

POLICY DEVELOPMENT COMMITTEE MEETING

FEBRUARY 6, 2024

Large Boardroom at 6:30 p.m.

IF YOU ARE UNABLE TO ATTEND IN PERSON, [CLICK HERE TO JOIN VIA VIDEO CONFERENCE](#)

Chairperson: TBD (Kevin MacKenzie)

Trustees/Members who are unable to attend the meeting
are asked to please notify Sarah Baker,
Administrative Assistant at sbarker@pvnccdsb.on.ca .

A. Call to Order

- a. Opening Prayer
Trustee Connolly
- b. Land Acknowledgement
Board Chairperson MacKenzie
- c. Approval of Agenda
- d. Declarations of Conflict of Interest
- e. Approval of the Minutes of the Meeting on Tuesday, December 5, 2023 Page 4
- f. Business Arising from the Minutes

B. Recommended Actions/Presentations

1. R.A.: Revised Policy Framework Document
Stephen O'Sullivan, Director of Education.
 - a) R.A. (pg. 14)
 - b) Document (pg. 15)
2. Review of Policy Development Committee Terms of Reference
Stephen O'Sullivan, Director of Education.
3. R.A.: Revised Directional Policy– DP # 1000, Parent and Community Relations.
Stephen O'Sullivan, Director of Education.
 - a) Report (pg. 30)
 - b) R.A. (pg. 31)
 - c) D.P. (pg. 32)
4. R.A.: Revised Administrative Procedure – DP # 100, Governance, Vision, and Strategic Priorities.
Stephen O'Sullivan, Director of Education.
 - a) Report (pg. 38)
 - b) R.A. (pg. 39)
 - c) D.P. (pg. 40)

C. Information Items

1. Administrative Procedures:

a) R.A. (pg. 44)
b) A.P.s (pg. 45)

C.1 a) Administrative Procedure #824, Student Injury Prevention

C.1 b) Administrative Procedure #207, Opening and/or Closing Exercises in Catholic Schools

C.1c) Administrative Procedure #811, Fitness for Duty and Substance Use

C.1 d) Administrative Procedure #824, Asbestos Management Program

C.1 e) Administrative Procedure #905, Bomb Threat Procedures

D. Next Meeting

a) Policy Development Committee meetings for 2023-2024:

- Tuesday, April 30, 2024, 6:30 p.m.
- Tuesday, June 4, 2024, 6:30 p.m.

7. Conclusion

- a) Closing Prayer
Trustee Martin
- b) Adjournment



Minutes

The Minutes of the Policy Development Committee meeting held on Tuesday, December 5, 2023 at 6:30 p.m. in the Large Boardroom.

PRESENT

Trustees: Chair Martin (Committee Chairperson), Trustee MacKenzie (Board Chairperson), Trustee Durst, Trustee Glover, Trustee Tanguay, Trustee Leahy, Trustee Gaskell (Senior Student Trustee), Trustee Heitzner (Junior Student Trustee)*.

Absent/Regards: Trustee Connolly

Administration: Director O'Sullivan, Superintendent Armstrong, Superintendent Di Ianni, Superintendent Heuchert, Superintendent Kahler, Superintendent Selby, Superintendent Piggott.

Guests: Mrs. Hamonic*, Mr. Hamonic*

Recorder: Mrs. McLeod.

1. Call to Order

Chair Glover called the meeting to order at 6:30 pm

a. Opening Prayer

Trustee Leahy led the Policy Development Committee in Opening Prayer.

b. Land Acknowledgment

Chair Glover provided a land acknowledgement that was representative of the first nation bands of Curve Lake, Hiawatha and Alderville. Chair Glover acknowledged the Treaty 20 Michi Saagiig territory and the traditional territory of the Michi Saagiig and Chippewa Nations, collectively known as the Williams Treaties First Nations.

c. Approval of Agenda

Motion: Moved by Trustee Martin, seconded by Trustee Durst, that the Policy Development Committee meeting Agenda be accepted.

Carried.

d. Declarations of Conflicts of Interest

There were no conflicts of interest.

e. Approval of the Minutes of the Policy Development Committee on Tuesday, October 17, 2023.

Motion: Moved by Trustee Martin, seconded by Trustee MacKenzie, that the Policy Development Committee minutes from Tuesday, October 17, 2023 be accepted.

Carried.

f. Business Arising from the Minutes

There was no business arising from the minutes.

2. Recommended Actions/Presentations:

Chair Glover reviewed various aspects of Robert's rules to ensure clarity amongst fellow trustees as to how he would be conducting the meeting.

1. R.A.: Revised Directional Policy– DP #1300, Student Transportation.
Sean Heuchert, Superintendent of Business and Finance.

Superintendent Heuchert provided a thorough presentation on the proposed Directional Policy, Student Transportation, which highlighted three significant changes; implementation of an opt-in process, change of eligibility distances and incorporation of Active school travel. Superintendent Heuchert also proposed moving the general parameters from the Direction Policy to the administrative Procedure as he felt this was not directive in nature. Superintendent Heuchert discussed the rationale for each change, highlighting operational efficiencies as well as alignment with Ministry funding and coterminous boards. He also reviewed feedback received through the PVNC Engage consultation tool and a community Facebook group that heavily discussed the transportation policy proposals. Survey results, feedback themes and comparable data from other boards were presented. The trustees asked a few clarifying questions and also voiced their concerns specifically over the change of eligibility distances and the parent/community feedback consultation. There was also concern expressed over the removal of two trustee responsibilities which Superintendent Heuchert addressed.

Motion: Moved by Trustee Tanguay, seconded by Trustee Martin that anytime community input is sought into policy that we alert the Catholic School Council chairs and Catholic Parent Engagement Committee, specifically, with that information.

Carried

Motion: Moved by Trustee Martin and seconded by Trustee Tanguay to amend the proposed policy by reinstating the Trustee responsibilities that were struck out.

Lost

Motion: Moved by Trustee Tanguay, seconded by Trustee Martin that the Policy Development Committee recommend to the Board that the revised Directional Policy #1300, Student Transportation, omitting the changes to eligibility for grades 1-3, be received and posted and that the general parameters be moved to AP #1301, Student Eligibility.

Carried

2. R.A.: Revised Administrative Procedure – AP #1003, Catholic School Council.

Stephen O’Sullivan, Director of Education.

Director O’Sullivan presented to the Policy Development Committee the recommended changes to AP #1003, Catholic School Council. Questions from the trustees were asked which Director O’Sullivan and Trustee MacKenzie addressed.

Motion: Moved by Trustee Martin, seconded by Trustee Leahy that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #1003, Catholic School Councils, be received and posted under the Directional Policy #1000, Parent and Community Relations.

Carried

3. R.A.: Revised Administrative Procedure – AP #904, Lockdown.

Jonathan Di Ianni, Superintendent of Special Education.

Superintendent Di Ianni presented to the Policy Development Committee a review of proposed changes for AP #904, Lockdown, which were heavily focused around updated responsibilities of various roles. There was some discussion amongst the committee and a couple amendments proposed.

Motion: Moved by Trustee Tanguay, seconded by Trustee Martin to amend the proposed policy by adding “folders for occasional staff that come into the building be provided so they have a copy of the lockdown procedure” under the Principal/Vice Principal responsibilities.

Carried



Motion: Moved by Trustee Martin, seconded by Trustee MacKenzie to amend the proposed policy by adding “the Director is responsible for contacting the Chair of the Board first, then the trustee or trustees responsible for the school affected, then all of the other trustees for any lockdown, not a drill” under Director responsibilities.

Carried

Motion: Moved by Trustee Tanguay, seconded by Trustee Martin that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #904, Lockdown, be received and posted, with amendments, under Directional Policy #900, Safe and Accepting Schools.

Carried

4. R.A.: Revised Administrative Procedure – AP #206, Admission to Catholic Schools.

Julie Selby, Superintendent of Learning.

Superintendent Selby presented to the committee the proposed AP #206, Admission to Catholic schools. There was lengthy discussion around the removal of the appeal process and clarity around the decision and consideration given to families who appeal to the Superintendent of the Family of Schools.

Motion: Moved by Trustee Martin, seconded by Trustee Leahy to amend the proposed policy by removing the addition ““If the request is denied, the decision is final; there is no appeal process.”

Lost

Motion: Moved by Trustee Martin, seconded by Trustee Leahy that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #206, Admission to Catholic Schools, be received and posted under Directional Policy #200, Catholic Education.

Carried

5. R.A.: Revised Administrative Procedure – AP #810, Confirmed Cases of Fifth Disease.

Darren Kahler, Superintendent of Human Resource Services.

Superintendent Kahler reviewed the proposed changes of AP #810, Confirmed Cases of Fifth disease. There was discussion amongst the committee around some of the wording and an amendment was proposed.

Motion: Moved by Trustee Tanguay, seconded by Trustee Leahy that the Policy Development Committee meeting be extended to 9:00 p.m.

Carried

Motion: Moved by Trustee Tanguay, seconded by Trustee Durst to amend the proposed policy by rewording section 2.5 of the policy; “The principal will advise all employees of a confirmed case of Fifth Disease at the work site. The principal will notify any employee known to be pregnant at the work site, of the need to be tested for immunity to Fifth Disease.”

Carried

Motion: Moved by Trustee MacKenzie, seconded by Trustee Durst that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #810, Confirmed Cases of Fifth Disease, be received and posted, with amendment, under Directional Policy #800, Healthy Schools and Workplaces.

Carried

6. R.A.: Revised Administrative Procedure – AP #507, Disability Management.

Darren Kahler, Superintendent of Human Resource Services.

Superintendent Kahler reviewed the revised AP #507. This policy was presented to the committee at the October Policy development meeting and deferred until further amendments had been made. As previously discussed, Superintendent Kahler had approached our union partners around some of the revised wording of the policy and a letter of understanding was requested. Due to some of the language in the policy, the union partners were not able to sign off on the terms. There was a lengthy discussion about the policy and concerns were expressed around specific wording and the role of the Wellness Coordinator in relation to the disability management policy.

Motion: Moved by Trustee Tanguay, seconded by Trustee Martin that AP #507, Disability Management be tabled until the role of the Wellness Coordinator is better defined and more transparent before it comes back to the Policy Development Committee meeting.

Lost

Motion: Moved by Trustee Durst, seconded by Trustee Tanguay to amend the proposed policy by adding the words, “if applicable”, to the second bullet under the Wellness Coordinator responsibilities.

Lost

Motion: Moved by Trustee Martin, seconded by Trustee Tanguay to amend the amendment of the proposed policy by adding the word “OECTA” to the second bullet under the Wellness Coordinator responsibilities.

