plus.
- **Accessibility Standard:** a rule that persons and organizations have to follow to identify, remove and prevent barriers.
- **Accommodation:** an adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code or other factors.
- **Anti-racism:** a proactive course of action to identify, remove, prevent, and mitigate the racially inequitable outcomes and power imbalances between dominant and disadvantaged groups and the structures that sustain these inequities. It recognizes the historic nature and cultural contexts of racism, and focuses critically on systemic racism. Anti-racism aims to ensure the absence of unfair treatment, which includes exclusionary or discriminatory practices.  
**Anti-racist education:** an approach that integrates the perspectives of Indigenous and racialized communities into an educational system and its practices. Anti-racist education seeks to identify and change educational policies, procedures, and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power, and privilege. Anti-racist education promotes the removal of discriminatory biases and systemic barriers based on race.
- **Anti-oppression:** strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others.
- **Barriers:** an obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.
- **Bias:** an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.
- **Caregiver:** an individual involved in a caring and commitment relationship that may be ongoing, long-term, significant and where responsibilities have shifted to a non-family member (Ontario Human Rights Commission, Defining Family Status). The meaning of caregiver must be consistent with how First Nations, Inuit and Métis Peoples conceptualize caregivers.

- **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) 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.
- **Creed:** one of the prohibited grounds of discrimination in the Ontario Human Rights Code, (OHRC), interpreted by the Ontario Human Rights Commission to mean "religious creed" or "religion". Creed is "a professed system and confession of faith, including both beliefs and observances or worship" that is "sincerely held" and includes non-deistic belief systems. Creed does not include "secular, moral, or ethical beliefs or political convictions" or "religions that promote violence or hate towards others or that violate criminal law". Individuals who do not belong to a religion or practice any specific faith are also protected by the Ontario Human Rights Code.
- **Discrimination:** unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.
- **Diversity:** the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socioeconomic status.
- **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.
- **Equity Walk:** the purpose of equity walks is to sharpen & focus the instructional leadership lens and allow the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in the building(s). Equity walks support ongoing monitoring of implementation. The observational data remains tacit unless there is specific collegial feedback to staff to engage them in reflecting on instruction and assessment.
- **Ethnicity:** the shared national, ethnocultural, racial, linguistic, and/or religious heritage of a group of people, whether or not they live in their country of origin.
- **Gender:** a term that refers to those characteristics of women and men that are socially constructed.



- **Gender Expression:** is how a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender. Others perceive a person's gender through these attributes. [Gender identity and gender expression | Ontario Human Rights Commission \(ohrc.on.ca\)](#)
- **Gender Identity:** a person's sense of self, with respect to being male or female. Gender identity is different from sexual orientation, and may be different from birth assigned sex. (Refer to the OHRC's Policy on Discrimination and Harassment because of Gender Identity, at [www.ohrc.on.ca](http://www.ohrc.on.ca))
- **Harassment:** engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment is a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of their identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.
- **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.
- **Intersectionality:** the overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group.
- **Positive school climate:** the school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.
- **Progressive discipline:** a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.
- **Race:** Socially constructed differences among people based on characteristics such as accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin and so forth. The process of social construction of race is called racialization: "the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life." <https://www.ohrc.on.ca/>



- **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.
- **Racism:** Racism is an ideology that either directly or indirectly asserts that one group is inherently superior to others. It can be openly displayed in racial jokes and slurs or hate crimes but it can be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, these are unconsciously held and have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual, systemic and societal. See <https://www.ohrc.on.ca/>.
- **Religious accommodation:** an obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.
- **Sexual Orientation:** a person's sense of sexual attraction to people of the same sex, the opposite sex, or both sexes.
- **Social Justice:** a concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

## References:

- [Accessibility for Ontarians with Disabilities Act, 2005](#), S.O. 2005, CHAPTER 11.
- [Anti-Racism Act](#), 2017, S.O. 2017, c. 15
- [Constitution Act, 1982](#), being Schedule B to the *Canada Act 1982* (UK), 1982, c. 11.
- Council of Ontario Directors of Education, [Equity and Inclusive Education: Going Deeper](#) (2014).
- [Education Act](#), R.S.O. 1990, c. E.2
- Government of Ontario, [Data Standards for the Identification and Monitoring of Systemic Racism](#).
- Government of Ontario, [Ontario's Anti-Racism Strategic Plan](#) (2017).
- [Human Rights Code](#), R.S.O. 1990, c. H.19
- O. Reg. 437/97: Professional Misconduct under *Ontario College of Teachers Act*, 1996, S.O. 1996, c. 12.
- Ontario Human Rights Commission, [Policy on preventing discrimination because of gender identity and gender expression](#) (2014)
- Ontario Ministry of Education and the Ontario Human Rights Commission, [Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders](#) (2013).
- Ontario Ministry of Education, [Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Ontario Schools](#) (November 2013).

