

## POLICY DEVELOPMENT COMMITTEE MEETING

APRIL 30, 2024

Large Boardroom at 6:30 p.m.

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

**Chairperson: Loretta Durst**

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

### A. Call to Order

1. Opening Prayer Trustee Tanguay
2. Land Acknowledgement Trustee Connolly
3. Approval of Agenda
4. Declarations of Conflict of Interest
5. Approval of the Minutes of the Meeting on Tuesday, February 6, 2024 Page 3
6. Business Arising from the Minutes

### B. Recommended Actions/Presentations

1. R.A.: Revised Directional Policy - DP # 900 - Safe and Accepting Schools  
Jonathan Di Ianni, Superintendent B.1.a) R.A. (Page 9)  
B.1.b) Report (Page 10)  
B.1.c) D.P. (Page 11)
2. R.A. Revised Directional Policy - DP # 100 - Governance, Vision and Strategic Priorities  
Stephen O'Sullivan, Director of Education B.2.a) R.A. (Page 18)  
B.2.b) Report (Page 19)  
B.2.c) D.P. (Page 21)
3. R.A. Revised Directional Policy - DP # 1000 - Parent and Community Relations  
Stephen O'Sullivan, Director of Education B.3.a) R.A. (Page 26)  
B.3.b) Report (Page 27)  
B.3.c) D.P. (Page 29)

### C. Information Items

1. Administrative Procedures:

C.1.a) R.A. (Page 36)

C.1.b) A.P.s (Page 38)

C. 1 a) Administrative Procedure # 105, Student Trustees

C. 1 b) Administrative Procedure # 106, Delegations to Board and/or  
Committee Meetings

C. 1 c) Administrative Procedure # 304, Supervised Alternative Learning  
and Other Excusals from Attendance at School

C. 1 d) Administrative Procedure # 313, Student Acceptable Use of  
Technology

C. 1 e) Administrative Procedure # 703, First Nation, Métis, and Inuit  
Voluntary Self-Identification

C. 1 f) Administrative Procedure # 705, Indigenous Education

**D. Next Meeting**

1. Policy Development Committee meetings for 2023-2024:

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

**G. Conclusion**

1. Closing Prayer

Board Chairperson MacKenzie

2. Adjournment



# Minutes

The Minutes of the Policy Development Committee meeting held on Tuesday, February 6, 2024 at 6:30 p.m. in the Large Boardroom and by Google meet (\*)

## PRESENT

Trustees: Trustee Durst (Committee Chairperson), Board Chairperson MacKenzie, Trustee Martin, Trustee Tanguay, Trustee Leahy, Trustee Connolly.

Absent/Regrets: Trustee Gaskell (Senior Student Trustee), Trustee Heitzner (Junior Student Trustee).

Administration: Director O'Sullivan, Superintendent Armstrong, Superintendent Di Ianni (\*), Superintendent Heuchert, Superintendent Kahler, Superintendent Selby, Superintendent Piggott, Ms. Featherstone.

Guests:

Recorder: Mrs. Barker.

## **A. Call to Order**

Board Chairperson MacKenzie appointed Trustee Durst as Chair for this meeting.

Chair Durst called the meeting to order at 6:48 pm.

### 1. Opening Prayer

Trustee Connolly led the Policy Development Committee in Opening Prayer.

### 2. Land Acknowledgment

Trustee Durst provided a land acknowledgement that respectfully acknowledges that the land on which we gather and learn daily is the traditional and treaty territory of the Mississauga Anishinaabe and that we make this acknowledgement to honor our relationship with the Williams Treaty First Nations of Alderville, Curve Lake, Hiawatha and Scugog Island.

3. Approval of Agenda

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Connolly, that the Policy Development Committee accept the Agenda with the amendment of moving up Agenda item C. 1d) to the top of the Agenda, following 1. f.

Carried.

4. Declarations of Conflicts of Interest

There were no conflicts of interest declared.

5. Approval of the Minutes of the Policy Development Committee on Tuesday, December 5, 2023.

There were discussions around errors from the December 5, 2023 Minutes.

**Motion:** Moved by Trustee Durst, seconded by Trustee Martin that, Agenda item C. 1d) be moved to the top of the Agenda, following 1. f.

Carried.

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Martin that, the Policy Development Committee Minutes from Tuesday, December 5, 2023 be accepted with amendments discussed.

Carried.

6. Business Arising from the Minutes

There was no business arising from the minutes.

There was discussion that AP # 507, Disability Management, from the previous meeting still needs to be brought back to the Policy Development Committee.

**B. Recommended Actions/Presentations:****C. 1a) 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.

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Connolly that, the Policy Development Committee recommend to the Board that Administrative Procedure # 824: Asbestos Management Program, be received and posted under Directional Policies for PVNCCDSB.

Carried.

Ms. Featherstone left the meeting at 6:58 pm.

**1. R.A.: Revised Policy Framework Document**

Director O'Sullivan presented his report regarding updates to the Policy Framework Document. There was discussion regarding roles for the Trustees approving the Directional Policies, reviewing the Administrative Procedures, the timelines for reviewing, and the public consultation process.

**Motion:** Moved by Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee recommend to the Board that the Revised Policy Framework Document be received with minor adjustments and posted under the Policy and Procedures for PVNCCDSB.

Carried.

**2. Reviewed Committee Terms of Reference**

Director O'Sullivan presented the current Terms of Reference for the Policy Development Committee. Discussions were had regarding updates to wording for the Trustees roles in reviewing Policies and Procedures, the guidelines for electing a Chair, and adding language for annual meetings.

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Martin that, the Policy Development Committee recommends to the Board that the Policy Committee Terms of Reference be received with the recommended changes.

Carried.

3. R.A.: Revised Directional Policy– DP #1000, Parent and Community Relations.

Director O’Sullivan presented his report to the Policy Development Committee regarding draft DP #1000, Parent and Community Relations. It has been reviewed by CPEC, but has not gone out to the public for consultation. There were discussion regarding wording before it will be sent out for public consultation.

**Motion:** Moved by Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee recommend to the Board that the revised draft Directional Policy #1000, Parent and Community Relations, be received and sent to the engaged platform for further consultation.

Carried.

4. R.A.: Revised Directional Policy – DP#100, Governance, Vision, and Strategic Priorities.

Director O’Sullivan presented his report to the Policy Development Committee regarding draft DP #100, Governance, Vision, and Strategic Priorities. There was discussion regarding changes received from the Trustees by email and the responsibility of staff reading and accessing the updated policies.

**Motion:** Moved by Trustee Connolly, seconded by Trustee Martin, that the Policy Development Committee recommend to the Board that the revised draft Directional Policy #100, Governance, Vision and Strategic Priorities, be received and sent to the engaged platform for further consultation.

Carried.

**C. Information Items:**

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

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.

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Leahy, that the Policy Development Committee recommend to the Board that the revised C.1 a) through C.1 e) be received and posted as presented.

Carried.

Chair Durst thanked all of the Superintendents and staff for their work in preparing these Administrative Procedures.

**D. Next Meeting:**

Trustee Leahy gave notice for the April 30, 2024 meeting, she will not be available.

1. Policy Development Committee meetings for 2023-2024:

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

**E. Conclusion**

1. Closing Prayer

Trustee Tanguay led the committee in closing prayer.