Lost

The motion to amend and the motion to amend the amendment both failed, therefore the final wording of the second bullet of the Wellness Coordinator responsibilities in AP #507, Disability Management will remain and read as follows; “Copying the Canadian Union of Public Employees (CUPE) on the initial communication when an employee begins a disability management process.”

Motion: Moved by Trustee Martin, seconded by Trustee MacKenzie that the Policy Development Committee meeting be extended to 9:30 p.m.

Lost

There was continued discussion amongst committee members on the policy. Superintendent Kahler provided additional reasoning to the choice of wording and also clarified roles and aspects of the contractual agreements with our union partners. He acknowledged the pandemic caused higher than normal levels of sick leave which has been a priority focus for the Wellness Coordinator. He is hopeful that in the coming year more work on wellness initiatives can be done.

Motion: Moved by Trustee Martin, seconded by Trustee MacKenzie that the Policy Development Committee be extended to 9:29 p.m.

Carried

Trustee Tanguay had several amendments to the policy that were partially reviewed.

- Under section 2.0 Purpose of the Program reword paragraph three as follows; “The program will endeavour to minimize an employee's absence from work through providing accommodation where needed, ensuring employees are receiving appropriate care and treatment.”
- Under section 3.0 Confidential Medical Information paragraph two, strike out “as well as contact with Human Resources Services or the Wellness Coordinator”.
- Under section 3.0 Confidential Medical Information paragraph three add the following words after details of their treatment plan “diagnosis, symptoms and emotional impact.”
- Under Superintendents are responsible for, second bullet, amend word from “are aware” to “is aware.”

After continued discussion Superintendent Kahler confirmed he would be happy to defer the policy to the next meeting and send out a revised report with the feedback received from the discussion.

Motion: Moved by Trustee Durst, seconded by Trustee MacKenzie that the Policy Development Committee postpone the revised Administrative Procedure #507, Disability Management, to the next Policy Development Committee meeting.

Carried

3. Information Items:

There were no information items.

4. Old Business:

There was no old business.

5. New Business

There was no new business.

6. Next Meeting:

a) Policy Development Committee meetings for 2023-2024:

- Tuesday, February 6, 2024, 6:30 p.m.
- Tuesday, April 30, 2024, 6:30 p.m.
- Tuesday, June 4, 2024, 6:30 p.m.

7. Conclusion

a) Closing Prayer

Trustee Tanguay led the committee in closing prayer.



a) Adjournment

Motion: Moved by Trustee MacKenzie, seconded by Trustee Durst that the Policy Development Committee meeting adjourn at 9:25 p.m.

Carried



B. 1. a)

*Creating a culture of
faith, hope and love
to ensure equity
and well-being.*

Policy Development Committee:

Recommended Action:

That the Policy Development Committee recommend to the Board that the revised Framework for Policy Development document dated January 29, 2024, be approved and posted.

B. 1. b)



FRAMEWORK FOR DIRECTIONAL POLICY DEVELOPMENT

*Approved May 27, 2014
Revised October, 24, 2017
Revised January, 2024*

Strategic Priorities 2021-2025



Vision

Creating a culture of faith, hope and love to ensure equity and well-being.

Mission

To accompany our students as we strive for excellence in Catholic Education.
We educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.

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Introduction

Directional policy is “a set of organizational statements, values and perspectives adopted by a board, to direct a course of action.” In our Catholic Board, clarity of integration with our faith tradition and gospel values is critical.

Thoughtful, carefully developed directional policy provides a framework for ethical decision-making and guides the operations of the board. By giving final approval to all policies, trustees ensure that decisions reflect board values. At its highest level, directional policy helps to translate the vision and the intention of the school board into actions for its students. This is how school boards establish direction and give structure to their boards.

Boards across the province are recognizing the importance of staying “on message” about a few key priorities that create a student-centered learning climate, and recognizing that this focus requires meaningful adjustments to their directional policy-making role.

The Education Act, in describing the authority of school boards, sets out their specific authority to exercise power through directional policy. This authority rests with the Board as a whole and represents the “voice” of the board. Individual board members demonstrate effectiveness through an ability to influence and help the board come to decisions as a group.

Directional Policies fulfill the following purposes:

- explain why things need to change;
- communicate the board’s priorities and expectations in clear and easily understood language;
- inform judgment and ensure long-term planning throughout the system;
- help the board to focus on what is important – student learning;
- improve decision-making by addressing issues central to authentic governance, such as the need to be accountable, or to address issues related to equity or safety;
- rely on evidence, analysis and evaluation;
- help the board to manage risk by considering the impact of direction to people and organizations;
- are compliant with government mandates and requirements; and
- strengthen relationships by actively engaging the board with its staff, parents and the larger community, both to provide information and to communicate.

Certain portions of this document have been excerpted from Ministry and Association Guidelines. For clarity these excerpts have been updated to reflect the definitions from the Board Bylaws:

- "Board" means Board of Trustees which governs the School Board
- "School Board" means the corporation that has authority over the schools in a defined district, comprised of a Board of Trustees;
- "Director" means the Director of Education and Secretary/Treasurer of the Board

Further, throughout this document:

- "Directional Policy" has been used in place of "Policy"
- "Administrative Procedure" has been used in place of "Procedure"

Building A Community That Accompanies

We chose the theme of accompaniment, the image of Jesus on the road to Emmaus, carefully. The art of accompaniment is about taking the time to walk alongside one another to listen, and in so doing, to transform. If the global pandemic has taught us anything, it is that the road ahead is unpredictable and it is more important than ever that we walk this road together.

"Each person in a Catholic school practices accompaniment by helping students realize their own unique story is given greater meaning and purpose in knowing and living the story we share in Christ. Our faith is about an encounter with God — an incredible love story that inspires faith and joy," – [Renewing the Promise, 2018](#).

Differentiated Roles and Responsibilities of Trustees and the Director

The Board must comply with provincial government directives related to balancing the budget, codes of conduct, municipal freedom of information and protection of privacy, EQAO testing, etc. There are mandated aspects of their own directional policies which boards cannot change. On the other hand, there are aspects of governance, such as board goals, strategic planning, and student accommodation, which provide the opportunity to deeply engage partners in setting directions for the board. Knowing the difference is at the heart of inspiring public confidence.

The Board also needs to be clear about its role in developing directional policies which express overall direction and purpose. The Director of Education then develops, implements, and monitors administrative procedures which provide detailed direction to the staff and which must be aligned with board policies.

Reconciliation with First Nation, Metis and Inuit People

Residing on Indigenous Lands, we support the ongoing work of reconciliation with Indigenous peoples. Together, we revisit and explore our historical narratives at PVNC Catholic. As such, PVNC Catholic responds to the articles from the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action from the Truth and Reconciliation Commission, and the Calls for Justice for Missing and Murdered Indigenous Women, Girls and 2SLGBTQI+ people. PVNC Catholic continues to recognize the need to explicitly acknowledge and address the history and ongoing impacts of colonialism on Indigenous peoples and communities. Understanding our privilege and responsibilities as a Catholic community, we focus on listening to authentic voices and integrating the realities of Indigenous lived experiences within education. Although this work is often difficult or uncomfortable at times, we continue to work towards implementing teaching practices which support Indigenous peoples' traditions, cultures, and worldviews. We support First Nations, Métis, and Inuit communities in their work of remembrance, reclamation, and resurgence.

PVNC Catholic aspires to provide a holistic and safe educational learning and working experience for all to belong. PVNC Catholic is committed to inclusive policy development processes. To best serve the needs of our community, in its diversity and fullness, PVNC Catholic engages in policy development processes that are committed to stepping into positive, life-giving relationships. PVNC Catholic collaborates with First Nations, Métis, and Inuit people in a process of co-creating new ways of being and knowing together. This includes actively engaging Indigenous peoples by valuing their input into actions and decision-making, and reviewing, and revising policies to better reflect Indigenous perspectives, experiences, and needs. We focus on furthering our understanding of Indigenous teachings and on engaging in actions of reciprocity with the land on which we reside and in relationship with Indigenous community partners. PVNC Catholic understands that reconciliation is a continuous journey that we must actively engage in and explore.

Faith and Equity

The Catholic faith is the foundation of PVNC Catholic. For this reason, it is imperative that policies are consistent with the teachings and traditions of the Catholic Church. PVNC Catholic recognizes its Gospel call to spiritually nourish its community, providing opportunities to develop relationships with Christ, and to understand the teachings and traditions of the Catholic Church. The PVNC Catholic community welcomes and accompanies its members along their own unique faith journeys. We also acknowledge that some of our students, employees, and partners are not of the Catholic faith, but value its tradition and morals, and respectfully work, learn, and belong within our educational setting. As a faith-filled Catholic community, our policies must reflect this commitment and provide opportunities for all to deepen, explore, and live out their faith.

Catholic Social Teaching

Catholic Social Teaching provides a foundation for policy development, implementation, and review. Our work in equitable and inclusive education is grounded both in relevant legislation and human rights documents, and in the social teachings of the Catholic Church, which emphasize the inherent dignity of every person, regardless of their race, age, language, colour, national or cultural background, ability, socio-economic status, gender identity or sexual orientation.

Equity

Equity is foundational to the PVNC Catholic policy process. PVNC Catholic has a duty to provide a safe and accessible learning and working community, where human rights are protected, and everyone has the opportunity to succeed. PVNC Catholic is committed to promoting and practicing equity in all aspects of the policy development process, including the identification and elimination of systemic and structural barriers and supporting previously historically marginalized voices. In doing so, we are understanding our privilege and responsibilities as a Catholic community to create an educational space for all to belong. PVNC Catholic practices equity in the policy development cycle by promoting continuous inquiry into the challenges experienced by equity seeking and code protected groups in order to gain valuable insights to make informed decisions. Multiple iterations of policies are critiqued, collaborated on, and consulted on by a diverse group of partners to ensure representation, reflections of/on power, considering who the policy benefits, and who is left out.

Purpose of the Ontario Human Rights Code

The Gospels, which are expressed through Catholic Social Teaching, are the foundation of teaching and learning at PVNC Catholic. These teachings, along with the Ontario Human Rights Code, give everyone equal rights and opportunities without discrimination. As such, we all have a duty to uphold these legal rights and express this duty through our solidarity with one another. Human rights uphold and recognize the dignity and worth of every person through an environment of mutual respect and belonging. The safety and dignity of staff, students, and partners is an essential and legal responsibility of PVNC Catholic.

Directional Policy - Trustees

Directional Policies provide governance and signal the major intentions and priorities of the elected board. They are few in number and broad in scope. Directional policy is expressed in the board goals and strategic directions and are clearly aligned with the mandate of Catholic education and with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values, and to fairness.