- Ontario Ministry of Education, [\*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation\*](#) (2014).
- Ontario Ministry of Education, [\*Ontario's Education Equity Action Plan\*](#) (2017).
- Ontario Ministry of Education, [\*PPM 119: Developing and implementing equity and inclusive education policies in Ontario schools\*](#) (2013).
- Ontario Ministry of Education, [\*PPM 165: School board teacher hiring practices\*](#) (2021).
- Ontario Ministry of Education, [\*Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy\*](#) (2009).
- Truth and Reconciliation Commission of Canada, [\*Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission\*](#) (2015).
- Truth and Reconciliation Commission of Canada, [\*Truth and Reconciliation Commission of Canada: Calls to Action\*](#) (2015).
- Pope John Paul II. [\*Compendium of the Social Doctrine of the Church\*](#) (2004).
- Assembly of Catholic Bishops of Ontario. [\*Renewing the Promise\*](#), (2018)

---

# Report to the Policy Development Committee

---

**Meeting Date:** May 30, 2023

**Presented by:** Jonathan Di Ianni, Superintendent of Learning

**Subject:** AP 824 - Student Injury Prevention

---

## Background:

The Board is committed to ensuring staff take reasonable precautions to provide a safe and healthy learning environment for students and that practices and procedures are in place to reduce the risk of injury to students. As part of this commitment, student safety guidelines have been developed to mitigate the risk of student injury. The student safety guidelines will encourage and motivate students in assuming responsibility for their own safety and the safety of others. It will also assist staff in the knowledge and skills needed for safe participation in the designated activities.

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to Student Injury Prevention and has developed Student Safety Guidelines in the areas of Technology, Physical Education, Science, and the Arts. Each document outlines responsibilities for members of the Board and school communities such as central staff, school administration, curriculum chairs, teachers, parents/guardians and students.

## Recommended Changes:

AP 824 - Student Injury Prevention, is a new administrative procedure.

## Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Previous version of the Administrative Procedure/Directional Policy (N/A - New AP)

## Policy Development Committee

B.7 **b)**

### Recommended Action:

that the Policy Development Committee recommend to the Board that AP# 824, Student Injury Prevention, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.



<b>BOARD ADMINISTRATIVE PROCEDURE</b>	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>Student Injury Prevention</b>	<b>824</b>
<i>Directional Policy</i>	
<b>800 – Healthy Schools and Workplaces</b>	

**Title of Administrative Procedure:**

Student injury Prevention

**Date Approved:**

2023

**Projected Review Date:**

2028

**Directional Policy Alignment:**

The Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy 800. The Board recognizes that the health and well-being of our students and 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 students and staff safe.

**Alignment with Multi-Year Strategic Plan:**

The Student Injury Prevention Administrative Procedure supports the board's Mission to educate students in faith filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan 2021-2025 priorities of Providing Excellence in Teaching and Learning, Valuing Relationships, Nurturing Mental Health and Well-Being, and Ensuring Equity.

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

**Purpose:**

The Board is committed to ensuring staff take reasonable precautions to provide a safe and healthy learning environment for students, and that practices and procedures are in place to reduce the risk of injury to students. As part of this commitment, student safety guidelines have been developed to mitigate the risk of student injury. The student safety guidelines will encourage and motivate students in assuming responsibility for their own safety and the safety of others. It will also assist staff in the knowledge and skills needed for safe participation in the designated activities.

**Action Required:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to Student Injury Prevention and has developed Student Safety Guidelines in the areas of Technology, Physical Education, Science, and the Arts. Each document outlines responsibilities for members of the Board and school communities such as central staff, school administration, curriculum chairs, teachers, parents and students.

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

- ensuring alignment of this administrative procedure with the [Healthy Schools and Workplaces Directional Policy](#);
- reviewing this administrative procedure as part of its regular policy and procedure review cycle.

**The Director of Education is responsible for:**

- providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

**Superintendents are responsible for:**

- supporting principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure;
- ensuring the student injury program is maintained, communicated, reviewed and implemented in accordance with the legislation and regulations.

**Principals and Vice-Principals are responsible for:**

- implementing this administrative procedure in accordance with the parameters outlined;
- providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure;
- ensuring that Student Safety Guidelines and other student safety protocols are distributed to, reviewed and implemented by staff;
- taking reasonable steps to safeguard the well-being of students while at school and during school athletic events, field trips etc.;
- responding appropriately to care for students, when an injury or illness occurs and ensuring the parent/guardian of an injured student is contacted;
- adhering to [Administrative Procedure 802](#) Illness or Injury of a Student.

**Health and Safety Officer is responsible for:**

- providing ongoing guidance and support of the student injury prevention guidelines and other student safety initiatives.

**Staff are responsible for:**

- ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- adhering to the Student Safety Guidelines as outlined in the administrative procedure - in the areas of Technology, Physical Education, Science, and the Arts;
- reviewing their responsibilities annually and complying with the rules, procedures and checklists as outlined in the requisite safety guidelines;
- taking reasonable steps to safeguard the well-being of students while at school and during school athletic events, field trips etc.;
- responding appropriately to care for students, when an injury or illness occurs;
- reporting an illness or injury to school administration;
- adhering to [Administrative Procedure 802](#) Illness or Injury of a Student.

**Students are responsible for:**

- adherence to student safety passports and conduct agreements;
- engaging in activities at school - consistent with their cognitive, emotional, social, and physical stage of development- that respect school safety guidelines/plans;
- where possible, informing school staff if illness or injury occurs.