2. Adjournment

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Leahy, that the Policy Development Committee meeting be adjourned at 8:15 p.m.

Carried.

Loretta Durst  
Committee Chairperson  
/sb

Sean Heuchert  
Superintendent of Business  
and Finance





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 Directional Policy # 900 - Safe and Accepting Schools, be received and sent to the Engage PVNC Catholic platform for further consultation.

# Directional Policy Report to the Policy Development Committee

**Meeting Date:** April 30, 2024

**Presented by:** Jonathan Di Ianni

**Subject:** Directional Policy 900 - Safe and Accepting Schools

## Background:

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

The purpose of the Safe and Accepting Schools Directional Policy is to create a shared understanding and systematic approach to the implementation of Safe and Accepting School procedures and protocols. The Safe and Accepting Schools Directional Policy responds to legislative requirements for school boards in the areas of equity and inclusive education; bullying prevention and intervention; progressive discipline and promoting positive student behaviour; codes of conduct; suspension/expulsion; anti-sex trafficking; emergency preparedness; safe arrivals; and visitors to schools.

## Summary of Draft Directional Policy:

The key changes to this Directional Policy include:

- Overall updates to align with the new Directional Policy format
- Language to align with 2021-2025 Multi-Year Strategic Plan
- Responsibilities updated and refined where applicable
- References updated to current links

## Attachments:

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

B.1.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
Safe and Accepting Schools	900

**Title of Directional Policy:**

Safe and Accepting Schools

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Policy:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board believes that all students need to feel safe, secure and able to express when they feel at risk to benefit from the advantages of being part of a Catholic education community. To that end, every school shall strive to be a welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environment, rooted in the Gospel values.

**Purpose:**

The purpose of the Safe and Accepting Schools Directional Policy is to create a shared understanding and systematic approach to the implementation of Safe and Accepting School procedures and protocols. The Safe and Accepting Schools Directional Policy responds to legislative requirements for school boards in the areas of equity and inclusive education; bullying prevention and intervention; progressive discipline and promoting positive student behaviour; codes of conduct; suspension/expulsion; anti-sex trafficking; emergency preparedness; safe arrivals; and visitors to schools.

The Board recognizes that creating safe and accepting school environments requires the collective effort and engagement of the entire system: trustees, staff, students, parents/guardians, parishes, and the community. As a result, system and school level safe and accepting school strategies will focus on the process of ongoing development and continuous assessment of effectiveness of current practices - implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted.

PVNC Catholic Administrative Procedures that specify system-wide practices for Safe and Accepting Schools, operationalize this directional policy.

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

The Safe and Accepting Schools 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 informs and supports the following priorities of Valuing Relationships, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being and Ensuring Equity.

### **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;
- reviewing, and considering for approval, the Safe and Accepting Schools Directional Policy recommended for consideration by the Policy Development Committee;
- understanding, and communicating with members of the community, the content of the Safe and Accepting Schools Directional Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Safe and Accepting Schools Directional Policy;
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Safe and Accepting Schools Directional Policy.

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

- providing leadership regarding implementation and operational details in the Safe and Accepting Schools Directional Policy;

- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Safe and Accepting Schools Directional Policy.

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

- collaboratively leading the development of administrative procedures and practices aligned with the Safe and Accepting Schools Directional Policy;
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Safe and Accepting Schools Directional Policy;
- providing leadership and working collaboratively with the Director and Superintendents, Managers, Supervisors, Principals and Vice-Principals, Federations, Unions, and non-union groups, to build capacity of all staff in their knowledge and understanding and implementation of the Safe and Accepting Schools Directional Policy;
- developing strategies for supporting parents/guardians at the system level in their knowledge and understanding of the Safe and Accepting Schools Directional Policy;
- working collaboratively with central staff to develop administrative procedures that align with the Safe and Accepting Schools Directional Policy;
- providing updates to the Board on the implementation and impact of the Safe and Accepting Directional Policy.

**Managers/Supervisors are responsible for:**

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Safe and Accepting Schools Directional Policy;
- working collaboratively with Senior Administration to develop administrative procedures that align with the Safe and Accepting Schools Directional Policy.

**Communications Services is responsible for:**

- working collaboratively with the Senior Administration to develop a system-wide communications plan focused on building knowledge and understanding with PVNC Catholic school communities and partners of the Safe and Accepting Schools Directional Policy, to support its effective implementation.

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

- providing leadership, management, and support for the members of their school communities in the knowledge, understanding, and the implementation of the Safe and Accepting Schools Directional Policy;
- developing strategies to engage students, staff, parents/guardians and wider school community their knowledge and understanding of the Safe and Accepting Schools Directional Policy;
- implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted.

**Teachers and Staff are responsible for:**

- working collaboratively with all members of the school community to successfully implement the Safe and Accepting Schools Directional Policy;
- adhering to the administrative procedures that support the Safe and Accepting Schools Directional Policy;
- being proactive and self-directed in building their knowledge and understanding of the Safe and Accepting Schools Directional Policy, by engaging in professional learning opportunities provided both within the school and centrally;
- implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted.

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

- contributing to a positive school climate through healthy relationships, and positive interactions with all members of the school community;
- collaborating with and supporting the efforts school staff in maintaining a safe, inclusive and accepting learning environment;
- supporting their child in developing healthy relationships and interactions with others to foster a positive school climate;
- providing parent/guardian voice bi-annually through school climate surveys.

**Students are responsible for:**

- contributing to a positive school climate through healthy relationships, and

positive interactions with all members of the school community;

- participating and engaging in programs and activities which promote a safe, inclusive and accepting school environment;
- providing student voice bi-annually through school climate surveys.

### **Progress Indicators:**

- All employees are aware of, and implement, their roles in the Safe and Accepting Schools Directional Policy and in the related administrative procedures.
- Bi-annual School Climate Survey indicates that students feel safe and welcome in their school environments.
- Review and development of Administrative Procedures for Safe and Accepting Schools, responding to system and legislative needs.

### **Definitions:**

**Discrimination:** unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

**Harassment:** engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment is a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of their identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile

**Positive school climate:** the school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

**References:**

- [Education Act, R.S.O. 1990, c. E.2](#)
- [Human Rights Code, R.S.O. 1990, c. H.19](#)
- [Policy/Program Memorandum 9](#), Reporting of Children in Need of Protection - 2019
- [Policy/Program Memorandum 119](#), “Developing and Implementing Equity and Inclusive Education Policies In Ontario Schools” - 2013
- [Policy/Program Memorandum 120](#), “Reporting Violent Incidents to the Ministry of Education” - 2011
- [Policy/Program Memorandum 123](#), “Safe Arrivals” - 1999
- [Policy/Program Memorandum 128](#), “The Provincial Code of Conduct and School Board Codes of Conduct” - 2019
- [Policy/Program Memorandum 141](#), “School Board Programs for Students on Long-Term Suspension” - 2012
- [Policy/Program Memorandum 142](#), “School Board Programs For Expelled Students” - 2012
- [Policy/Program Memorandum 144](#), “Bullying Prevention and Intervention” - 2021
- [Policy/Program Memorandum 145](#), “Progressive Discipline and Promoting Positive Student Behaviour” - 2018
- [Police Record Checks: Ontario Regulation 521/01, Collection of Personal information](#)
- [Equity and Inclusive Education in Ontario’s Schools, Guidelines for Policy Development and Implementation, 2014](#)
- [Police/School Board Protocol - 2016](#)