Administrative Procedures – Staff

Administrative Procedures are a mechanism to implement the directional policies of the elected board. They are operational, specific, detailed and focused. They enable all areas of the organization to fulfill their day-to-day responsibilities to students, employees and the public. The procedures are collected in manuals, handbooks and other resources. They can include guidelines for decision-makers and protocols that set out a prescribed course of action for specific circumstances. Administrative procedures are the responsibility of the Director and their staff and are made available to the Board.

Directional Policy Categories for Student Achievement

The policies developed by elected school boards will address their significant governance roles and will include the following themes:

Vision, Values, and Goals

Boards develop a guiding vision about the centrality of student learning in their governance work, and create a set of fundamental principles, beliefs, or values. The vision and values keep boards focused on their student-centered strategic directions and should drive all decision-making by the board. In the directional policy about the board's vision and goals, the board creates the conditions and sets the context for student learning and well-being. This directional policy includes a description of the board's values related to the teaching and learning environment and system capacity-building.

Governance and Planning

Boards describe their governance role in strategic planning, directional policy development, budget-setting as well as their understanding of the role of the elected board and the role of the Director of Education.

Program and Achievement Standards

This sets the direction and provides a framework for all of the district school board's programs which have been designed to comply with provincial mandates as well as to reflect local community needs. In this area, the elected board articulates what it wants students to achieve and their philosophy regarding student achievement and well-being.

Learning Environment

The success, safety and well-being of every student are of paramount importance to boards. It is here that the elected board describes its commitment to safe schools, its respect for the role of students, and its commitment to equity and inclusion.

Personnel and Employee Relations

Every staff member of the district school board contributes to the board's ability to achieve its goals. Through this directional policy area, the elected board articulates direction and expresses its beliefs and expectations with regard to its human resources. It also clearly articulates its values regarding succession planning, leadership and capacity building.

Parent/Community Relations

The engagement of parents and the community is crucial to developing and maintaining public confidence in the local school board to meet the long-term needs of children and citizens. In this directional policy statement, the board outlines the role of decision-making within the context of the responsibility of the board to make decisions. The board also expresses beliefs about volunteers, parent involvement and community partnerships.

Directional Policy Register

All boards should have a thorough and well-constructed Directional Policy Register posted on-line that highlights and supports the important governance function of the board. In addition to clearly defining the role of the board, the role of the Director of Education and the delegation of authority from the board to the Director, it should include:

- foundational statements which provide guidance and direction for all activities within the board;
- directions for how the board itself is to function, how individual trustees are to conduct themselves, and directions for the functioning of board committees and representatives;
- statements as to how appeals and hearings will be conducted; and
- non-delegable matters, such as directional policy-making and selection of the Director of Education.

The Directional Policy Register of the board must be supplemented by access to the **Administrative Procedures**, the documents by which the Director of Education directs staff. The Administrative Procedures must be entirely consistent with the board's directional policies. The development of separate and distinct documents is meant to reinforce the distinction between the board's responsibility to govern and the director's executive or administrative duties.

Directional Policies

- Governance, Vision, Strategic Priorities
- Catholic Education
- Student Achievement and Well-being
- Recruitment, Talent Development, Leadership and Succession Planning
- Employee Relations
- Stewardship of Resources
- Equity and Inclusive Education
- Healthy Schools and Workplaces
- Safe and Accepting Schools
- Parent and Community Relations
- Communications
- Records and Information
- Student Transportation

Process for Effective Directional Policy Making – What makes a “good” directional policy?

(Adapted from Good Governance for School Boards - Ontario School Trustees Association - [Module 7](#))

Good directional policy aligns with the mission, vision and values, and strategic directions of the board.

Good directional policy is beneficial. It creates public value. Directional policy change should benefit individuals, organizations and services. Analysis of intended and unintended consequences is a crucial aspect of directional policy work.

The direction to be set, or the problem to be addressed, by directional policy change must be clear from the outset. Good directional policy making considers both the

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short and longer-term systems' impact. It uses evidence and information as the basis for analysis which should, in turn, be rational, comprehensive, thorough and balanced. Quantitative and qualitative information should be applied.

Good directional policy is ethical. Board Codes of Conduct espouse principles of integrity, respect and accountability that everyone in the board should apply to their work. The processes used to develop directional policy need to be clearly communicated and widely understood. The processes should engage from the outset those individuals and organizations who will be affected by directional policy change.

Good directional policy is intelligible. Clarity and economy are essential features of good directional policy. A good directional policy should be no more than two or three pages in length and in plain English. Directional Policy should be described in as few words as possible with clear messages which are readily understood. All directional policy documents are constructed, published and written in a particular time and place. They should be reviewed, refreshed, abandoned and/or replaced as the board moves forward. Effective directional policy development and implementation aligns with board milestones and targets, and responds rapidly to emerging challenges and changes of direction. It foresees the challenges of implementation and adapts to the shifting realities of operational environments.

Good directional policy is reviewed and evaluated. As part of its process, the Board should establish an annual directional policy agenda with a schedule for regular review and monitoring of progress throughout the board meeting agendas. Here again, this should be done with a view to aligning board priorities and maximizing time for discussion and reflection.

PROCESS

Identification of Directional Policy Issues

The identification of the need for a board directional policy or the need for review or revision of an existing board directional policy may be initiated by board members, constituent groups, a board's directional policy committee, students, or staff members. The need for change could also be identified as a result of directional policy directives from the Ministry of Education, or as a result of regulations or legislation at the federal, provincial, or municipal level.

Development of Draft Directional Policy

When the Board makes a decision to develop a directional policy or revise an existing directional policy, it must involve consultation with constituent groups who may have an interest in the directional policy. This could include students, parents, staff, employee unions and the broader community.

A draft is considered by the Board or a committee of the board to allow for more input. The school board's senior staff prepares a draft directional policy that considers the input received. A final draft reflecting this input is submitted to the board for approval. Once approved, the document becomes board directional policy and goes into effect.

Implementation

The elected board is responsible for implementing its own policies and is responsible for the formal delegation of authority to the Director of Education to implement its broad goals and expectations. The implementation plan for a board directional policy will include

information about administrative procedures that support the directional policy and a communication plan to ensure that all partners are notified about the new or revised directional policy.

Directional Policy Review

It is necessary to review policies on a regular basis to ensure their relevance to the current school board environment and their compliance with applicable legislation and Ministry policy directives. At the time of adopting a directional policy, the elected board usually specifies the date it will be due for review.



A POLICY CHECKLIST

Directional policy documents should be brief, written in plain English and include the following core elements:

Purpose/intention: a brief, clear and direct explanation of what the directional policy is intended to achieve and to whom it is intended to apply.

Legislative base: a reference to the legislation that provides the authority for the directional policy statement.

Scope: to whom and to what the directional policy applies, where the directional policy will have effect and the public value it will add.

Context: a brief description of the context within which the directional policy will operate, including connections with government directions.

Principles: a description of the principles that have shaped the development of the directional policy and their effect on the way in which it should be applied.

Responsibility: identification of whether the board is solely responsible for the implementation of the directional policy (e.g., Governance By-Laws and Standing Rules, Board Operations, Board Members' Code of Conduct, Selection of the Director) or whether the board has delegated responsibility to the director to implement the board's expectations across the district (Board Vision and Goals, Board Expectations for Student Achievement and Well-Being).

Directional Policy statement: the directional policy itself.

Evaluation process: a description of the way in which the impact of the directional policy will be assessed and a timeline for this.

Review date: a date for review of the directional policy.

Document and version control: the date of original approval of the directional policy and any subsequent review dates.

Contacts, supporting tools and resource people: as a minimum, a contact person who can assist with inquiries about the directional policy and any other tools or supporting materials that will help the directional policy to be understood and successfully implemented.

RESPONSIBILITIES FOR POLICY DEVELOPMENT

The Board is responsible for:

- Defining, articulating and directing the PVNC Catholic District School Board's mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan.
- Setting direction and directional policy that governs the PVNC Catholic District School Board.
- Reviewing and considering for approval all new and revised policies recommended for consideration by the Policy Development Committee.

- Understanding and communicating with members of the community the content of all Board Policies.
- Assigning responsibility to the Director of Education for operationalizing and managing ongoing directional policy of the Board.
- Monitoring and holding the Director of Education accountable respecting the implementation and operation details of all Board Policies.

Policy Development Committee is responsible for:

- Reviewing and amending Board Policies.
- Recommending new or existing revised policies to the Board for final approval.

The Director of Education is responsible for:

- Implementation and operational details of all Board policies.
- Ensuring that senior administration and designated staff are responsible for the content and implementation of Board procedure.

Lead Superintendent is responsible for:

- Researching and authoring new or revised Board Policies with a representative and integrated team for consideration by the Administrative Council and the Policy Development Committee.

Superintendents are responsible for:

- Providing input to ensure the directional policy captures the specific and relevant concerns that may arise from their family of schools and their particular portfolios e.g., Human Resources, Special Education, Equity, etc.

Principals are responsible for:

- Leading their school communities in communicating and understanding.
- Implementing and adhering to Board Policies.

Teachers and support staff are responsible for:

- Being familiar with, understanding and adhering to Board Policies.

Communications Staff is responsible for:

- Ensuring the language used in the directional policy is accessible to all of our partners.
- Supporting the consultation process through effective communication.
- Supporting a variety of communication strategies to ensure implementation.

Resources:

[Compendium of the Social Doctrine of the Church](#)

[Development and Peace, Caritas Canada](#)

[The Education Act, RSO 1990](#)

[OCSTA Trustee Modules](#)

[Ontario Human Rights Code](#)

[Ontario Education Services Corporation \(OESC\) Good Governance Guide 2022-2026](#)

<https://www.cccb.ca/document/the-struggle-against-poverty-a-sign-of-hope-in-our-world/> Canadian Conference of Catholic Bishops. (2022)

[Walking Together Toward Truth, Healing, Reconciliation, and Hope.](#) CCCB Publications.

[Truth and Reconciliation Commission Calls to Action](#)

[Missing and Murdered Indigenous Women, Girls, and 2SLGBTQIA+ People](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

Revisions

Approved May 27, 2014

Approved: May 27, 2017

Revised October 20, 2020

Revised January 29, 2024

APPENDIX A

THE DIRECTIONAL POLICY TEMPLATE

Board Logo	Policy Number
Title of Policy	
Date Approved	
Projected Review Date	
Policy Statement	
Purpose	
Alignment with Multi-Year Strategic Plan (MYSP)	
Responsibilities	
Progress Indicators	
Definitions	
References	

ADMINISTRATIVE PROCEDURES TEMPLATE

Board Logo
Title of Administrative Procedures
Date Approved
Projected Review Date
Directional Policy Alignment
Alignment with MYSP
Action Required
Responsibilities
Progress Indicators
Definitions
References

Report to the Policy Development Committee

Meeting Date: February 6, 2024

Presented by: Stephen O'Sullivan, Director of Education

Subject: Directional Policy 1000 – Parent and Community Relations

Background:

Directional Policy 1000, Parent and Community Relations was last reviewed in 2017 and is due for review in the policy development cycle. This Directional Policy guides the way the board values and relates to its parent and community partners in the board's operations.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Updated links to the current provincial resource: Ministry of Education's Parent Engagement Policy for Ontario Schools.
- Updated language to align with current multi-year strategic plan.
- Added the student census to the progress indicators.
- Updated references to current administrative procedures, updated provincial resources and included Ontario's code of conduct for the education sector: parent's guide.