**Parents are responsible for:**

- reviewing expectations as outlined in student safety passports and conduct agreements;
- communicating and collaborating with the school to support a safe and healthy learning environment;
- guiding and encouraging their children to respect school safety guidelines/plans.

**Progress Indicators:**

- students and staff adhere to the Student Injury Prevention Guidelines;
- the continued commitment and contributions of staff to increase awareness of student injury prevention initiatives and guidelines.

**References:**

- [AP 802 Illness or Injury of a Student](#)
- Student Safety Guideline Science
- Student Safety Guideline Technology
- Student Safety Guideline Creative Arts
- Student Safety Guideline Physical Education



# Report to the Policy Development Committee

---

**Meeting Date:** May 30, 2023

**Presented by:** Jonathan Di Ianni, Superintendent of Learning

**Subject:** AP 307- Instruction Out of School

---

## **Background:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board recognizes that a student who is unable to attend school for a temporary period of time may be excused from attendance at school, and may need access to instructional support in order to complete an academic program.

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to provide limited instructional support in situations where the student is unable to attend school and is at risk of sustaining significant gaps in their academic learning.

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

## **Recommended Changes:**

A summary of the newly revised Administrative Procedure can be found in the attached presentation.

## **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 the revised Administrative Procedure #307, Instruction Out of School, be received and posted under Directional Policy #300, Student Achievement and Well-being.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>Instruction Out of School</b>	<b>307</b>
<i>Directional Policy</i>	
<b>300 Student Achievement and Well - Being</b>	

**Title of Administrative Procedure:**

Instruction Out of School

**Date Approved:**

2023

**Projected Review Date:**

2028

**Directional Policy Alignment:**

This Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy – 300 by ensuring that the Board maximizes 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. This Administrative Procedure articulates a process to support students who are unable to attend school and are at risk of sustaining significant gaps in their academic learning.

**Alignment with Multi-Year Strategic Plan:**

This Administrative Procedure supports the Board’s Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God given abilities of each person. Moreover, this Administrative Procedure aligns with the Board’s Multi-Year Strategic Plan 2021-2025 priorities of Providing Excellence in Teaching and Learning, Valuing Relationships, Nurturing Mental Health and Well-Being and Ensuring Equity.

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

**Action Required:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board recognizes that a student who is unable to attend school for a temporary period of time may be excused from attendance at school, and may need access to instructional support in order to complete an academic program.

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to provide limited instructional support in situations where the student is unable to attend school and is at risk of sustaining significant gaps in their academic learning.

1. A parent or guardian shall be requested to provide the principal of the school with a medical certificate which identifies the following:
  - that the student is unable to attend school;
  - the health status of the student in respect to their ability to profit from instruction; and
  - the approximate duration of the absence from school.
2. Following receipt of a medical certificate, the principal, in consultation with school and central staff, will determine the need for out-of-school instruction through home instruction or an alternative educational program or student success intervention.
3. Applications for the provision of instruction out-of-school must be approved by the Family of Schools superintendent prior to the implementation of the program.
4. A student who can attend school part-time is not eligible for home instruction.
5. The allotted time per week will not exceed 7.5 hours per week at elementary, and 6 hours per week at secondary.
6. Alternative Credit Distance Education Programs outside of the established student schedule, must be accessed through registration with an approved consortium or the Ministry of Education.

7. Instruction out-of-school requests and all related student information will be retained in the Ontario Student Record (OSR) and recorded on the school register.

## **Responsibilities:**

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

- ensuring alignment of this administrative procedure with the Student Achievement and Well-Being Directional Policy 300;
- reviewing this administrative procedure as part of its regular policy and procedure review cycle.

### **The Director of Education is responsible for:**

- providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

### **Superintendents of Schools and System Portfolios are responsible for:**

- supporting principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure;
- granting approval for instruction out of school, where appropriate.

### **Principals and Vice-Principals are responsible for:**

- completing the Request for Instruction Out-of-School form (Appendix A), attaching documentation from the physician or nurse practitioner, and submitting to the Family of Schools Superintendent;
- contacting the Family of Schools Superintendent to seek preliminary approval pending receipt of appropriate documentation;
- upon approval:
  - asking the student's current teacher(s) if they are available for the assignment;
  - considering qualified occasional teachers from the approved list;
  - notifying Human Resource Services of the candidate they have selected;
  - ensuring that the teacher assigned to deliver instruction out-of-school submits the Occasional Teacher Timesheet for authorization;

- supervising the work of the teacher employed for the purpose of home instruction and ensuring consistent communication between the home instruction teacher and the regular teacher, where applicable;
- contacting Human Resource Services should there be any change in the assignment;
- ensuring that the pupil's attendance is recorded as if he or she were attending classes at school;
- reviewing instruction out of school at the earlier of, the established end-date outlined on Appendix A - Instruction Out of School or at the end of each term/semester to determine whether home instruction should continue. The principal will submit a new application if extending home instruction in the current year or when initiating home instruction in a new school year;
- notifying the Family of Schools superintendent of the child's return to school;
- developing a re-entry plan in conjunction with appropriate school and board-level personnel before the student returns.