**Related Administrative Procedures:**

- [PVNC Administrative Procedure 901: Safe Arrivals](#)
- [PVNC Administrative Procedure 902: Visitors to Schools](#)
- [PVNC Administrative Procedure 903: Police School Board Protocol](#)
- [PVNC Administrative Procedure 904: Lockdown Procedures](#)
- [PVNC Administrative Procedure 905: Bomb Threat Procedures](#)
- [PVNC Administrative Procedure 906: Bullying Prevention and Intervention](#)
- [PVNC Administrative Procedure 907: Anti-Sex Trafficking Protocol](#)
- [PVNC Administrative Procedure 908: Progressive Discipline and Promoting Positive Student Behaviour](#)
- [PVNC Administrative Procedure 909 : Code of Conduct](#)
- [PVNC Administrative Procedure 910: Suspension, Expulsion, and Appeal](#)
- [PVNC Administrative Procedure 911: Mandated Alternate Educational Settings](#)



- [PVNC Administrative Procedure 912: Supporting Positive Student Behaviour: Safety for All](#)
- [PVNC Administrative Procedure 913: Delegation of Authority](#)
- [PVNC Directional Policy 700: Equity and Inclusive Education](#)

DRAFT



B.2.a)

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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, with be received and posted under the Policy and Procedures for PVNCCDSB.

# Directional Policy Report to the Policy Development Committee

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**Meeting Date:** April 30, 2024

**Presented by:** Stephen O'Sullivan, Director of Education

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

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## 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.

DP 100 was brought to the Policy Development Committee on February 6, 2024, for its initial review and suggested revisions were implemented. The new draft was posted for public consultation on the Board's engagement platform from February 28 to March 17, 2024, and was also posted in the new section of the board website, on social media and was sent to all PVNC Catholic families, all staff and to Catholic School Council Chairpersons to invite their input.

Feedback was received from four respondents. Overall, the response garnered positive comments about the board, its operations and the strategic priorities. There were suggestions that related to different aspects of board operations. For example, there were specific suggestions related to the Religious Education program that were unrelated to Governance, Vision and Strategic Priorities.

## Summary of Draft Directional Policy:

The key changes to this Directional Policy from the existing version include:

- Updated language to reflect connection to the board's current Strategic Priorities document.



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- 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.
- Fixed some grammatical errors and tense.
- Added the following under Trustee responsibilities - “To ensure that the Administrative Procedures align with Directional Policies and the Multi-Year Strategic Plan.”
- Enhanced wording of superintendent responsibility to “offering opportunities for input from the Catholic Education community”
- Added “developing, reviewing and updating administrative procedures as per the policy development schedule” to superintendent responsibilities.
- Changed wording under ‘Staff Responsibilities’ combining three bullet points into two.
- Changed bullets under ‘Progress Indicators’ to give greater clarity to the measures listed.

**Attachments:**

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

B.2.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
<b>Governance, Vision and Strategic Priorities</b>	<b>100</b>

### **Title of Directional Policy:**

Governance, Vision and Strategic Priorities

### **Date Approved:**

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.
- To ensure that the Administrative Procedures align with Directional Policies and the Multi-Year Strategic Plan.

### 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;
- offering opportunities for input from the Catholic Education community to develop administrative procedures that align with the PVNC Catholic District School Board Multi-Year Strategic Plan and support the Directional Policies.
- developing, reviewing and updating administrative procedures as per the policy development schedule.

**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, Directional Policies and Administrative Procedures;
- 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 an 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, 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, 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;
- building their knowledge and understanding by being aware of the PVNC Catholic District School Board Multi-Year Strategic Plan, Directional Policies and the supporting Administrative Procedures as provided by the Board.

**Progress Indicators:**

- an up-to-date digital policy register that reflects principles and practices of good governance in a faith-filled Catholic Learning community;
- visual depictions of the PVNC Catholic District School Board Multi-Year Strategic Plan are visible on the board website, in the boardroom and in all schools
- the PVNC Catholic District School Board Multi-Year Strategic Plan is supported by clear directional policies and administrative procedures and practices which align with the strategic priorities.
- data from annual digital surveys that 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.) that 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](#)



B.3.a)

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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.

# Directional Policy Report to the Policy Development Committee

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**Meeting Date:** April 30, 2024

**Presented by:** Stephen O'Sullivan

**Subject:** DP 1000, Parent/Guardian and Community Relations

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## Background:

Directional Policy 1000, Parent/Guardian 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/guardian and community partners in the board's operations.

DP 1000 was brought to the Policy Development Committee on February 6, 2024, for its initial review and suggested revisions were implemented. The new draft was posted for public consultation on the Board's engagement platform from February 28 to March 17, 2024, and was also posted in the new section of the board website, on social media and was sent to all PVNC Catholic families, all staff and to Catholic School Council Chairpersons to invite their input. There were 7 respondents to the survey and their responses were given consideration.

A response from the engagement platform noted a need for the inclusion of the word guardian in the title of the DP and it was also included throughout the document wherever the word parent appeared.

Overall, the majority of respondents appreciated the opportunities for parent/guardian engagement and involvement and were complimentary of the communication from their schools.

## Summary of Draft Directional Policy:

The key changes to this Directional Policy include:

- Updated links to the current provincial resource: Ministry of Education's Parent Engagement Policy for Ontario Schools.



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and well-being.*

- Updated language to align with the 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.
- Updated parent to parent/guardian throughout the document, including the title.
- Added "promoting parent/guardian, family, parish, staff and community engagement to the responsibilities of the Director and Superintendents.
- Added "becoming involved in school activities and, where possible, volunteering to help with school events, trips and other activities;" and, "To support what students are learning in school and making learning an important part of the day." to the responsibilities of Parents/Guardians.
- Added to Principal, Manager and Supervisor responsibilities: to ensure parents/guardians "have opportunities to be involved in the educational community to support student success"

**Attachments:**

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

B.3.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	Policy Number
<b>Parent/Guardian and Community Relations</b>	<b>1000</b>

**Title of Directional Policy:**

Parent/Guardian and Community Relations

**Date Approved:**

February 6, 2024

**Projected Review Date:**

2029

**Policy:**

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

Parents/guardians 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.

Parent/guardians, 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/Guardian 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 order to facilitate and coordinate the service of experiential learning opportunities for students.

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

The Parent/Guardian 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/guardian 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/guardian and community relations in a Catholic learning community supported by the Multi-Year Strategic Plan;
- reviewing and considering for approval the Parent/Guardian 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/Guardian and Community Relations Directional Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Parent/Guardian and Community Relations Directional Policy;
- monitoring and holding the Director of Education accountable for the implementation and operational details of the Parent/Guardian 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/Guardian and Community Relations Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Parent/Guardian and Community Relations Policy;
- promoting parent/guardian, family, parish, staff and community engagement.

### **The Superintendents are responsible for:**

- promoting parent/guardian, family, parish, staff and community engagement;
- supporting the implementation of the Parent/Guardian and Community Relations Directional Policy.

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

- providing leadership to ensure the effective implementation of the Parent/Guardian and Community Relations Directional Policy;
- supporting staff in understanding and implementing effective parent/guardian, family, parish and community engagement that supports student achievement and well-being, which includes that all parents/guardians:
  - are welcomed, respected and valued by the school community as partners in their children's learning and development;
  - have opportunities 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/guardian engagement that may prevent some parents/guardians 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/guardian engagement in schools.