Attachments:

Draft Administrative Procedure/Directional Policy for consideration.

[Link to previous version of the Administrative Procedure/Directional Policy.](#)



B. 3. b)

*Creating a culture of
faith, hope and love
to ensure equity
and well-being.*

Policy Development Committee:

Recommended Action:

That the Policy Development Committee recommend to the Board that the revised Directional Policy #1000, Parent and Community Relations, be received and posted under the Policy and Procedures for PVNCCDSB.

B. 3 c)



BOARD DIRECTIONAL POLICY	
<i>DIRECTIONAL POLICY TITLE</i>	<i>Policy Number</i>
PARENT AND COMMUNITY RELATIONS	1000

TITLE OF DIRECTIONAL POLICY:

Parent and Community Relations

DATE APPROVED:

To be reviewed - February 6, 2024

PROJECTED REVIEW DATE:

2029

POLICY:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board (PVNC Catholic) values parent, family, parish and community engagement in Catholic education and the positive impact it has on student achievement and well-being. Parent, family, parish and community engagement is a collective responsibility.

Parents and families play an integral role in supporting student learning both in the home and by making valuable contributions to classrooms and schools. The Board welcomes and appreciates the ideas, perspectives and contributions that come from these partnerships. Their collective input informs Board policies, practices and planning processes.

Parents, families, parishes and community members are engaged with the Board in a variety of ways; these include the central Board committees, Catholic School Councils, student councils, and many other working groups, agencies and community partnerships, including community experiential learning program partnerships, which are important components of the Board's operations.

The PVNC Catholic recognizes the need to be proactive, equitable, inclusive and innovative by using diverse strategies to attract input from all partners and to facilitate engagement in support of student achievement and well-being.

PURPOSE:

The Parent and Community Relations Directional Policy supports the [Ministry of Education's Parent Engagement Policy for Ontario Schools](#), and thereby the development of positive relationships among students, staff, parents/guardians, parish and community members by promoting engagement in Catholic education.

The goals of the Parent Engagement Policy for Ontario Schools are:

- making schools and the school system accessible and welcoming to parents and other members of the community;
- making sure the public has open access to relevant information about educational policies, programs, and services;
- encouraging meaningful opportunities for input into decision-making at the school and Board level;
- ensuring that community partnerships are nurtured in the service of experiential learning opportunities for students.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Parent and Community Relations Directional Policy supports the vision and mission to accompany our students as we strive for excellence in Catholic education. under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community that Accompanies](#). In particular, this policy most directly relates to the following priorities:

- valuing relationships through connections between the home, school, parish and community and providing outreach and seeing the face of God in each person we serve;
- ensuring equity to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship;
- nurturing mental health and well-being by strengthening parent engagement in student learning.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support parent and community relations in a Catholic learning community supported by the Multi-Year Strategic Plan;

- reviewing and considering for approval the Parent and Community Relations Directional Policy recommended for consideration by the Policy Development Committee;
- understanding and communicating with members of the community the content of the Parent and Community Relations Directional Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Parent and Community Relations Directional Policy;
- monitoring and holding the Director of Education accountable for the implementation and operational details of the Parent and Community Relations Directional Policy;
- serve as a conduit for community views and ideas that support the Board’s mission, vision, and values.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Parent and Community Relations Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Parent and Community Relations Policy;
- promoting parent, family, parish and community engagement with staff and the community.

The Superintendents are responsible for:

- supporting the promotion of parent, family, parish and community engagement with staff and the community;
- supporting the implementation of the Parent and Community Relations Directional Policy.

Principals, Managers and Supervisors are responsible for:

- providing leadership to ensure the effective implementation of the Parent and Community Relations Directional Policy;
- supporting staff in understanding and implementing effective parent, family, parish and community engagement that supports student achievement and well-being, which includes that all parents:

- are welcomed, respected and valued by the school community as partners in their children's learning and development;
 - have opportunities to be involved, and also a full range of choices about how to be involved, in the educational community to support student success;
 - are engaged with other educational partners through ongoing communication, dialogue and timely feedback, to support a positive learning environment at home and at school;
 - are supported with the information and tools necessary to participate in school life.
- identifying and removing barriers to parent engagement that may prevent some parents from fully participating in their children's learning;
 - creating processes to seek diverse voices of our students and their communities;
 - reviewing and expanding communication and outreach strategies to share information and strategies related to supporting learning at home and parent engagement in schools.

Staff Members are responsible for:

- knowing and understanding the Parent and Community Relations Directional Policy;
- fostering a commitment to parent, family, parish and community engagement; and
- supporting and implementing strategies that enhance engagement by parents, family, parishes and the community to support student achievement and well-being, including:
 - fostering and sustaining a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard;
 - identifying and removing barriers to parent engagement that may prevent some parents from fully participating in their children's learning and to reflect the diversity of our students and communities;
 - provide parents with the knowledge, skills and tools they need to support student learning at home and at school.

Students are responsible for:

- fostering a commitment to parent, family, parish and community engagement; and

- supporting the engagement of their families and community in their achievement and well-being.

Parent(s)/Guardian(s) are responsible for:

- supporting parent, family, parish and community engagement;
- understanding that they have an important role in fostering parent, family, parish and community engagement;
- fostering and developing relationships and partnerships with the PVNC Catholic District School Board to support student achievement and well-being, including:
- having productive conversations with teachers so that there is clear communication between the school and the home;
- becoming involved in school activities and, where possible, volunteering to help with school events, trips and other activities;
- providing a positive learning environment at home, actively working with children to support what they are learning in school, and making learning an important part of the day.

PROGRESS INDICATORS:

- Catholic School Community Profiles reflect parent and community relations as strengths of the school communities;
- Bi-annual School Climate Surveys reflect the voices of parents in each school community.
- Student census

According to Ontario's Vision for Parent Engagement, students are supported and inspired to learn in a culture of high expectations in which parents:

- are respected, welcomed and valued by the school community as partners in their children's learning and development;
- have opportunities to be involved, and also a full range of choice about how to be involved, in the educational community to support student success;
- are engaged through ongoing communication and dialogue with other educational partners to support a positive learning environment at home and at school;
- are supported with the information and the tools necessary to participate in school life.

DEFINITIONS:*Parent, Family and Community Engagement*

Parent, Family and Community Engagement refers to the interdependent relationships and partnerships established to support student achievement and well-being in alignment with the Ministry of Education’s Parent Involvement Policy. Parent, family, and community engagement also refers to engaging people at various levels within the organization and the community. This can occur in a variety of contexts; at home, in the community, in the classroom, at school, within families of schools, and at the Board. This engagement also supports the development of strategic, cooperative, collaborative partnerships with parents, communities, agencies, businesses, and others.

REFERENCES:

[Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities](#). Ontario Education Services Corporation, 2022-2026.

[Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#)

[Ontario’s code of conduct for the education sector: parent’s guide](#)

Related Administrative Procedures:

[AP 1003 - Catholic School Council](#)

[AP 1004 - Catholic Parent Engagement Committee](#)

[AP 1001 - Addressing Parental and Public Concerns](#)

[AP 1005 - Volunteers in Our Schools](#)

[DP 700 - Equity and Inclusive Education](#)

Report to the Policy Development Committee

Meeting Date: February 6, 2024

Presented by: Stephen O'Sullivan, Director of Education

Subject: Directional Policy 100, Governance, Vision and Strategic Priorities

Background:

Directional Policy 100, Governance, Vision and Strategic Priorities was last reviewed in 2016 and is due for review in the policy development cycle. This Directional Policy provides the framework for decision-making, effective stewardship of resources and ethical leadership and guides the creation and monitoring of the board's strategic direction.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Updated language to reflect connection to the board's current Strategic Priorities document.
- Added Student and Staff Census and Catholic Board Improvement Plan for Student Achievement and Well-being as examples of data for examination under progress indicators.
- Updated links to references

Attachments:

- Draft Administrative Procedure/Directional Policy for consideration.
- Link to [previous version of the Administrative Procedure/Directional Policy](#).

*Creating a culture of
faith, hope and love
to ensure equity
and well-being.*

Policy Development Committee:

Recommended Action:

That the Policy Development Committee recommend to the Board that the revised Directional Policy #100, Governance, Vision and Strategic Priorities, be received and posted under the Policy and Procedures for PVNCCDSB.

B. 4 c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
Governance, Vision and Strategic Priorities	100

TITLE OF DIRECTIONAL POLICY:

Governance, Vision and Strategic Priorities

DATE APPROVED:

To be reviewed - February 6, 2024

PROJECTED REVIEW DATE:

2029

POLICY:

Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board is committed to the principles and practices of good governance. Governance provides a framework for decision-making, the effective stewardship of resources and ethical leadership. The Catholic Social Teachings inform our understanding of effective governance and leadership. In the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) good governance is seen as the exercise of authority, direction, and accountability to support our moral purpose and our vision of “Creating a culture of faith, hope and love to ensure equity and well-being.” In our Catholic system, student achievement and well-being are measured by both the successful mastering of Ministry of Education curricula as well as the [Ontario Catholic School Graduate Expectations](#).

PURPOSE:

To create a shared understanding of the principles and practices of good governance by articulating a multi-year strategic plan with a clear vision and focused priorities; by establishing a consistent process for the development, implementation and monitoring

of directional policies and administrative procedures, and by respecting the distinct roles and responsibilities of the board of trustees and staff.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Governance, Vision and Strategic Priorities Directional Policy is aligned with the board's strategic mission and vision under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community that Accompanies](#).

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 strategic direction and directional policies that govern the PVNC Catholic District School Board;
- establishing a budget consistent with the Board's vision and priorities;
- providing fiduciary oversight and stewardship of resources;
- understanding and communicating with members of the community the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- assigning responsibility to the Director of Education for operationalizing and managing the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- monitoring and holding the Director of Education accountable for implementing the Multi-Year Strategic Plan and Directional Policies.

The Director of Education is responsible for:

- establishing and maintaining positive working relations with the Board of Trustees to support their governance role in defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community;
- providing leadership regarding implementation, operational details and monitoring of the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- allocating resources to support the Board vision and priorities and ensuring financial stewardship;

- providing direction to staff in the development of administrative procedures and practices to support the implementation and monitoring of the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- establishing and maintaining positive and proactive working relations with staff, students, parents, the diocese, as well as the Ministry of education and other learning partners to provide excellence in Catholic education through learning, leadership and service.