**School Staff are responsible for:**

- ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- communicating and collaborating with school administration and educators on a regular basis to ensure the best possible success for the student.
- completing relevant Human Resource payroll timesheets for authorization

**Parents are responsible for:**

- informing the school of their child's medical condition;
- informing the school of any changes to the status of their child's medical condition;
- acquiring a medical certificate from a medical doctor and/or nurse practitioner and providing it to the school;
- collaborating with the Principal and other educators in planning supportive student success interventions for their child.

**Progress Indicators:**

- students receiving home instruction are able to minimize the potential gap in their program caused by their inability to attend the regular school setting;
- students receiving home instruction are able to transition back into the regular school setting more effectively.

**Definitions:****Allotment - Elementary School:**

Instruction out-of-school shall be delivered to the student up to a maximum of 7.5 hours or three half days per week.

**Allotment - Secondary School:**

Instruction out-of-school shall be delivered to the student to a maximum of 1.5 hours per credit per week.

**Excused from Attendance:**

A child is excused from attendance at school if: (a) the child is receiving satisfactory instruction at home or elsewhere; (b) the child is unable to attend school by reason of sickness or other unavoidable cause.

**Instruction Out of School:**

Instruction out-of-school is student instruction outside of the school setting for a limited period of time. Instruction may take place in a variety of appropriate, convenient locations, such as at home or in a public library, and may occur during the day, evening, and/or on weekends.

**Medical Certificate:**

For the purposes of this administrative procedure, a medical certificate is documentation from a licensed physician or licensed nurse practitioner. These medical professionals are members in a self-governing health profession, as outlined in Schedule 1 of the [Regulated Health Professions Act](#), and are able to write a medical note for the purposes of the attendance register. The physician or nurse practitioner writing the note should not only be a member of the appropriate governing College but also the nature of the specialty should be applicable to the ailment described in the medical note.

**References and Resources:****[Regulation 298, s. 11 \(11\)](#)**

(11) A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

- (a) medical evidence that the pupil cannot attend school is provided to the principal;  
and
- (b) the principal is satisfied that home instruction is required. R.R.O. 1990, Reg. 298,  
s.11 (11)

[Education Act, Section S.21\(2\)\(a\)&\(b\)](#)

[Enrolment Register Instructions for Elementary and Secondary Schools](#)

[Schedule 1 of the Regulated Health Professions Act 1991, S.O. 1991, c. 18](#)

[APPENDIX A - Request for Instruction Out of School](#)



# Report to the Policy Development Committee

---

**Meeting Date:** May 30, 2023

**Presented by:** Jonathan Di Ianni, Superintendent of Learning

**Subject:** AP 804 - ASTHMA: REDUCING THE RISKS (Ryan's Law)

---

## **Background:**

In accordance with Ryan's Law, Ensuring Asthma Friendly Schools - 2015 and Policy Program Memorandum 161 - 2018, in respecting the dignity and worth of all people and in keeping with the Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations - the PVNC Catholic District School Board believes that the safety of students with a medical condition such as asthma is a shared responsibility of the board, school, family, health care provider and community partners. This Administrative Procedure outlines the Board's commitment to students with asthma.

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

## **Recommended Changes:**

A summary of the newly revised Administrative Procedure is attached.

[AP 804 Presentation](#)

## **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 #825-002, Asthma: Reducing the Risks (Ryan's Law), be deleted and that AP# 804, Asthma: Reducing the Risks (Ryan's Law), be received and posted under Directional Policy #800, Healthy Schools and Workplaces.



<b>BOARD ADMINISTRATIVE PROCEDURE</b>	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>ASTHMA: REDUCING THE RISKS (Ryan's Law)</b>	<b>804</b>
<i>Directional Policy</i>	
<b>Healthy Schools and Workplaces</b>	

### **Title of Administrative Procedure:**

ASTHMA: REDUCING THE RISKS (Ryan's Law)

### **Date Approved:**

2023

### **Projected Review Date:**

2028

### **Directional Policy Alignment:**

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy 800. The Board recognizes that the health and well-being of our students and 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 students and staff safe.

### **Alignment with Multi-Year Strategic Plan:**

The Asthma: Reducing the Risks Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan 2021-2025 priorities of Valuing Relationships, Nurturing Mental Health and Well-Being, and Ensuring Equity.

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

## Action Required / Guidelines:

In accordance with Ryan's Law, Ensuring Asthma Friendly Schools - 2015 and Policy Program Memorandum 161 - 2018, in respecting the dignity and worth of all people and in keeping with the Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations - the PVNC Catholic District School Board believes that the safety of students with a medical condition such as asthma is a shared responsibility of the board, school, family, health care provider and community partners. This Administrative Procedure outlines the Board's commitment to students with asthma.