**Staff Members are responsible for:**

- knowing and understanding the Parent/Guardian and Community Relations Directional Policy;
- fostering a commitment to parent/guardian, family, parish and community engagement; and
- supporting and implementing strategies that enhance engagement by parents/guardians, 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/guardian perspectives are encouraged, valued and heard;



- identifying and removing barriers to parent/guardian engagement that may prevent some parents/guardians from fully participating in their children's learning and reflecting the diversity of our students and communities;
- providing parents/guardians 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/guardian, 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/guardian, family, parish and community engagement; and understanding that they have an important role in fostering parent/guardian, 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;
- to support what students are learning in school and to make learning an important part of the day.

**Progress Indicators:**

- Catholic School Community Profiles reflect parent/guardian and community relations as strengths of the school communities;
- Bi-annual School Climate Surveys reflect the voices of parents/guardians 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/Guardian, Family and Community Engagement*

Parent/Guardian, 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/guardian, 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/guardians, 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](#)

**Policy Development Committee:**

**Administrative Procedures:**

Recommended Action:

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

C. 1 a) Administrative Procedure #105, Student Trustees

That Administrative Procedure #105, Student Trustees, be received and posted as revised under Directional Policy #100, Governance, Vision, and Strategic Priorities.

C. 1 b) Administrative Procedure #106, Delegations to Board and/or Committee Meetings

That Administrative Procedure #106, Delegations to Board and/or Committee Meetings, be received and posted as revised under Directional Policy #100, Governance, Vision, and Strategic Priorities.

C. 1 c) Administrative Procedure #304, Supervised Alternative Learning and Other Excusals from Attendance at School

That Administrative Procedure #304, Supervised Alternative Learning and Other Excusals from Attendance at School, be received and posted as revised under Directional Policy #300, Student Achievement and Well-Being.

C. 1 d) Administrative Procedure #313, Student Acceptable Use of Technology

That Administrative Procedure #313, Student Acceptable Use of Technology, be received and posted as revised under Directional Policy #300, Student Achievement and Well-Being.



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

**C. 1 e) Administrative Procedure #703, First Nation, Métis, and Inuit Voluntary Self-Identification**

That Administrative Procedure #703, First Nation, Métis, and Inuit Voluntary Self-Identification, be received and posited as revised under Directional Policy #700, Equity and Inclusive Education.

**C. 1 f) Administrative Procedure #705, Indigenous Education**

That Administrative Procedure #705, Indigenous Education, be received and posted as revised under Directional Policy #700, Equity and Inclusive Education.

# Administrative Procedure Report to the Policy Development Committee

**Meeting Date:** April 30, 2024

**Presented by:** Stephen O'Sullivan

**Subject:** Administrative Procedure 105, Student Trustees

## Background:

Administrative Procedure 105, Student Trustees was last reviewed in 2018 and is due for review in the regular administrative procedure review schedule. The purpose of this administrative procedure is to guide the selection and conduct of the student trustees ensuring the student population is represented and its voice heard at the boardroom table.

## Summary of Draft Directional Policy:

The key changes to this Directional Policy include:

- Alignment with the current multi-year strategic priorities.
- Removal of repetitive language about the process of the selection of candidates.
- Reordered sections of the administrative procedure to give an easier flow and clarity to the document.
- Inclusion of reference to AP 612, Reimbursement for Expenditures Incurred on Board Business, to align the administrative procedure with the practices that have been employed for several years.
- Inclusion of the appendices to align the administrative procedure with the practices that have been employed for several years.
- Aligned language of the student trustee responsibilities and expectations to align with the trustee code of conduct with respect to upholding decisions of the board regardless of their personal position on the issue.

## Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure <b>Student Trustees</b>	Administrative Procedure Number <b>105</b>
Directional Policy <b>100 - Governance, Vision and Strategic Priorities</b>	

**Title of Administrative Procedure:**

Student Trustees

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

100 Governance, Vision and Strategic Priorities

The exercise of good governance includes the intentional creation of opportunities for student voice to be exercised and heard. To that end, the board is committed to maintaining the position of student trustee whereby the student voice may be heard at the board table.

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

Administrative Procedure 105, Student Trustees is aligned with the PVNCCDSB Board Vision, Mission and Strategic Priorities of the multi-year strategic plan, [Building a Community that Accompanies](#), most notably through the Valuing Relationships pillar that calls us to empower our students and staff as we work together to realize the great promise of Catholic Education.

## Action Required:

The board and senior administration recognize the importance of student trustees and their role in bringing forward the student voice of the system. There are two positions for student trustees: a junior student trustee who is in Gr. 11 and a senior student trustee who is in Gr. 12.

Every spring, each of the secondary schools is required to determine a Junior Student Liaison Representative who will represent his/her secondary school and become a member of the Student Council Liaison Committee (SCLC) for a two-year term. It is from the SCLC that the Junior Student Trustee is elected by its members to serve on the Board of Trustees for one year as the Junior Student Trustee and for a second year as the Senior Student Trustee.

A student trustee's term of office shall be from August 1 of the year in which he or she is elected and shall end July 31 two years later.

The student trustee does not have a counted vote on any matter and shall not affect quorum. The student trustee shall otherwise participate as a regular trustee to examine and debate issues leading up to a vote, with their position on the matter being recorded in the minutes upon request.

The Vice-Chairperson of the Board shall be designated as a mentor to the student trustees. The Director of Education shall designate a member of the Board administration for ongoing support and contact.

### 1. Selection

- a) The election of a Junior Student Liaison Representative/ Junior Student Trustee candidate from each school shall be by a direct (peer election) or indirect (interview selection) process. The Secondary Administration team at each secondary school will determine which process they will follow.
- b) Interested students in Grade 10 will submit an application package to the school principal.
- c) The application package will consist of the application form (Appendix A) résumé and a cover letter including
  - (i) reasons for seeking the position;
  - (ii) educational background;
  - (iii) achievements and interests;
  - (iv) written statement outlining a commitment to the principles of Catholic Education.



- (v) other pertinent information including references from parish priest/school chaplaincy leader, secondary school principal/vice-principal; guidance counsellor/student council staff advisor.
- d) Secondary school principals will ensure that a direct or indirect election process is in place before the end of March to allow eligible and interested individuals to be nominated as student trustee candidates. The school administration team will determine the candidate's suitability for the role including their commitment to furthering the principles of Catholic Education.
- e) Secondary school principals will communicate to the Director or designate the name of the individual selected to be the junior student liaison representative for their school and will submit the candidate's application package to the Director or designate.
- f) The student trustee candidates, as a group, shall be known as the Student Council Liaison Committee and will represent his/her secondary school and be a member of the Student Council Liaison Committee (SCLC) for a two-year term.
- g) By April 30 each year, the Student Council Liaison Committee shall elect from among the group a member to recommend to the Board as the junior student trustee. The Director of Education or his or her designate will meet with the student trustee candidates elected by each school, as well as members of the current Student Council Liaison Committee, to review the student trustee role and expectations, and assist with the election of a candidate to the Board as junior student trustee.
  - (i) The nominees from each secondary school will have the opportunity to present themselves as a junior student trustee candidate and, following the presentations, a vote will take place to determine the individual to serve as junior student trustee. SCLC representatives from each school will collaborate to vote as each school will have one vote. A winner is declared when they have received a majority of the votes.