Superintendents are responsible for:

- providing leadership and support for principals/vice-principals, managers, executive/administrative assistants and all departmental staff in their knowledge, understanding, implementation and monitoring of the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- working collaboratively with the senior team, managers, principals, vice-principals, teachers, support staff, parents and students to develop administrative procedures that align with the PVNC Catholic District School Board Multi-Year Strategic Plan and support the Directional Policies.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- assisting superintendents in working collaboratively with key stakeholders to develop administrative procedures that support the Directional Policies.

Communication Services are responsible for:

- working collaboratively with the senior team, managers, principals, vice-principals, teachers, support staff, parents and students to develop and ongoing and evolving communication plan to build knowledge and understanding of the PVNC Catholic District School Board Multi-Year Strategic Plan, Directional Policies and Administrative Procedures;
- employing various media tools to support implementations and monitoring of the PVNC Catholic District School Board Multi-Year Strategic Plan.

Principals and Vice-Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in the knowledge, understanding, and in the implementation and

monitoring of the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;

- providing leadership, management, and support for the members of their school communities in the knowledge, understanding and in the implementation and monitoring of the Administrative Procedures that support the Directional Policies.

Staff are responsible for:

- working collaboratively with colleagues to successfully implement the PVNC Catholic District School Board Multi-Year Strategic Plan and Directional Policies;
- adhering to the Administrative Procedures that support the Directional Policies;
- being proactive and self-directed in building their knowledge and understanding of the PVNC Catholic District School Board Multi-Year Strategic Plan, Directional Policies and the supporting Administrative Procedures.

PROGRESS INDICATORS:

- an up-to-date digital policy register that reflects principles and practices of good governance in a faith-filled Catholic Learning community;
- evidence of the PVNC Catholic District School Board Multi-Year Strategic Plan supported by clear directional policies and administrative procedures and practices that are visible in the board room and in all schools at a system level;
- data from annual digital surveys demonstrate understanding, knowledge and support of ongoing implementation and monitoring of the PVNC Catholic District School Board Multi-Year Strategic Plan;
- observations and analysis of relevant data (EQAO Results, Graduation Rates, Report Cards, Staff/Student Census, Director's Annual Report, Catholic Board Improvement Plan for Student Achievement and Well-being, etc.) indicate a culture of high expectations and continuous improvement in the ongoing implementation of the PVNC Catholic District School Board Multi-Year Strategic Plan.

REFERENCES:

- Education Act of Ontario <https://www.ontario.ca/laws/statute/90e02>
- Good Governance for School Boards: Trustee Professional Development Program <http://modules.ontarioschooltrustees.org/en/>
- [2021-2025 Strategic Plan, Vision and Mission: Building a Community that Accompanies](#)

Policy Development Committee:

Administrative Procedures:

Recommended Action:

That the Policy Development Committee recommend to the Board that items C.1 a) through C.1 e) be received and posted as presented:

C.1 a) Administrative Procedure #824, Student Injury Prevention

That the Policy Development Committee recommend to the Board that AP # 824, Student Injury Prevention be renamed to AP # 801, Student Injury Prevention.

C.1 b) Administrative Procedure #207, Opening and/or Closing Exercises in Catholic Schools

that Administrative Procedure #207, Opening and/or Closing Exercises in Catholic Schools, be received and posted as revised under Directional Policy #200, Catholic Education.

C.1c) Administrative Procedure #811, Fitness for Duty and Substance Use

that Administrative Procedure #811, Fitness for Duty and Substance Use, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1 d) Administrative Procedure #824, Asbestos Management Program

that Administrative Procedure #824, Asbestos Management Program, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.

C.1 e) Administrative Procedure #905, Bomb Threat Procedures

that Administrative Procedure #905, Bomb Threat Procedures be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.

Report to the Policy Development Committee

Meeting Date:	February 6, 2024
Presented by:	Julie Selby
Subject:	AP 207 ~ Opening and/or Closing Exercises in Catholic Schools

Background:

AP 207 is being brought forth as part of the customary review cycle.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

1. Addition of *“to promote a sense of belonging through the creation of faith-filled, equitable and inclusive learning environments”* to the Directional Policy statement
2. Alignment with Multi-Year Strategic Plan.
3. Inclusion of content aligned with ACBO *Renewing the Promise*.
4. Addition of Land Acknowledgements to Opening Exercises.
5. Use of Anishinaabemowin instead of Ojibwe.
6. Addition of *“by listening, singing, speaking, and engaging in daily opening and/or closing exercises”* to the Staff Responsibility section to reflect the language used within the Student Responsibility section.
7. Updated links to Equity and Inclusive Education DP 700 and AP 701 and Religious Accommodation AP 702.
8. Updated Appendix A.

Attachments:

- [Draft Administrative Procedure/Directional Policy for consideration.](#)
- [Link to previous version of the Administrative Procedure/Directional Policy.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Opening and/or Closing Exercises in Catholic Schools	(207)
Directional Policy	
#200 – Catholic Education	

Title of Administrative Procedure:

Opening and/or Closing Exercises in Catholic Schools

Date Approved:

February 2024

Projected Review Date:

2029

Directional Policy Alignment:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society. Given this landscape, this Administrative Procedure embeds the practices of prayer in keeping with our faith tradition, embeds the practices of cultural diversity, and fulfills the requirements of the Education Act *to promote a sense of belonging through the creation of faith-filled, equitable and inclusive learning environments.*

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure embodies our Vision for creating a culture of faith, hope and love to ensure equity and well-being and our Mission to accompany our students as we strive for excellence in Catholic Education. This Administrative Procedure supports the Board's [Strategic Plan: Building a Community that Accompanies](#), as it is rooted in our Inspiring Faith pillar goals finding unity as the body of Christ and experiencing God in ourselves and the natural environment through prayer, sacramental signs and

symbols and through sacred scripture. In this and through Catholic Social teaching we strive to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.

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

Action Required:

This Administrative Procedure provides guidelines to assist principals, staff, students, and school communities with daily prayer, which brings us together in communion, as well as responsible citizenship, which is demonstrated through the singing of O Canada. It is also intended to reflect diversity and inclusion within the Peterborough Victoria Northumberland and Clarington Catholic District School Board, most notably in the regular effort to include French and *Anishinaabemowin* variations of the national anthem.

Land Acknowledgements honour and demonstrate our journey towards Truth and Reconciliation. Through authentic reflections that acknowledge our relationship to the land and water that sustains us; to life on Mother Earth and the Indigenous Peoples, the traditional caretakers of the land, we are reminded of our responsibilities. Land Acknowledgements speak to establishing and maintaining meaningful relationships with Indigenous people and is one way to recognize traditional Indigenous territories, treaty agreements, and deepens our understanding of the truth and our shared history as Canadians.

As such, the principal, staff, clergy, parents/guardians, volunteers and students *will offer a land acknowledgement and recite/pray/reflect/meditate or listen to Catholic prayers, scripture, songs, poems, and writings that reflect the teachings of Jesus in our faith community.*

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Catholic Education Directional Policy.
- Reviewing the Opening and/or Closing Exercises in Catholic Schools 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.
- Ensuring that in addition to the requirements of the Education Act, it reflects the principles of diversity and inclusion.

Principals and Vice-Principals are responsible for:

- Ensuring that opening and/or closing exercises are held daily in keeping with the liturgical year.
- Ensuring that the playing and singing of O Canada include French and *Anishinaabemowin* versions of the national anthem.
- Ensuring daily prayer takes place at the start of the school day.
- Considering annually the recitation of the Oath of Citizenship and the Pledge to the Canadian Flag ([Appendix A English/French](#)) in consultation with the Catholic School Council.
- Reviewing with staff the procedures and expectations for opening/and or closing exercises and selected assemblies.
- Considering written requests for exemption from parents of students under 18 and students over 18 with the Family of Schools Superintendent, and providing a written response to the parent/guardian in a timely fashion.
- Notifying staff about the Opening and/or Closing Exercises Administrative Procedure

Staff are responsible for:

- Following the Opening and/or Closing Exercises Administrative Procedure.
- Observing and participating in opening and/or closing exercises *by listening, singing, speaking, and engaging in daily opening and/or closing exercises.*

Students are responsible for:

- Observing and participating in opening and/or closing exercises by listening, singing, speaking, and engaging in daily opening and/or closing exercises.

Parents are responsible for:

- Supporting their children's participation in daily opening and/or closing exercises or providing a written request for exemption.

Progress Indicators:

- Daily observation and participation in daily opening and/or closing exercises including the playing and singing of O Canada and the daily experience of prayer.
- Regular playing and singing of O Canada in French and *Anishinaabemowin* languages.

Definitions:

- [Pledge of Citizenship - See Appendix A](#)
- [Pledge to the Canadian Flag - See Appendix A](#)
- [O Canada - See Appendix A](#)

References:

- [Equity and Inclusive Education Directional Policy 700](#)
- [Equity and Inclusive Education – AP 701](#)
- [Ministry of Education Regulation 298 Operation of Schools](#)
- [Ministry of Ontario Regulation 435/00 Opening and/or Closing Exercises](#)
- [Policy Program Memorandum No. 108](#)
- [Religious Accommodation – AP 702](#)

Report to the Policy Development Committee

Meeting Date: February 6, 2024

Presented by: Darren Kahler, Superintendent

Subject: AP811 – Fitness for Duty & Substance Use

Background:

This Administrative Procedure is on it's regular review cycle.

Recommended Changes:

- Updated Directional Policy Alignment and alignment wit Multi-Year Strategic Plan
- Accommodation moved to section 1. Section titled Alcohol, Recreational Cannabis and Illicit Non-Prescription Drugs moved into Accommodation.
- Deleted reference to employee providing information related to changes to treatment plans.
- Deleted reference to Access to Cannabis for Medical Purposes Regulation – replaced with reference to Cannabis Act.
- Appendix A – added clarity on action required by supervisor if they believe employee may be under the influence.

Attachments:

[Draft Administrative Procedure/Directional Policy for consideration.](#)

[Appendix A](#)

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

[Appendix A](#)

BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Fitness for Duty & Substance Use	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 811
<small>Directional Policy</small> Healthy Schools and Workplaces - 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

Fitness for Duty and Substance Use

DATE APPROVED: 2024

PROJECTED REVIEW DATE: 2029

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 are 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 Fitness for Duty and Substance Use 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 to Value Relationships, Nurture Mental Health and Well-being and to Ensure Equity.