The Board believes that:

- all students have the right to be educated in an environment that is as safe as possible and that students who have asthma have access to their medication as needed;
- current and up-to-date information shared by parents, guardians and students is critical to developing a student-specific Plan of Care and emergency response to an asthma emergency;
- parents and school staff must work together by communicating regularly and at least annually to review the medical needs of students, which includes but is not limited to, how asthma medication is to be accessed and administered in the event of an asthma exacerbation

## Responsibilities:

### The Board of Trustees is responsible for:

- ensuring alignment of this administrative procedure with the [Healthy Schools and Workplaces Directional Policy](#);
- reviewing the Asthma: Reducing the Risks Administrative Procedure as part of its regular policy and procedures review cycle.

### The Director of Education is responsible for:

- providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

**Superintendents are responsible for:**

- supporting principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure;
- ensuring that asthma education and training opportunities about recognizing and preventing asthma triggers, recognizing when symptoms are worsening, and managing asthma exacerbations, are available for all employees and others who are in direct contact with students on a regular basis.

**Principals and Vice-Principals are responsible for:**

- implementing this administrative procedure in accordance with the parameters outlined;
- providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure;
- communicating to parents and appropriate staff the process for parents to notify the school of their child's medical condition(s), as well as the expectation for parents to co-create, review, and update a Plan of Care with the principal or the principal's designate. This process should be communicated to parents, at a minimum:
  - during the time of registration
  - each year during the first week of school
  - when a child is diagnosed and/or returns to school following a diagnosis
- identifying students with asthma at time of registration, during the first week of school or following diagnosis and gathering necessary asthma related information from the parents/guardians and student;
- co-creating, reviewing, or updating an individual student Plan of Care for asthma management for each student diagnosed with asthma, based on the recommendation of the student's health care provider;
- maintaining a Plan of Care for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student. If that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- ensuring that all students have access to their prescribed reliever inhaler(s) medications;
- identifying asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce risk of exposure;

- identifying all students diagnosed with asthma and make them known to staff as necessary while giving due consideration to the issue of privacy;
- informing school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's Plan of Care;
- maintaining an individual Plan of Care for each student known to have a diagnosis of asthma and ensure that the plan contains, but is not limited to:
  - a current emergency contact list;
  - up-to-date medical information including a list of current required medication and appropriate puffer devices;
  - pre-authorization to administer medications;
  - parental permission for the student to carry medication and/or medical supplies
  - physician's instructions and a signed reciprocal consent to disclose information with the attending physician;
  - an emergency response plan that includes contingencies for school excursions and activities;
  - parent/guardian or adult student consent to disclose;
  - log of interventions and/or administration of medication;
  - a current photograph of the student;
  - complete the allergy alert information on the student management system;
  - review the individual student plan at least yearly prior to the commencement of classes and periodically thereafter as needed;
  - arrange training for the school staff on how to administer asthma medication;
  - identify a consistent, safe, accessible, unlocked storage place known to all applicable staff for asthma medication;
  - annually send a letter to parents/guardians requesting that they inform the school immediately if their child(ren) have been diagnosed with asthma and accompanying medical/medication information.
- establishing a communication plan to share information about asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma;
- ensuring that asthma education and training opportunities about recognizing and preventing asthma triggers, recognizing when symptoms are worsening, and managing asthma exacerbations, are provided for all staff who are in direct contact with students on a regular basis.
- providing relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g, transportation providers,

occasional staff who will be in direct contact with the student), including any revisions that are made to the plan;

- communicating with parents/guardians in medical emergencies, as outlined in the Plan of Care

**Staff are responsible for:**

- ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- becoming familiar with all students in their care who have been diagnosed with asthma;
- reviewing Plans of Care for any student with whom they have direct contact and knowing where to access the individual Plans of Care for all students during a medical emergency.
- following strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care
- enabling students with prevalent medical conditions to participate in school to their full potential, as outlined in their Plan of Care;
- in the case of an emergency, assist with administering asthma medication to students in their care;
- calling 911, or, if appropriate, notify the principal or designate to call 911, in the case of a medical emergency;
- communicating regularly with parents/guardians in their class who have a child diagnosed with asthma for any updates related to the child's medical care or condition;
- reporting to the principal or designate of any student who has experienced an asthmatic exacerbation immediately or as soon as possible;
- taking reasonable steps to safeguard the well-being of students while at school and during school athletic events, field trips etc.;
- responding appropriately to care for students, when an injury or illness occurs;

**Students are responsible for:**

- depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students are expected to:

- carry on self or have accessible at all times their reliever inhaler/
- wear medical alert identification;
- promptly seek support from an adult in the event of the onset of symptoms of asthma or any challenges they may be facing related to asthma;
- participate in the development and review of the Plan of Care to promote an understanding of the plan and develop their potential for self-advocacy and self-management;
- set goals for increased self-management, in conjunction with parents / guardians and health care professionals.

**Parents are responsible for:**

- informing school officials forthwith of any diagnosis of asthma (or known triggers);
- ensuring that the information on their child, including but not limited to the medication that the student is taking, is up-to-date;
- collaborating with a medical doctor and the Principal to create a Plan of Care for their child;
- providing the school and/or child with sufficient quantities of (non-expired) medication and supplies in their original, clearly labeled containers, as directed by a medical doctor and as outlined in the Plan of Care;
- ensuring that written consent has been given for their child to carry their asthma medication (if student is 16 or older - parental/guardian consent not required), if the parent deems it appropriate that the medication be carried on the child's person;
- pre-authorizing the administration of medication in response to an asthma exacerbation, provided that the school has up-to-date treatment medication and completed Plan of Care, and any applicable consent from the parent or guardian;
- co-operating with school staff when requests are made for information related to storage of medication, administration of medication and updated medical information;
- communicating and collaborating with school staff about arrangements and considerations for field trips, excursions, co-curricular activities, and co-operative education placements etc.