## 2. Eligibility

To be eligible, the student trustee candidate will:

- (a) be Roman Catholic; or, if not a baptized Roman Catholic, be fully supportive of the mission, vision, and responsibilities of Catholic Schools in Ontario;
- (b) be a full-time student of the Board in the senior division as of August 1 after the election and remain so for the duration of his or her term of office;

- (c) shall meet the eligibility requirements within the Education Act and Municipal Elections Act related to Trustees, excluding those related to age;
- (d) maintain a grade average of 70% or better at the time he or she becomes a candidate for the position and must maintain that average throughout his or her term of office;
- (e) receive written approval of his or her parent/guardian, if under 18 years old by the date of the commencement of office;
- (f) receive the written recommendations of the principal or vice-principal, parish priest or school pastoral care worker, and his or her guidance counsellor or student council staff advisor of the Catholic secondary school he or she attends;
- (g) have displayed proven leadership experience, parish and community involvement, and acceptable academic achievement;

### **3. Attendance**

The student trustees are expected to attend public sessions of regular meetings of the Board and its standing committees. A member of the Student Council Liaison Committee may be designated to attend a meeting when a student trustee is unable to attend. Absence from three consecutive Board meetings, regardless of replacement, will result in disqualification of the student trustee in accordance with the Education Act.

### **4. Vacancy**

The Student Trustee Liaison Committee will be called upon to elect from among its members a new student trustee upon the resignation or disqualification of a student trustee.

### **5. Honorarium and Expenses**

Each student trustee will be paid an honorarium as set out in section 55(8) of the Education Act. The honorarium is \$2,500 per school year paid on a bi-monthly basis.

Student Trustees will be reimbursed for travel on board business, i.e. travel to and from their residence to a meeting of the board and other events where he or she is representing the board. Reimbursement for travel to attend conferences, conventions or workshops as outlined in AP 617, Trustee Expenses, will be made

using customary expense limits as outlined in AP 612, Reimbursement for Expenditures Incurred on Board Business.

## **6. Administrative Support**

Student trustees will receive orientation and in-service by the Board administration and Board Vice-Chairperson, or designate, before the beginning of his or her term of office. Orientation will include an introduction to the Strategic Priorities, as well as issues of confidentiality and conflict of interest. Student trustees will be provided with normal administrative support services afforded to trustees. The Board will make arrangements to provide the student trustee access to a computer, a board email account, fax, voice mail, and photocopy services to support their role.

## **7. Materials**

Appropriate agendas and supporting materials pertaining to Board and committee meetings will be provided to the student trustee.

## **8. Commissioning Service**

A commissioning service will be organized in September of each year to welcome the new student trustee into his or her position. Such a service will be celebrated at a Board meeting and will include the family and guests of the student trustee.

## **Responsibilities**

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

- ensuring there is a process in place for the encouragement, election and support of student trustees;
- ensuring that the student trustees are welcome, that they are given opportunities to voice their opinions and views on matters being discussed and that they will deliver a student trustee to report to the board at its regular monthly meetings;
- assigning the Vice-Chairperson to mentor the student trustees.

### **The Student Trustees are responsible for:**

- Meeting the eligibility criteria.
- Accepting and abiding by the Student Trustee Expectations and Responsibilities Agreement (Appendix B).

- Completing onboarding procedures as required by Human Resource Services and Payroll Services.
- acting as Co-chairs of the Student Council Liaison Committee to liaise with the student population through local school student councils by means of the Student Council Liaison Committee, and communicate with them on Board matters.
- taking the lead, as Co-Chair of the Student Council Liaison Committee, in planning the annual leadership event for secondary student council members.

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

- communicating the process for the selection of the student liaison representatives and student trustee election to the secondary principals and vice-principals each year.
- facilitating the election of student trustees each year before April 30th;
- providing an orientation to the student trustee at the time of the commencement of office, including a detailed review of Appendix B - Student Trustee Expectations and Responsibilities which will be signed by the student trustee, parent and the director of education.
- along with the Vice-Chairperson, orienting and mentoring the student trustees in their role;
- facilitating the leadership of the student trustees at the Student Liaison Committee;

**Superintendents are responsible for:**

- supporting secondary principals in preparing for the election of their student trustee candidates;
- working with the Director of Education in facilitating and supporting the work of student trustees;

**Secondary Principals are responsible for:**

- establishing and executing a selection process within their schools to choose a junior student liaison representative/junior student trustee candidate for their school.
- ensuring that candidates for the junior student liaison representative/junior student trustee are recruited and brought forward, properly screened, and given appropriate support for their candidacy in the student trustee election;

- communicating with the Director/designate the candidate's name and information to facilitate the student trustee election process.

**Parents are responsible for:**

- ensuring that their students who have chosen to run for election have their written consent;
- supporting their student in the role by ensuring transportation to and from meetings and other special events requiring the participation of the student trustee.
- supporting their student in the role by accepting and abiding by the Student Trustee Expectations and Responsibilities as set out in (Appendix B).

**Teachers and Staff are responsible for:**

- supporting and encouraging appropriate candidates for the role of student trustee.

**Students are responsible for:**

- if an election is held, voting for appropriate student trustee candidates in their schools;
- supporting their student trustees elected by their student liaison committee;
- communicating with their student trustees or Student Liaison Committee their ideas, concerns, and vision to help form part of the student trustees' monthly reports.

**Progress Indicators:**

- Student trustees will be in place for the commencement of each school year and are ready to participate in the first and subsequent board meetings and standing committee meetings during the year.
- The student liaison committee gives positive feedback to the Director as to the process for election and that their voices are being effectively represented at the board table.

**Definitions:**

**Student Trustee:** Student trustee is a contributing, non-voting student member on the Board of Trustees who represents the voice of the students served by the Board, and

who plays a key role in Board issues through active participation in the decision-making process at the Board level.

**Student Council Liaison Committee:** Student Council Liaison Committee members include the student trustee candidates from each secondary school. Each representative serves for a two-year term.

**In-Camera:** A meeting held in private that is closed to the public when the subject under consideration involves:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the Board; or
- (e) litigation affecting the Board.

(Education Act, Section 207)

**Voting:** Student trustees are not Board members and are, therefore, not entitled to a binding vote - that is, their vote doesn't "count". However, a student trustee does have the right to have his or her vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a Board or any of its committees be put to a vote, in which case there must be two votes:

- (a) a non-binding vote that includes the student trustee's vote, and
- (b) a recorded binding vote that does not include the student trustee's vote.

A student trustee is not entitled to move a motion but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits. If no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

**Direct Election Process:** Once eligibility is established, student trustee candidates will be allowed to present themselves to the student body and a school-wide election will be held. The student elected will become that school's representative on the Student Council Liaison Committee.

**Indirect Election Process:** Once eligibility is established, student trustee candidates will be given the opportunity to present themselves to a selection committee determined by the principal. The committee will select the candidate

to become that school's representative on the Student Council Liaison Committee.