ACTION REQUIRED:**1. Accommodation**

Employees who suspect they have an addiction disability, or emerging issue related to drugs and/or alcohol, are encouraged to seek medical and/or professional advice and follow recommended treatment promptly. Employees are encouraged to consult their supervisor, the Board's Wellness Coordinator or designate and/or the Board's Employee and Family Assistance Program (EFAP) provider in the event they have concerns about their own use of alcohol, recreational cannabis, misuse of prescription drugs or illicit non-prescription drugs.

The Board is committed to working with employees who have or may have an addiction disability. Employees are expected to adhere to work-related limitations that may be imposed by the Board to appropriately accommodate them and to ensure the safety, health, and welfare of the individual as well as students, other employees and the work environment.

In order to promote a safe and healthy workplace, the Board is committed to providing reasonable and appropriate accommodations and supports to employees who have substance abuse addictions. Accommodations may include, but are not limited to:

- Modified duties or temporary reassignment;
- Providing information related to the Board's Employee and Family Assistance Program;
- Providing information related to available rehabilitation programs;
- Providing time to address treatment if medically documented and as per [Workplace Accommodation AP 503](#).

The Board understands that certain individuals may develop a dependency to certain drug and/or alcohol substances, which may be defined as a disability under the Ontario Human Rights Code. Employees play a role in the accommodation process and are expected to cooperate with reasonable requests for medical documentation as per their respective collective agreement if applicable, and to disclose if they suspect they have an emerging addiction disability. Employees are also expected to seek appropriate treatment promptly. Employees will not be disciplined for requesting help or due to current or past involvement in a rehabilitation effort.

All medical information provided by an employee will be kept confidential by the Board, unless otherwise authorized to be disclosed by law.

2. Fitness for Duty

Employees are strictly prohibited from consuming alcohol while on Board property, at school or Board sponsored events, unless specifically authorized by the Director of Education (e.g. Board Annual Retirement Celebration). Employees are strictly prohibited to use, possess, distribute, cultivate, and/or offer the sale of recreational cannabis and illicit non-prescription drugs in the workplace.

The Board is committed to supporting the wellness of all employees and ensuring fitness for duty when attending work. Employees have a professional responsibility and are required to report to work fit for duty. This includes remaining fit for duty and doing what is necessary to be in compliance with this administrative procedure while the employee is at work.

Where there are reasonable grounds to believe that an employee may not be fit for duty while on Board premises and/or at a Board sponsored event, a supervisor will follow the steps outlined in Appendix A – Fitness for Duty Assessment Guidelines.

Where an employee is concerned about a co-worker who may not be fit for duty, they must report such observations to their supervisor.

The Board reserves the right to discipline employees, up to and including termination of employment, for failure to comply with this administrative procedure.

3. Prescription Medications

Employees on prescription medications which may impact their ability to perform their duties safely must communicate to the Board's Wellness Coordinator (or designate) the usage of such prescription medication while at work, and any potential risk, ~~or~~ limitation or restriction. Depending on the circumstances, duties may be modified, or employees may be given a temporary reassignment if they are unable to safely perform the duties of their position.

Employees seeking accommodation involving prescription medication must provide medical documentation substantiating this requirement. Medical documentation provided should also include details such as:

- What abilities, if any, are impaired, and for what duration;
- How long is it anticipated the medication will need to be taken; and
- Any behavioural side-effects.

In order to promote a safe and healthy workplace, the Board is committed to providing reasonable and appropriate accommodations and supports to employees who must use prescription medications while at work that may impact their ability to perform their regular duties. Accommodations may include but are not limited to:

- Changes in break schedules (for example, to allow people to take medication as prescribed)
- Modified duties or temporary reassignment

Employees play a role in the accommodation process and are expected to co-operate with reasonable requests for medical documentation, as per respective collective agreements if applicable, and to disclose if they are taking prescription medication which may impact their ability to perform their regular duties. Employees are not required to disclose what prescription medication they are on, but must advise if the side effects of the medication may impact their ability to perform their work safely.

All medical information provided by an employee will be kept confidential by the Board, unless otherwise authorized to be disclosed by law.

4. Medical Cannabis

The Board has the same expectations for employees who use medical cannabis as those who use all other types of prescription medication and will accommodate individuals up to the point of undue hardship.

Employees may only use medical cannabis at work with appropriate documentation in their names from a qualified health care practitioner as defined by the Cannabis Act.

If an employee must use medical cannabis while at work that may impact their ability to perform their duties safely, they must inform the Board's Wellness Coordinator (or designate) as outlined in section 3 of this administrative procedure. The employee will discuss their medical cannabis use schedule in the context of the accommodation plan with the Board's Wellness Coordinator (or designate) and their qualified health care practitioner.

Employees do not have to disclose their specific medical diagnosis; however, they must provide medical documentation from their doctor and a copy of the appropriate documentation if accommodation is required.

If an employee takes medical cannabis while at work, they shall do so only following the recommended dosage and frequency of the doses.

Employees whose medical documentation supports the need to smoke or vaporize medical cannabis during work hours must abide by all provincial smoking regulations including, but not limited to, the Smoke Free Ontario Act.

In order to promote a safe and healthy workplace, the Board is committed to providing reasonable and appropriate accommodations and supports to employees who are prescribed medical cannabis. Accommodations may include but are not limited to:

- Changes in break schedules (for example, to allow people to take medical cannabis as prescribed);
- Modified duties or temporary reassignment.

All medical information provided by an employee will be kept confidential by the Board, unless otherwise authorized to be disclosed by law.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Healthy Schools and Workplaces Directional Policy.
- Reviewing the Fitness for Duty and Substance Use Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents are responsible for:

- Ensuring Principals are consistent with the application of this Administrative Procedure
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees.

Human Resource Services is responsible for:

- Working with the immediate supervisor to ensure the steps outlined in Appendix A – Fitness for Duty Assessment Guidelines for Supervisors, are followed when a concern is identified.
- Ensuring that all employees who suffer from an addiction disability are appropriately accommodated to the point of undue hardship.
- Providing training to ensure that all supervisors are trained to recognize signs of drug and/or alcohol use or misuse and identification of situations where an employee may not be fit for duty.
- Referring or providing access to support as required, such as, but not limited to, the Employee and Family Assistance Program (EFAP), disability management and/or community supports.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees in accordance with the law.

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.
- Attending training to recognize signs of drug and/or alcohol use or misuse and identification of situations where an employee may not be fit for duty.
- Addressing situations in which the supervisor observes behaviour which leads them to reasonably believe that an employee is not fit for duty and/or appears to be impaired and which impacts the employee's ability to perform their job safely.
- Following the requirements of Appendix A - Fitness for Duty Assessment Guidelines and working with Human Resource Services to safely remove the staff member from their responsibilities in the workplace where there is a concern about an employee's fitness for duty.
- Referring or providing access to support as required, such as, but not limited to, the Employee and Family Assistance Program (EFAP), the Board's Wellness Coordinator, and/or community supports.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees.

Staff are responsible for:

- Refraining from the use of alcohol, recreational cannabis and/or illicit non-prescription drugs at work.
- Refraining from discussing their own use of alcohol, recreational cannabis and/or illicit non-prescription drugs with students.
- Ensuring they are fit for duty while at work.

- Reporting and maintaining ~~ongoing~~ reasonable communication with the Board's Wellness Coordinator while taking a prescription medication that may impact their ability to safely perform their duties.
- Communicating an addiction disability to their supervisor and/or the Board's Wellness Coordinator or designate.
- Reporting to their supervisor if there is reasonable grounds to suspect another staff member is not fit for duty due to the use of drugs and/or alcohol.
- Working with the Board to develop accommodation plans that are mutually agreeable.
- Taking medications as prescribed by a physician.
- Following the agreed upon accommodation plan and the guidelines of this administrative procedure.
- Ensuring safe and secure storage of medications.

PROGRESS INDICATORS:

Staff are healthy and well and are able to perform their job duties in a safe, secure, and effective manner.

DEFINITIONS:

Addiction Disability - Severe substance abuse/ dependence as defined by s.5(1) of the Ontario Human Rights Code.

Fitness for Duty – Able to perform duties in a safe, secure and effective manner; Not under the influence of any drug (including but not limited to cannabis) alcohol, or medications that will hinder job performance or compromise the safety of the employee or others.

Medical Cannabis – cannabis which is prescribed by a physician with accompanying medical documentation.

Substance - A substance is anything taken into the body that changes the way you think, act and/or feel, including but not limited to:

- alcohol
- illegal narcotics
- recreational or medical cannabis
- over-the-counter and prescription medications

RELATED DOCUMENTS:

APPENDIX A – Fitness for Duty Assessment Guidelines for Supervisors

REFERENCES:

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

[Workplace Accommodation AP 503](#)

[Smoke Free Ontario Act](#)

[Ontario Human Rights Code](#)

[Cannabis Control Act](#)



APPENDIX A

Fitness for Duty Assessment Guideline for Supervisors

When you become aware of concerns with respect to an employee not being fit for duty at work, follow the steps outlined below.

1. The supervisor will consult privately with the employee to determine the cause of the observation, including whether substance use has occurred. Outline the observations noted to the employee and ask them to provide an explanation. Suspicions of an employee's ability to function safely may be based on specific personal observations. If the employee exhibits impaired behavior, the employee should not be permitted to return to their assigned duties in order to ensure their safety and the safety of other employees, students or visitors to the workplace. The employee should be asked to remain in a safe place should the supervisor need to leave to consult with other stakeholders.
2. Contact the Superintendent of Human Resource Services or designate to consult on other possible next steps.
3. If an employee is considered impaired and deemed not fit for duty, this decision is made based on the best judgment of the supervisor in consultation with the Superintendent of Human Resource Services or designate.
4. An employee deemed not fit for duty will not be allowed to drive. The employee will be advised that the supervisor has arranged for transportation to safely transport them to their home address or to a medical facility, depending on the determination of the observed impairment. The employee may be accompanied by a supervisor or another employee if necessary.
5. The employee will be advised if they choose to refuse the transportation organized by the supervisor and make the decision to drive their personal vehicle, the Board is obligated to and will contact the police to make them aware of the situation.
6. After the supervisor has arranged the transportation, the supervisor will complete the Fit for Duty Assessment Checklist. Make notes about the interactions and forward both documents to the Superintendent of Human Resource Services or designate.
7. A meeting will be scheduled by Human Resource Services as soon as is possible to review the incident and determine a course of action. An employee may be required to attend this meeting before a return to work is permitted. Such meeting will be attended by a union representative, if applicable.