**Progress Indicators:**

- All students who are diagnosed with asthma have an individual Plan of Care at the school, outlining monitoring and avoidance strategies, as well as appropriate treatment, of which all school staff are aware.

**Definitions:**

**Asthma:** is a very common chronic (longterm) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers such as exercise, poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

**Emergency Medication** - is defined for this administrative procedure refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation, for example, a reliever inhaler or stand-by medication. 'Medication' refers to medications that are prescribed by a healthcare provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities.

**Immunity** – in relation to The Act to Protect Pupils with Asthma states that “No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

**Plan of Care** - is a form that contains individualized information on a student with a prevalent medical condition. The Plan of Care for a student with a prevalent medical condition should be co-created, reviewed, and/or updated by the parents/guardians in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the first thirty school days of every school year and, as appropriate, during the school year (e.g., when a student has been diagnosed with or changes to a prevalent medical condition).

## References:

- Administrative Procedure 805 - Administration of Medication or Health Support Services, and Emergency Response
- [Ryan's Law, 2015](#) – Ensuring Asthma Friendly Schools
- [Policy Program Memorandum 161](#) - 2018
- [Education Act, s.265](#) – Duties of Principal
- [Regulation 298 s.20](#) – Duties of Teachers

---

# Report to the Policy Development Committee

---

**Meeting Date:** May 30, 2023

**Presented by:** Jonathan Di Ianni, Superintendent of Learning

**Subject:** AP 805 - Administration of Medication or Health Support Services, and Emergency Response

---

## **Background:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing medical, emergency, and health support with respect and dignity to students who require it in order to attend school.

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to administer medication, provide services, and respond to emergency medical conditions to allow students to attend school.

Board employees, in place of the parent/guardian, are expected to perform health-related tasks including preventative strategies to support students safely and allow them to participate in school.

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

## **Recommended Changes:**

A summary of the newly revised Administrative Procedure is attached.

[AP 805 - Administration of Medication or Health Support Services, and Emergency Response](#)

## **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 #825-005, Administration of Medication or Health Support Services, and Emergency Response, be deleted and that AP# 805, Administration of Medication or Health Support Services, and Emergency Response, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.



<b>BOARD ADMINISTRATIVE PROCEDURE</b>	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>Administration of Medication or Health Support Services, and Emergency Response</b>	<b>AP 805</b>
<i>Directional Policy</i>	
<b><i>Healthy Schools and Workplaces</i></b>	

### **Title of Administrative Procedure:**

Administration of Medication or Health Support Services, and Emergency Response

### **Date Approved:**

2023

### **Projected Review Date:**

2028

### **Directional Policy Alignment:**

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy 800. The Board recognizes that the health and well-being of our students and 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 students and staff safe.

### **Alignment with Multi-Year Strategic Plan:**

The Administration of Medication or Health Support Services, and Emergency Response Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan 2021-2025 priorities of Valuing Relationships, Nurturing Mental Health and Well-Being, and Ensuring Equity.

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

**Action Required:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing medical, emergency, and health support with respect and dignity to students who require it in order to attend school.

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to administer medication, provide services, and respond to emergency medical conditions to allow students to attend school.

Board employees, in place of the parent/guardian, are expected to perform health-related tasks including preventative strategies to support students safely and allow them to participate in school.

The Board recognizes that, in the event of an emergency administration of medication, when provided in good faith in response to an anaphylactic episode (in accordance with Sabrina's Law 2005) or asthma episode (in accordance with Ryan's Law 2015), no action or other proceeding for damages shall be commenced for an act or omission done or omitted by a person in good faith, in the execution or intended execution of any duty or power under these Acts.

All employees are covered by Board Liability Insurance when following the outlined procedures.

Employees may have legitimate reasons for refusing - in a non-life threatening situation - to administer medication or provide health support services. If the appropriate staff training cannot be implemented, the principal shall consult with the superintendent of schools to ensure the safety and well-being of students.

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

- ensuring alignment of this administrative procedure with the [Healthy Schools and Workplaces Directional Policy](#);
- reviewing this administrative procedure as part of its regular policy and procedure review cycle.

**The Director of Education is responsible for:**

- providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

**Superintendents are responsible for:**

- supporting principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure.