## **Related Documents**

**Appendix A** - Application

**Appendix B** - Student Trustee Expectations and Responsibilities

## **References :**

Municipal Elections Act, 1996, Section 17 (2) and 29.1

Education Act, Sections 1 (1), 55, 58.9 (3), 67, 207 (2), 219.1

Peterborough Victoria Northumberland and Clarington Catholic District School Board By-Laws

AP 612, Reimbursement for Expenditures Incurred on Board Business

AP 617, Trustee Expenses

# JUNIOR STUDENT LIAISON REPRESENTATIVE AND JUNIOR TRUSTEE CANDIDATE APPLICATION

Students interested in becoming a **Junior Student Liaison Representative** are required to review [Administrative Procedure-Student Trustees #105](#). Valuable insight into the role of representative on the Student Council Liaison Committee can be gained from [this student liaison video](#).

The Student Council Liaison Committee meets once a month with the Director of Education and the Vice-Chair of the Board to discuss issues of importance to all students. The committee is comprised of a Junior (Gr. 11) and a Senior (Gr. 12) representative from each PVNC Catholic high school. Members represent student voice at the Board level and have the opportunity to participate in special board-wide events and projects.

**We are currently recruiting Gr. 10 students who are interested in being their school's junior representative on the PVNC Student Council Liaison Committee (SCLC) beginning in September.** After reviewing AP Student Trustees #105, interested students should complete this form, prepare an information package (résumé and cover letter), as described on page 3 of the AP Student Trustees #105, and submit both to their Principal.

The successful Junior Student Liaison Representative from each secondary school will join the current representatives to form the PVNC Student Council Liaison Committee that meets monthly throughout the school year. **This is a two-year commitment.** The current Junior Student Council Liaison Committee Members will continue for a second year and become Senior Committee Members in the fall.

Successful junior representatives from each secondary school will be candidates in the election for **Junior Student Trustee for the Board**. Junior Student Trustee Candidates will have an opportunity to give a presentation of their information package at a Student Council Liaison Committee meeting and, following the presentations, those in attendance will elect the individual who will serve as Junior Student Trustee.

The commitment for Junior Student Trustee requires attendance at Board meetings and Standing Committee meetings, in addition to the monthly SCLC meetings and may require travel to Peterborough, to the Board Office. Virtual meetings will be held when appropriate.





# JUNIOR STUDENT LIAISON REPRESENTATIVE – APPLICATION FORM

Interested Junior Student Liaison Representative Candidates are to **review AP #105 Student Trustees** and submit this application to their Principal.

<b>Student First Name:</b>	
<b>Student Last Name:</b>	
<b>Current School:</b>	
<b>Current Grade:</b>	

**STUDENT DECLARATION OF CANDIDACY:**

I wish to declare my candidacy for the position of **Junior Student Liaison Representative** for the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNCCDSB). I understand the role and responsibilities of a student as described in the PVNCCDSB [Administrative Procedure-Student Trustees #105](https://www.pvnccdsb.on.ca/wp-content/uploads/2018/07/105-AP-Student-Trustees-1.pdf) on the Board website at: <https://www.pvnccdsb.on.ca/wp-content/uploads/2018/07/105-AP-Student-Trustees-1.pdf>

<b>Candidate Signature:</b>	
<b>Date:</b>	

**PARENT/GUARDIAN CONSENT:**

*(required if the candidate applying is less than 18 years of age)*

I am the parent/guardian of \_\_\_\_\_ (Full Name of student), and consent to the candidacy for the role of **Junior Student Liaison Representative** and if applicable, I give consent to candidacy for the role of **Junior Student Trustee**. I have reviewed the Administrative Procedure #105 Student Trustees and give my permission for my child to participate in this process.

<b>Parent/Guardian Signature</b>	<b>Parent/Guardian Full Name</b>	<b>Date</b>

**CERTIFICATION OF ELIGIBILITY:**

*(To be signed by School Principal/Designate)*

I acknowledge that this student meets the eligibility criteria and can run for election as a **Junior Student Liaison Representative** and **Junior Student Trustee**.

<b>School Principal/Designate Signature</b>	<b>School Principal/Designate Full Name</b>	<b>Date</b>

**INFORMATION PACKAGE:**

Consisting of a résumé and cover letter including:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>a) reasons for seeking the position.</li> <li>b) educational background.</li> <li>c) achievements and interests</li> <li>d) written statement outlining commitment to Catholic education.</li> </ul> | <ul style="list-style-type: none"> <li>e) other pertinent information including references from parish priest/school chaplaincy leader, secondary school principal/vice-principal; guidance counsellor/student council staff advisor.</li> </ul> |
|---|--|

## Student Trustee Expectations and Responsibilities Agreement

*The student trustee is a contributing, non-voting student member on the Board of Trustees who represents the voice of the students served by the Board, and plays a key role in Board issues through active participation in the decision-making process at the Board level.*

### The Student Trustee will:

1. be Roman Catholic; or, if not a baptized Roman Catholic, be fully supportive of the mission, vision, and responsibilities of Catholic Schools in Ontario;
2. be a full-time pupil of the Board in the senior division as of August 1 after the election and remain so for the duration of his or her term of office;
3. shall meet the eligibility requirements within the Education Act and Municipal Elections Act related to Catholic School Board Trustees, excluding those related to age;
4. receive written approval of his or her parent/guardian, if under 18 years old by the date of the commencement of office;
5. abide by the rules and code of conduct of their secondary school and the board and do nothing to encourage or lead actions or activities that would be contrary to legislation or the board/school code of conduct.
6. attend public sessions of regular meetings of the Board and its standing committees; normally, the student trustees will not attend the in-camera portion of a board meeting; Absence from three consecutive Board meetings without excusal from the Office of the Director will result in disqualification of the student trustee in accordance with the Education Act.
7. uphold and promote the Board's Mission and Vision in the performance of his or her duties and demonstrate support for the Board and its senior leadership team;
8. maintain strict confidentiality of all information or matters related to board business that are deemed confidential and act in accordance with Board Policies, By-laws, and Rules of Order;
9. participate fully with other trustees in discussions, giving voice to the interests of all students and reporting regularly to the Board, and to act on behalf of the well-being of the student population within the Board;
10. act as Co-chair of the Student Council Liaison Committee;
11. take the lead, as Co-Chair of the Student Council Liaison Committee, in planning the annual leadership event for secondary student council members;
12. liaise with the student population through local school student councils by means of the Student Council Liaison Committee, and communicate with them on Board matters;



# Administrative Procedure Report to the Policy Development Committee

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**Meeting Date:** April 30, 2024

**Presented by:** Stephen O'Sullivan, Director of Education

**Subject:** Administrative Procedure 106, Delegations to Board and/or Committee Meetings

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## **Background:**

Administrative Procedure 106, Delegations to Board and/or Committee Meetings was last reviewed in 2018 and is due for review in the regular administrative procedure review schedule. The purpose of this administrative procedure is to guide the process of a person or interest group in bringing forward a topic for presentation to the board of trustees at the board meeting or to another board committee.

## **Summary of Draft Directional Policy:**

The key changes to this Directional Policy include:

- Updated language to align with the current multi-year strategic plan.
- Addition of allowing a concern to come forward as a written submission instead of a presentation.
- Added a cap on the number of delegations to be heard in one meeting (capped at four) and the amount of time allotted for delegations in a meeting (capped at one hour).
- Changed the amount of time allotted for the presentation from 15 minutes to 10 minutes. 10 minutes for each presentation plus the allotted 5 minutes for question and answer by the trustees will keep the delegation portion of the meeting limited to one hour.
- Changed the frequency of a presentation on a particular topic from once every 6 months to once every 12 months.
- Added “administrative procedures related to the topic of the delegation” to item 5 (g) to read as follows: “If deemed necessary, just prior to receiving the delegation,



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

in-camera, the Board or committee shall review the administrative procedure given here and administrative procedures related to the topic of the delegation.”