Fit for Duty Assessment Checklist

Employee Name:	
Date & time of Fit for Duty evaluation:	
List any unusual workplace conditions:	
List any unusual workplace conditions:	

Was transportation arranged for the employee? YES ___ NO ___

Were the police contacted? YES ___ NO ___ If YES, provide relevant details (i.e. badge number of officer, incident number, etc)

Complete the checklist below based on physical characteristics and behaviours that were observed:

NO	YES	Observations
		Slurred speech
		Smell of alcohol on breath
		Smell of cannabis on employee
		Disheveled appearance
		Seems disoriented or “spaced out”
		Uncontrollable crying

NO	YES	Observations
		Unsteady gait
		Trembling or shaking hands
		Deteriorating personal hygiene
		Markedly slowed reaction time
		Unusual hyperactivity/restlessness
		Face flushed/sweaty

		Visible anxiety			Sudden mood swings
		Threats, direct or indirect, made towards self or others			
		Co-worker complaints of inappropriate behavior or remarks by employee			
		Observations of drug or alcohol use on the job by coworkers			
		Difficulty recalling sequence of events			
		Admitted to being under the influence of alcohol, recreational cannabis or illicit non-prescription drugs while at work			
		Admitted the use of prescription drugs or medical cannabis is directly affecting work performance			
		Observed possession of a prohibited substance or paraphernalia			
		Visibly fatigued, falling asleep or drowsy			
		Unexplained physical injuries (e.g. scraped knees, black eye, cuts, bruises, etc.)			

Based on this assessment the employee named above is deemed to be Fit for Duty.

YES

NO

If "NO" then the Superintendent of Human Resources or designate must be notified immediately.

Supervisor Name: _____

Supervisor Signature: _____

Report to the Policy Development Committee

Meeting Date: February 6, 2024

Presented by: Darren Kahler, Superintendent

Subject: AP824 – Asbestos Management

Background:

This is a newly drafted Administrative Procedure.

Recommended Changes:

- This is a new Administrative Procedure.
- O Reg 278/05 under the Occupational Health and Safety Act requires that employers establish measures and procedures to manage asbestos containing materials within their sites.
- PVNC Catholic has established an asbestos management program to meet these obligations. This Administrative Procedure will ensure ongoing maintenance of the asbestos management program.

Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Asbestos Management	824
Directional Policy	
800- Healthy Schools and Workplaces	

Title of Administrative Procedure:

Asbestos Management

Date Approved:

Anticipated- February 2024

Projected Review Date:

As per Board review cycle

Directional Policy Alignment:

The Asbestos Management Administrative Procedure aligns with Directional Policy 800-Healthy Schools and Workplaces, which outlines a commitment to respond to legislative requirements under the Occupational Health and Safety Act. The Asbestos Management Administrative Procedure ensures the establishment and maintenance of an Asbestos Management Program (AMP) for PVNCCDSB, compliant with the Ontario Occupational Health and Safety Act and associated regulations.

Alignment with Multi-Year Strategic Plan:

The Asbestos Management Administrative Procedure (AMP) aligns directly with PVNCCDSB's vision to establish a culture of well-being. By ensuring the establishment and maintenance of an AMP which outlines clear protocols and procedures for asbestos management within PVNCCDSB facilities, we are practicing our pillar of *Being Well*. This administrative procedure (AP) also addresses our priority of *Valuing Relationships* by ensuring staff and contractors are equipped with prescriptive measures that will reduce health risks and asbestos exposure for themselves as well as staff, students, and other building occupants.

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

Action Required:

PVNCCDSB requires an AMP to maintain the safe operation of facilities. The AMP is a management system developed to meet responsibilities as an employer and a building owner to manage operational issues respecting asbestos, and to maintain compliance with applicable regulations for disturbance of ACM during demolition, renovation, alteration, maintenance, repair, or other activities.

While exposure to asbestos fibres can result in serious health effects, the presence of asbestos containing materials (ACM) in a building does not necessarily constitute a health hazard. ACM that are in good and fair condition, undisturbed and managed, are not likely to release fibres into the air and are therefore unlikely to pose a health hazard to building occupants.

PVNCCDSB is committed to ensuring a safe working and learning environment. PVNCCDSB continues to retain a third party to conduct assessments of PVNCCDSB owned sites, to identify and monitor ACM at each site. An AMP has been developed specifically for PVNCCDSB. The AMP supplements this administrative procedure.

The AMP provides detailed information, procedures, and responsibilities for asbestos management at all PVNCCDSB owned or occupied sites. It applies to all PVNCCDSB staff as well as service providers and contractors performing work in PVNCCDSB facilities.

The AMP outlines requirements for personnel involved in acquisition of property which may contain ACM. It applies to all categories of property, with the exception of vacant lands.

The AMP incorporates the following elements:

- Asbestos assessments and reassessments
- Regulatory requirements and PVNCCDSB practices related to ACM
- Roles and responsibilities
- Notifications
- Training requirements
- Emergency reaction and procedures
- Record keeping
- Contractor requirements

The AMP is maintained by the Health and Safety Officer and can be found as an appendix to this AP.

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.
- Ensuring review of this administrative procedure at regular intervals.

The Superintendent of Human Resource Services is responsible for:

- Facilitating review of this administrative procedure in consultation with the school boards Multi-Site Joint Health and Safety Committee and Health and Safety Officer.

Superintendents are responsible for:

- Supporting principals and other staff for whom they have supervisory responsibility with the implementation of and compliance with the procedures and requirements under this administrative procedure and the AMP.

The Health and Safety Officer is responsible for:

- Development and maintenance of the AMP, ensuring it continues to meet all legislative requirements.
- Regular review of the AMP in consultation with the school boards Multi-Site Joint Health and Safety Committee and AMP Facilitator.
- Sourcing and arranging for delivery and tracking of asbestos training in accordance with the AMP.
- Arranging awareness training for staff regarding the AMP, to ensure they do not undertake asbestos abatement work or disturb ACM unless trained and authorized to do so.

The Manager of Purchasing, Planning, and Facilities Administration:

- Compliance with the responsibilities in this AP regarding PVNCCDSB Managers and Supervisors whose employees conduct Type 1 operations or who engage contractors to perform building maintenance, repairs or construction.
- Ensuring communication of asbestos in a premises to all lessees and tenants of PVNCCDSB facilities, including amending/drafting of leases, to provide notification of ACM within their spaces and instruction to not disturb ACM.

The Manager of Facility Services is responsible for:

- Assigning staff resources to perform the role and functions of the AMP Facilitator as prescribed in the AMP.
- Assigning staff resources to perform the role and functions of the AMP Facilitator Back-Up as prescribed in the AMP.
- Identifying departmental staff requiring, and ensuring currency of, training in accordance with the AMP.
- Allocating required resources to implement and support the AMP.
- Compliance with the responsibilities in this AP regarding PVNCCDSB Managers and Supervisors whose staff conduct Type 1 operations or who engage contractors to perform building maintenance, repairs or construction.

Managers and Supervisors whose staff conduct Type 1 operations or who engage contractors to perform building maintenance, repairs or construction:

- Performing the role and functions of the Project Lead as prescribed in the AMP.
- Ensuring staff, for whom they have supervisory responsibility, have access to asbestos assessments, the AMP, and are adequately trained to implement the provisions of the AMP.
- Identifying departmental staff requiring, and ensuring currency of, training in accordance with the AMP.
- Reviewing all available asbestos related documentation for PVNCCDSB owned/operated buildings.
- Maintaining records in accordance with requirements of the AMP.
- Completing AMP training to coordinate work in facilities.

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

- Reviewing the annual asbestos assessments/reassessments for their facility in conjunction with their school Worksite Safety Inspection Team.
- Ensuring their staff receive information regarding the locations of ACM in their facility, the location where asbestos assessments can be accessed, and that ACM is not to be disturbed except by qualified maintenance staff or contractors. Staff should NOT be making changes to their workspaces on their own (e.g. drilling holes to hang pictures, boards, monitor arms, or installing equipment).
- Identifying and coordinating any work that may result in disturbance of ACM, such as work involving demolition, renovation, alteration, maintenance, repair in facilities known or suspected to have ACM, through the Facility Services or Information Technology department.

Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure.
- Adherence to this administrative procedure and associated AMP.
- Completing assigned training related to this administrative procedure and the associated AMP.

- **NOT** disturbing or damaging ACM unless approved and trained to complete Type 1 operations in accordance with the AMP. Staff should NOT be making changes to their workspaces on their own (e.g. drilling holes to hang pictures, boards, monitor arms, or installing equipment).
- Performing **ONLY** Type 1 operations when approved and trained PVNCCDSB staff perform asbestos operations.
- Reporting damaged ACM to their supervisor.

The Multi-Site Joint Health and Safety Committee (MJHSC) is responsible for:

- Participating in consultation regarding the AMP.
- Receipt and review of information regarding ACM in accordance with the requirements of the AMP.

Contractors are responsible for:

- Adherence to the AMP.

Progress Indicators:

- Completion of annual asbestos assessments/ reassessments, distribution to each facility, and posting to the staff intranet of annual asbestos assessments/ reassessments, to be readily accessed by facilities services maintenance and custodial staff, information technology staff, and the MJHSC.
- Management of asbestos containing materials and presumed asbestos containing materials in accordance with the AMP.
- Notification to building tenants and lessee's regarding the presence and location of ACM, in accordance with legislative requirements.
- Notification to workers who may work in close proximity to ACM and who may disturb them, in accordance with legislative requirements.
- Documented contractor notification and acknowledgement forms regarding the requirements of the AMP.

Definitions:

Asbestos - Any of the following fibrous silicates: Actinolite; Amosite; Crocidolite; Anthophyllite; Chrysotile; Crocidolite; Tremolite.

Asbestos Containing Materials (ACM) - materials that contain 0.5% or more asbestos as measured by U.S. Environmental Protection Agency Test Method EPA/600/R-93/116: Method for the Determination of Asbestos in Bulk Building Materials, June, 1993. For the purposes of this AP, the term ACM also includes Presumed Asbestos Containing Materials (PACM): a material that is presumed to contain 0.5% or more asbestos content, based on historical knowledge that a material has contained asbestos, where sampling has not occurred.

Asbestos Management Program (AMP) - the Asbestos Management Program is a PVNCCDSB specific program, maintained by the Health and Safety Officer and administered by the AMP Facilitator in the facility services department.

Asbestos Management Program (AMP) Facilitator - the personnel overseeing the asbestos management program, as identified within the AMP.

Type 1 Operations – asbestos operations as described in Ontario Regulation 278/05 Section 12(2).

References:

- PVNCCDSB Asbestos Management Program
- [O. Reg. 278/05- Asbestos in Construction Projects and in Buildings and Repair Operations](#)
- [O. Reg 490/09- Designated Substances](#)

Report to the Policy Development Committee

Meeting Date:	February 6, 2024
Presented by:	Jonathan Di Ianni
Subject:	AP 905 - Bomb Threat

Background:

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

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a safe learning and working environment for all students and staff. This administrative procedure will support the consistent planning and response across all PVNC Catholic District School Board schools and board buildings in the event that a bomb threat is received, an explosive device is discovered, or an explosive incident takes place.