**Principals and Vice-Principals are responsible for:**

- implementing this administrative procedure in accordance with the parameters outlined;
- providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure;
- considering the needs of students with medical conditions in providing a safe environment (e.g., cleaning procedures, removing insect nests, no open disposal containers, developing awareness, and monitoring procedures for food allergies, etc.).
- encouraging students who require short term medication to have the medication administered at home (e.g., cold medications, antibiotics), when possible. If a student does require short term medications at school and they cannot self administer them, written instructions from the parent/guardian are required. The procedures in this Policy are not required for students who are able to self administer medication (e.g., inhalers, headache medication).
- communicating to parents and appropriate staff the process for parents to notify the school of their child's medical condition(s), as well as the expectation for parents to co-create, review, and update a Plan of Care/ emergency response procedures with the principal or the principal's designate. This process should be communicated to parents, at a minimum:
  - during the time of registration
  - each year during the first week of school
  - when a child is diagnosed and/or returns to school following a diagnosis
- identifying students with medical conditions at the time of registration, during the first week of school or following diagnosis and gathering necessary related information from the parents/guardians and student;
- co-creating, reviewing, or updating an individual student Plans of Care/ emergency response procedures for each student with a medical condition, based on the recommendation of the student's health care provider;

- ensuring:
  - (a) that medication, a health support, or an emergency procedure are administered with staff supervision when required during school activities;
  - (b) that the parent/guardian has the authorization forms signed by the physician, and provides the school with the medication (e.g., updated yearly or as medical needs change. eg; prescription change);
  - (c) that it is appropriate for employees to provide the services (e.g., PPM 81, Special Education Services staff advice, Five Counties Children’s Centre report, etc.), and that training, if required, be provided;
  - (d) that employees and/or alternates responsible for carrying out these procedures are clearly identified to all parties if the request is granted.
- ensuring that the parent/guardian correctly completes the appropriate forms:
  - (a) Authorization for Administration of Medication,
  - (b) Authorization for Administration of Special Services, and
  - (c) Individual Plans of Care outlining emergency response procedures for Medical Conditions.

Where applicable, the form will be signed by the physician, or a signed report from the physician will be attached. It is understood that a pre-authorized consent form is not required for the emergency application of an epinephrine auto-injector pen or asthma medication. Every effort is to be made by school staff to obtain a “Request and Consent for the Administration of Medication” form for each student who may require the administration of medication;

- ensuring that the parent/guardian provides a revised Plan of Care and/or authorization form at the beginning of each school year or whenever there is a change in medication, health support, or emergency procedure. Parents/guardians are encouraged to bring clearly articulated digital information about medications from their physician or pharmacist;
- ensuring that medications stored at school are:
  - (a) appropriately labelled (in the original container) with the student’s name, medication name, amount required, time and frequency, expiration date, and include any special instructions regarding side effects or emergency procedures;
  - (b) securely and appropriately stored in central location(s) to avoid loss or tampering (e.g., locked box or refrigerator);
  - (c) available and accessible for students with Plans of Care / emergency response procedures (some medications must be carried by student, e.g., epipen, inhaler);
  - (d) administered to the appropriate student and documented on the



- Student Medication Log and Plan of Care which is maintained for each student with a medical condition;
- (e) returned to parent/guardian at the end of each school year or when the medication is changed, discontinued, or expired. This will be noted on the Student Medication Log.
- ensuring that the completed Plan of Care / emergency response procedures for Medical Conditions are posted in the staff room (or central location), and that all staff, including supplies, are aware of the students and procedures;
  - developing with staff and the parent/guardian appropriate student participation plans and emergency response procedures for school outings (e.g., parent/guardian supervision, storage, and accessibility of medication, educational assistant support, etc.).
  - ensuring that the parent/guardian is immediately notified if:
    - the emergency response procedures outlined in the Plan of Care are enacted;
    - any adverse reactions to medication or health procedure; or
    - if a student refuses to comply with a procedure outlined.

If resolution is not possible when contacting a parent/guardian or physician, the principal may determine if the procedure can be provided or if the student remains in attendance. This should be documented in the Medication Log and Plan of Care.

- ensuring that their appropriate supervisory officer is informed of the events following enactment of any Emergency Response Procedure or other medical emergency;
- ensuring that the student forms are stored in the Ontario Student Record (O.S.R.) at the completion of each year (Medication Logs stored for one year), Special Services (i.e. Health Support and medication required at school) are noted in the Health Services section of the Individual Education Plan (IEP).
- maintaining a list of students requiring medication, health support services, and emergency procedures, and establishing an annual review process.

**Staff are responsible for:**

- ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- reviewing Plans of Care / emergency medical procedures for any student with whom they have direct contact and knowing where to access the individual Plans of Care for all students during a medical emergency;
- when administering medication,

- to examine the medication container to review the student's name, medication name, amount (e.g., milligrams), time and frequency, and any special instructions regarding emergency procedures or side-effects prior to each administration. Examine the medication log to ensure that the information recorded on it corresponds with that of the medical container. If there is a discrepancy, the parents/guardians should be contacted immediately;
  - to take every precaution to safeguard the privacy of the student. This includes speaking with students individually, providing private locations for administration of medication and health support services, and maintaining confidentiality when completing the Medication Log;
  - to observe the student to ensure that the medication is consumed, and document date on the Medication Log;
  - to dispose of syringes, needles, equipment in a safe manner (place in labeled hard plastic containers and dispose with biohazardous waste).
- permitting a student to carry their asthma medication if the student has their parent's or guardian's permission. If the student is 16 years or older, the student is not required to have his or her parent's or guardian's permission to carry his or her asthma medication.
  - if an employee has reason to believe that a student is experiencing an asthma exacerbation, administer asthma medication to the student for the treatment of the exacerbation, even if there is no pre-authorization to do so.