**Attachments:**

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Delegations at Board and/or Committee Meetings</b>	<b>106</b>
Directional Policy	
<b>100 - Governance, Vision, and Strategic Priorities</b>	

**Title of Administrative Procedure:**

Delegations to Board and/or Committee Meetings

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

This Administrative Procedure aligns with the Government, Vision, and Strategic Priorities Directional Policy - 100 by ensuring that all members of the PVNC community and general public have an opportunity to make presentations to or ask questions of the board as a way of being engaged in assisting the board as it works to fulfill its Mission: To accompany our students as we strive for excellence in Catholic Education and to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.

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

The Delegations to Board and/or Committee Meetings Administrative Procedure supports our Vision of 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 grounded in our Being Community

pillar where we seek to be positive community members and develop relationships among all stakeholders. This is further supported by our Valuing Relationships Goals that commit PVNC Catholic to demonstrate servant leadership by creating inclusive learning and work environments grounded in gratitude and empathy for the work that we do and the people we serve.

### **Action Required:**

1. A request to speak to any scheduled meeting of the trustees will be received by the Director of Education, the Chairperson of the Board, or the chairperson of the committee, as the case may be, in writing at least two weeks prior to the next regular meeting of the Board or the committee at which the delegation may be heard. The Director will determine, in consultation with the Chairperson of the Board, and then the appropriate committee chairperson if applicable, at which meeting a delegation will be received.
2. Delegates may address a Committee in person, through electronic means, or through written submissions. Written submissions must be provided to the Director of Education or the Chairperson of the Board at least seven (7) days prior to the meeting for inclusion in the agenda package.
3. Normally delegations will be received by the board committee dealing with the issue of concern to the delegation. All recommendations or decisions related to the presentation by the delegation will be reviewed and decided on at a future meeting of the standing committee or the Board.
4. The request will contain the topic to be discussed and/or the questions to be asked and the identity of the delegation. Copies of the request will be provided to the Board or committee, as the case may be, at the same time as the agenda is distributed. One spokesperson must be named by the delegation.
5. Procedures:
  - a. The delegation shall be notified by the Secretary/Secretary-Treasurer of the date, time, and location of the meeting at which a ten-minute presentation may be made.
  - b. A delegation requiring more than ten minutes may be granted an extension of the time limit at the discretion of the Chairperson of the Board or the chairperson of the committee, as the case may be.
  - c. A delegation may make only one presentation, either written or oral, before the Board or a committee, on any specific topic, during any twelve-month period.

- d. A delegation that changes its spokesperson or representatives and requests permission to make a subsequent oral presentation relative to a matter that has been previously presented to the Board or committee shall be considered as the original delegation.
- e. A counter delegation wishing to make a presentation to the Board or a committee shall be subject to the rules as set down above.
- f. If considered of sufficient importance, the Director or their designate shall request the delegation spokesperson to provide sufficient copies of its brief to distribute to each Board member.
- g. If deemed necessary, just prior to receiving the delegation, in-camera, the Board or committee shall review the administrative procedure given here and administrative procedures related to the topic of the delegation.
- h. At the allotted time the delegation shall be welcomed by the Chairperson of the Board or the committee chairperson and the time limit for presentation shall be announced.
- i. After the presentation is completed, the Board Chairperson or the committee chairperson shall provide members an opportunity to ask questions for clarification. The question period shall be five minutes in length.
- j. The trustees retain discretion to decide all matters concerning delegations.
- k. When the Board Chairperson or the committee chairperson considers that clarification is adequate, he or she shall thank the delegation spokesperson and inform him or her that the matter shall be taken into consideration by the Board or committee at an appropriate time.
- l. A written response shall be sent to the delegation spokesperson as soon as possible after the Board or committee has reached a decision on the matter in question.
- m. In-camera procedure shall apply to meetings involving delegations of an in-camera nature.
- n. Requests to present to the Board or committee on issues which have not yet been considered for a response by appropriate staff shall not be accommodated.



- o. Requests to present to the Board or a committee on matters potentially under litigation or specific to an individual staff member shall not be accommodated.
- p. In order for a member of the public to participate in a board or committee meeting electronically, a request must be made to the office of the Director of Education at least six hours before the meeting commences. Access will be given through an online web-based platform that allows for the identification of participants and control over the participation from the moderator. Instructions for access will be shared at the time the request is made.

### **Responsibilities:**

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

- Ensuring alignment with the Governance, Vision and Strategic Priorities Directional Policy.
- Reviewing the Administrative Procedure as part of its regular policy and procedures review cycle.

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

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring the procedure for Delegations to Board and/or Committee Meetings are followed at board meetings.

#### **Superintendents are responsible for:**

- Ensuring the procedure for Delegations to Board and/or Committee Meetings are followed at committee meetings.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees, where applicable.

### **Progress Indicators:**

Members of the public are aware of the procedure and are able to easily access the procedures to facilitate presentations to the board and/or board committees.

### **Definitions:**

Board Meeting - a meeting of the board of trustees which occurs monthly and is posted on the board website.

Committee Meeting - a meeting of a statutory, standing or ad-hoc committee established by the board; public meetings are posted on the board website.

**References:**

[Building a Community that Accompanies: Strategic Plan 2021-2025](#)

[Board By-Laws](#)

DRAFT

# Administrative Procedure Report to the Policy Development Committee

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<b>Meeting Date:</b>	April 30, 2024
<b>Presented by:</b>	Julie Selby
<b>Subject:</b>	AP 304 ~ Supervised Alternative Learning and Other Excusals From Attendance at School

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## **Background:**

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

## **Summary of Draft Administrative Procedure:**

The key changes to this Administrative Procedure include:

1. Revised content within the Alignment with Strategic Plan section.
2. Addition of “and a support person if desired” to section 17. (b) to reflect content within section 3.
3. Addition of “*reviewing this Administrative Procedure as part of its regular review cycle*” to the Trustees’ responsibility section.
4. Rewording of Superintendent responsibilities section to “*Superintendents of Schools and System Portfolios*”.

## **Attachments:**

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Supervised Alternative Learning and Other Excusals from Attendance at School</b>	<b>304</b>
Directional Policy	
<b>300 - Student Achievement and Well-Being</b>	

**Title of Administrative Procedure:**

Supervised Alternative Learning and Other Excusals from Attendance at School

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

This Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy – 300 by ensuring that the Board maximizes the achievement and well-being of all students. This administrative procedure also aligns with the Education Act, Ontario Regulation 374/10, Supervised Alternative Learning and other Excusals from Attendance at School.

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

The Supervised Alternative Learning Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education and aligns with the Strategic Plan of Building a Community That Accompanies, particularly the Valuing Relationships goal to foster a sense of respect for the unique expertise and strengths of each individual, acknowledging and celebrating the efforts of our students, and working to ensure they feel valued, empowered and supported; and the Nurturing Mental Health and Well-Being goal to enhance collaborative efforts across our organization directed at working as a cohesive team to bring about ideal learning environments.