The Ministry of Education mandates that:

1. all publicly funded school boards in Ontario must establish a bomb threat policy to ensure the development and implementation of individual school plans;
2. each board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Overall updates to align with the new Administrative Procedure format
- Language to align with 2021-2025 Multi-Year Strategic Plan
- Responsibilities updated and refined where applicable

Attachments:

- [Draft Administrative Procedure/Directional Policy for consideration.](#)
- [Link to previous version of the Administrative Procedure/Directional Policy.](#)



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Bomb Threat	AP - 905
<i>Directional Policy</i>	
900 – Safe and Accepting Schools	

Title of Administrative Procedure:

Bomb Threat

Date Approved:

2024

Projected Review Date:

2029

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Bomb Threat 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 to Value Relationships, Nurture Mental Health and Well-being, and to Maximize Resources..

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

Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a safe learning and working environment for all students and staff. This administrative procedure will support the consistent planning and response across all PVNC Catholic District School Board schools and board buildings in the event that a bomb threat is received, an explosive device is discovered, or an explosive incident takes place.

The Ministry of Education mandates that:

1. all publicly funded school boards in Ontario must establish a bomb threat policy to ensure the development and implementation of individual school plans;
2. each board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.

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

- Ensuring alignment of this administrative procedure with the Safe and Accepting Schools 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 implementation and compliance with this administrative procedure;
- Informing Trustees of a bomb threat response that results in a full or partial evacuation, as soon as possible.

The 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;
- Collecting and reviewing, annually, Emergency Response plans, which will include a Bomb Threat Plan for each Board facility.
- Ensuring updated floor plans exist for every board facility, using consistent colour coding, and are provided to the administrator at each site;

- Ensuring the clear identification of each building/portable, on all sides of the building, with a building identifier, such as a number. All exterior doors shall be clearly identified, such as doors A, B, C, etc.;
- Ensuring all rooms within the building are clearly marked with room numbers;
- Ensuring all schools and the board office have adequate operational PA systems capable of being activated outside.

Principals and Vice-Principals are responsible for:

- Developing a site specific Bomb Threat Plan;
- Ensuring the Bomb Threat and Lockdown plan is complete and that the plan is attached and submitted with the Emergency Response Manual Renewal/Update Report (E.R.1);
- Submitting a revised Bomb Threat and Lockdown plan should the plan need to be altered in any way;
- Ensuring staff and students receive training;
- The safety and well-being of staff and students during a bomb threat;
- Working closely, and collaboratively with Police Services;
- Contacting the Family of Schools Superintendent and reporting any bomb threat or explosive/incendiary device incident, as soon as it is safe to do so.

Facility Assessment and Physical Security

- Ensuring all emergency exits are kept clear from obstructions;
- Providing for the regular inspection of all first aid and fire suppression equipment;
- Ensuring all interior/exterior and auxiliary lighting is adequate and in good working order;
- Providing for controlled access to critical areas in the facility (ie. the main office, electrical/mechanical rooms).

Medically Fragile and/or Students with Special Needs

- Sharing detailed emergency plans with emergency personnel that prioritize the evacuation of students who are medically fragile, have special needs and/or other considerations;
- Planning for students to have access to required medications in the event of an evacuation.

Floor Plans

- Collaborating with the Facilities Department to ensure floor plans exist for the facility, using consistent colour coding;

- Providing hard copies of floor plans, and electronic copies, if possible, to Police Services;
- Identifying command post locations (normally main office), including alternate command post, and a third off-site command post (in the event that neither the main or alternate post locations are available);
- Identifying off-site evacuation locations, and include with copies of the floor plans;
- Posting floor plans throughout the facility, at least in every classroom and at every entry point to the facility. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

Identification of Rooms, Building and Facility Access

- Planning with Police Services, in advance, how Police Services will gain access to the facility in the event of a bomb threat;
- Providing up to date floor plans and facility master keys for emergency service responders who may be involved in any type of search of the premises.

Bomb Threat Intake Procedures

“According to the RCMP, most bomb threats are made over the telephone by anonymous callers. Some are received in the mail or by other means, but these methods are rare. In each case, the communication should be taken seriously. School staff in positions that make them most likely to receive bomb threats should be identified in school plans and should receive training in proper procedures.”

Police/School Board Protocol (2016), Page 45

- Identifying school staff most likely to receive a bomb threat;
- Ensuring those staff members identified as most likely to receive a bomb threat, receive training and are provided with a checklist to assist with recording information.

Initial and Ongoing Assessment Procedures

“One of the most challenging aspects of a bomb threat incident is the initial assessment of the threat and the accompanying decisions about whether to authorize a visual scan and/or an evacuation. Many bomb threats are hoaxes intended to disrupt school exams or daily classes. Hasty decisions to evacuate or to initiate a high-profile emergency response may encourage further incidents. However, the safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information.”

Police/School Board Protocol (2016), Page 47

- Conducting initial assessment;
- Notifying Police Services by calling 911, and providing the information (checklist) collected;
- Determining the need for a visual scan;
- Determining the need for an evacuation (partial or full);
- Conducting ongoing assessment.

Procedures Following the Location of a Suspicious Device/Package

*The object is not to be touched or moved and should be contained immediately.

- Isolation/containment of the device/package, ensuring that it is not touched;
- Immediately communicating the discovery to Police Services and Fire Services;
- Immediate re-evaluation of any evacuation decisions in light of the discovery;
- Taking direction from Police Services and Fire Services.

Procedures Following an Explosives Incident

- Immediately evacuate the area around the explosion scene (a minimum of 360 degree clearance) and direct evacuees to designated evacuation location;
- Contacting Police Services, Fire Services, and Emergency Medical Services;
- Providing, or directing, emergency first aid to any persons injured in the incident;
- Ensuring there is no re-entry, until deemed it is safe to do so by Police Services.

Evacuation Procedures

- Plan for the evacuation of *Medically Fragile and/or Students with Special Needs*;
- Determining the need for a partial or full evacuation;
- Announcing the evacuation, using clear, concise language;
- Ensuring the evacuation is quiet, conducted in a systematic way; and
- Ensuring that evacuees are to bring all personal belongings that are in the immediate area.

Child Care and Other Facility Occupants

- Ensuring the appropriate staff from organizations sharing facilities are included in the development and implementation of bomb threat procedures;
- Including these organizations in relevant aspects of planning, training, and drills, whenever possible.
- Notifying the appropriate staff from organizations sharing facilities in the event of a bomb threat

Re-entry Procedures

- Ending an evacuation in consultation with the on-scene Police Services incident commander.
- Communicating, or delegating the responsibility to communicate, the end of the partial or full evacuation. This may be a general announcement or room by room/group by group communication.

Training and Drills

“Fire drills have long been accepted as an important and effective tool in preparing staff and students for procedures to be followed in the event a fire breaks out in a school. As with fire drills, drills and education related to evacuation following a bomb threat or explosives incident can help maintain order in the event of an incident. Such drills can be held as part of a school’s emergency evacuation drills.”

Police/School Board Protocol (2016), Page 57

- Training all staff, including part-time, and itinerant;
- Ensuring students receive adequate training – ie. training could be provided to secondary students via an assembly – elementary students may be trained by classroom teacher;
- Setting the date(s) for training and drills during each school year;
- Determining the type of drill and whether to involve Police Services;
- Making Police, Fire, and Emergency Medical Services (EMS) aware of drills and training dates and inviting them to participate, when appropriate;
- Overseeing the drill with Police Services support/assistance;
- Notifying the Family of Schools Superintendent and the Manager of Communications of the impending drill, when appropriate;
- Providing staff, students, and parents with some warning of an impending bomb threat response related drill.

Communication with Parents/Guardians/Community

- In consultation with the Manager of Communication, the FOS Superintendent and/or other members of Senior Administration, ensuring a communication to staff and parents/guardians is sent on the same day, in all instances of a bomb threat related response.

School Recovery Following a Bomb Threat

- Organizing a debriefing session with Police Services and staff;

- Requesting/providing, if necessary, for board support staff to be present to support staff and students;
- Updating the bomb threat plan, if necessary.

Plan Review

- Reviewing annually; and
- Tracking the review of the plan.

Staff are responsible for:

- The safety and well-being of the students during a bomb threat situation;
- Supporting student training;
- Supporting the posting of colour coded floor plan in their classrooms;
- Conducting a visual scan of their immediate surroundings upon request from the principal;
- Providing information to students about procedures to follow during and evacuation;
- In the event of a bomb threat evacuation:
 - checking the washroom(s) for students, if it is safe to do so;
 - supporting the plan for students to have access to required medication in the event of an evacuation;
 - following the direction of the principal (or designate) and Police Services.
- Reporting, to the Principal, any knowledge of:
 - suspicious devices/packages*;
 - an explosives incident; or
 - a bomb threat.

*note – suspicious devices/packages must not be moved.

Manager of Communications is responsible for:

- Working with Police Services to develop a plan which includes how to communicate with media, parents/guardians and the school community during a crisis;
- Collaborating with Police Services;
- Communicating with media;
- Preparing communication for staff and school families in collaboration with the Principal.

Students are responsible for:

- Being familiar with the plan;
- Responding quickly to direction during a crisis situation;

- Refraining from using any electronic devices during a crisis situation; and
- Sharing, with school staff, information of anyone or anything that may be associated with or result in a bomb threat situation.
- Participating and engaging in programs, activities or training, which promote a safe, inclusive and accepting school environment.

Parents are responsible for:

- Ensuring contact information is kept up to date so they can easily be reached by staff in the event of an emergency;
- Following direction as outlined by the school Principal and Police Services Service;
- Reinforcing with their children their responsibility to follow directions during a crisis and the importance of sharing, with school staff, information of anyone or anything that may be associated with or result in a bomb threat situation.
- Collaborating with and supporting the efforts of school staff in maintaining a safe, inclusive and accepting learning environment.

PROGRESS INDICATORS:

- All schools and the board office have bomb threat plans included in their Emergency Response Plans, which reflect this Administrative Procedure, as per Ministry mandate;
- Staff and emergency services personnel work together to manage bomb threat situations effectively;
- There is a consistent approach across the Board with respect to bomb threat planning;
- Consistent bomb threat response practices and procedures will be in place in all PVNC Catholic schools and the board office.

Definitions:

Bomb Threat – a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death or injuries, whether or not such a device actually exists.

Incendiary Device – any firebomb or device designed or specifically adapted to cause physical harm to persons or property by means of fire, and consisting of an incendiary substance or agency and a means to ignite it.

References:

- [Police Services/School Board Protocol \(2016\)](#)
- [Provincial Model for a Local Police Services/School Board Protocol, 2015](#)