**Students are responsible for:**

- depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care.  
Students are expected to:
  - if possible, carry on self or have accessible at all times medication and medical supplies;
  - wear medical alert identification;
  - communicate with their parent(s) and school staff if they are facing challenges related to their medical condition(s) at school
  - participate in the development and review of the Plan of Care to promote an understanding of the plan and develop their potential for self-advocacy and self-management;

- o set goals for increased self-management, in conjunction with parents / guardians and health care professionals.

**Parents are responsible for:**

- ensuring that the information provided to the school regarding the student is kept up-to-date, including the medication that the student is taking.
- informing school officials forthwith of any medical condition (or known triggers);
- ensuring that the information on their child, including but not limited to the medication that the student is taking, is up-to-date;
- collaborating with a medical doctor and the Principal to create a Plan of Care/ emergency medical procedures for their child;
- providing the school and/or child with sufficient quantities of (non-expired) medication and supplies in their original, clearly labeled containers, as directed by a medical doctor and as outlined in the Plan of Care / emergency medical procedures;
- ensuring that written consent has been given for their child to carry their medication, if the parent deems it appropriate that the medication be carried on the child's person;
- pre-authorizing the administration of medication in response to a medical emergency, provided that the school has up-to-date treatment medication and completed Plan of Care / emergency medical procedures, and any applicable consent from the parent or guardian;
- co-operating with school staff when requests are made for information related to storage of medication, administration of medication and updated medical information;
- communicating and collaborating with school staff about arrangements and considerations for field trips, excursions, co-curricular activities, and co-operative education placement etc.

**Progress Indicators:**

PVNC school staff administer medication, provide services, and respond to emergency medical conditions to support student safety, and to allow students to participate in school.

**Definitions:*****ANAPHYLAXIS***

Anaphylaxis is a severe allergic reaction.

***ASTHMA***

Asthma is a common chronic (longterm) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers such as exercise, poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

***COMMON HEALTH SUPPORT***

Common health support procedures that may be required include lifting, toileting, respiration, catheterization, and specific therapy activities determined and defined by health care providers and necessary to be provided at school.

***MEDICATION***

Medication refers to the medications that are prescribed by a healthcare provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities.

***PLAN OF CARE***

A Plan of Care is a form that contains individualized information on a student with a prevalent medical condition. The Plan of Care for a student with a prevalent medical condition should be co-created, reviewed, and/or updated by the parents/guardians in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the first thirty school days of every school year and, as appropriate, during the school year (e.g., when a student has been diagnosed with or changes to a prevalent medical condition).

***TRAINING***

Training may be provided by Board staff, health professionals, or, in some cases, parents/guardians.

***AUTHORIZATION FORMS***

Authorization forms are intended for long term medications that require assistance and that cannot be self administered. Short term medications only require written instructions by parents/guardians (e.g. antihistamines, antibiotics).

## References:

- [Ryan's Law, 2015](#) – Ensuring Asthma Friendly Schools
- [Policy Program Memorandum 161](#) - 2018
- [Education Act, s.265](#) – Duties of Principal
- [Regulation 298 s.20](#) – Duties of Teachers
- [Sabrina's Law, 2005](#)
- [Health 2. Authorization for Administration of Medication](#)
- [Health 3. Authorization for Administration of Special Services](#)
- [Health 4, Student Medication Log](#)
- [Health 5 - Student Plan to Manage Diabetes](#)

## Administrative Procedures to be reviewed in 2023-2024

Number	Title
100	GOVERNANCE, VISION, AND STRATEGIC PRIORITIES
105	Student Trustees
106	Delegations to Board and/or Committee Meetings
206	Admission to Catholic Schools
207	Opening and Closing Exercises in Catholic Schools
303	Student Leadership and Student Voice
304	Supervised Alternative Learning and Other Excusals from Attendance at School
306	Home Schooling
313	Student Acceptable Use of Technology
321	First Nation, Métis and Inuit Voluntary Self-Identification
323	Supporting Students with Epilepsy in Schools
503	Workplace Accommodation
504	Employee Attendance Support Program
507	Disability Management
508	Workplace Harassment Prevention - Annual Review
509	Workplace Violence Prevention - Annual Review
516	Use of Electronic Communication and Social Media
600	STEWARDSHIP OF RESOURCES
601	Community Use of Board Facilities
609	Investment Surplus Funds
616	Honoraria for Trustees
705	Indigenous Education
809	Occupational Health and Safety - Annual Review
810	Confirmed Cases of Fifth Disease
811	Fitness for Duty and Substance Use
900	SAFE AND ACCEPTING SCHOOLS
904	Lockdown Procedures
905	Bomb Threat Procedures
911	Mandated Alternate Educational Settings
1000	PARENT AND COMMUNITY RELATIONS
1003	Catholic School Council
1200	RECORDS AND INFORMATION
1207	Freedom of Information
1300	STUDENT TRANSPORTATION