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

## Action Required:

### 1.0 Background

The Peterborough Victoria Northumberland Clarington Catholic District School Board realizes that, although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. Some students may need help addressing barriers to learning before they can fully engage in learning. These students may have difficulties with regular attendance and the Supervised Alternative Learning Program can provide these students with an alternative to enable the student to obtain the Ontario Secondary School Diploma or achieve other education and life goals, and to be successful.

Supervised Alternative Learning (SAL) may be used by the board and school for a very small segment of the student population, but only when other measures to help a young person remain in school are not effective. Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", enables the Supervised Alternative Learning Committee of the board to excuse students who are at least 14 years old and are of compulsory school age from attending school while they continue to participate in learning under the supervision of the board or a school of the board.

The primary goal of SAL is to offer a program that is in the student's best interests, reflects his or her input, and supports the student in meeting his or her goals. While in SAL, students may participate in a variety of learning activities. These may include taking courses and/or training, earning certifications, developing job-search skills and the various essential skills, work habits, and life skills that will help them lead productive adult lives. As much as possible, opportunities to earn credits shall be included in their programs.

### 2.0 Guidelines

The following steps outline the process the board and board staff shall follow for those students that fit the criteria for Supervised Alternative Learning:

1. SAL is for students who are at least 14 years old and are of compulsory school age. A student who turns 18 years old while participating in supervised alternative learning may, if they wish, continue until their plan expires or is terminated.
2. If a student is at least 16 years old and has withdrawn from parental control, any authority of a parent for a student is vested in the student.
3. If a student, or parent of a student, has a right to attend and be heard at a Supervised Alternative Learning meeting, the student and/or parent is entitled

- to attend the meeting, along with a support person or have a support person attend in his or her place. The support person has the same rights to attend and be heard as the student or parent.
4. Committee meetings are valid even when:
    - a. the members of the committee are not the same as those who participated in any earlier meeting about a student's participation in supervised alternative learning; or
    - b. the committee is not the same committee that held any earlier meeting about a student's participation in supervised alternative learning.
  5. Any individual who is required or permitted to collect, use, or disclose personal information will not collect, use, or disclose more information than is reasonably necessary to meet the purpose for which it is collected, used, or disclosed.
  6. Any individual who receives personal information will not use or disclose the information unless the use or disclosure is in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
  7. The Board designates these positions to be members of a committee:
    - a. Two members of the Board – one member will be the Chair, and the other will be an alternate. The member of the Board will be named at the Board's Annual/Inaugural meeting.
    - b. The Superintendent of Learning - Student Success;
    - c. One individual who is not a member or employee of the Board. This individual will be a community member who works in alignment with the mission of the Board. It shall be the responsibility of the Office of the Superintendent of Learning – Student Success to contact a community member for each meeting.
    - d. The Administrative Assistant for the Superintendent of Learning - Student Success will serve as secretary for the Supervised Alternative Learning Committee.
  8. The principal of a school at which a student is enrolled will refer the student to a committee if:
    - a. in the principal's opinion, it would be in the student's best interests to participate in supervised alternative learning; or
    - b. a parent of the student submits a request for a referral.
  9. A parent of a student, or a student who has withdrawn from parental control, may submit, in writing, to the principal of the school at which the student is enrolled:

- a. a request that the student participate in supervised alternative learning; and
  - b. the reasons that it would be in the student's best interests to participate in supervised alternative learning.
10. If a parent submits a request, the principal will refer the student to the committee within 15 school days after the day the principal receives the request.
11. A parent of a student is entitled to make a request in accordance with the following:
  - a. No more than two requests shall be made in respect of a student in a school year.
  - b. A second request in respect of a student in a school year will not be made until at least 60 school days have passed since the day the previous request was made.
12. A principal will develop a plan for a student before referring the student to a Supervised Alternative Learning Committee. A principal is not required to develop a plan if, in the principal's opinion, it would not be in the student's best interests to participate in supervised alternative learning.
13. Before initiating a referral for a student to a Supervised Alternative Learning Committee, a principal will provide the parent, or the student (if the student has withdrawn from parental control), with the following written information:
  - a. Notice to refer the student to the committee;
  - b. The basis for his or her opinion that it would be in the student's best interests to participate in supervised alternative learning;
  - c. Request that the parent provide the principal, by a date specified by the principal, with:
    - i. his or her opinion regarding whether it would be in the student's best interests to participate in supervised alternative learning and the basis for that opinion; and
    - ii. any other information that, in his or her opinion, would assist the committee in its consideration of the referral.
14. A referral will include the following written material:
  - a. The basis for the principal's opinion that it would or would not be in the student's best interests to participate in supervised alternative learning;

- b. The basis for the parent's opinion that it would or would not be in the student's best interests to participate in supervised alternative learning, if those reasons are provided to the principal;
  - c. A draft of the Supervised Alternative Learning plan, if available;
  - d. A list of one or more members of the staff of the school or the Board who know the student and can speak knowledgeably about the student's academic performance and progress and the appropriateness of the plan, if any;
  - e. A list of any other individuals who have information that is relevant to the referral;
  - f. Any other information that, in the principal's or the parent's opinion, would assist the committee in its consideration of the referral.
15. Before a principal initiates a referral to the committee, they will inform the parent/guardian and request a response from the parent by a defined date.
16. Within 20 school days of receiving a referral, the committee will hold a meeting to consider the referral. The committee may hold a meeting on a date that is later than 20 school days after receipt of a referral if the parent of the student makes a written request for a later date, or the parent of the student consents to a later meeting date.
17. The committee will give notice of the meeting to the following persons and they will have the right to attend the Supervised Alternative Learning Committee meeting:
  - a. The student;
  - b. The parent of the student (*and a support person if desired*);
  - c. The principal (or designate) of the student's school;
  - d. Any member of the staff of the school or the Board who was listed by the principal in the referral, and who, in the opinion of the committee, may have information that is relevant to the referral; and
  - e. Any other individual who, in the opinion of the committee, has information that is relevant to the referral.
18. Input from the following individuals will be requested in the course of developing the plan:
  - a. The student;
  - b. The parent of the student;
  - c. One or more members of the staff of the school at which the student is enrolled who have information that is relevant to the development of the plan;
  - d. One or more members of the staff of the Board who can contribute to the development of the plan;



- e. The principal of the school where any part of the supervised alternative learning will be provided:
  - i. A member of the staff of a community agency that may be involved in the supervised alternative learning;
  - ii. An employer who has indicated that they are interested in employing the student as part of supervised alternative learning; and
  - iii. Any other individual who has information about the student that may help in developing the plan.

19.A Supervised Alternative Learning plan will include the following information:

- a. The name of the student's primary contact person;
- b. The ways in which the student's primary contact person will monitor the student's progress;
- c. The student's own education and other life goals;
- d. The ways in which the student will be helped with his or her transition from supervised alternative learning back to school after the plan expires or is terminated;
- e. The expiry date of the plan. The expiry date of a plan shall not be later than June 30 in the school year to which the plan applies.
- f. Description of the activities in which the student will participate under the plan. The plan shall include one or more of the following activities:
  - i. Enrolment in a course or class in which a student may earn a credit;
  - ii. Enrolment in a non-credit life skills course or other non-credit course;
  - iii. Preparation for employment and development of general employment skills;
  - iv. Training for a specific job or type of employment;
  - v. Full-time or part-time employment;
  - vi. Counselling;
  - vii. Volunteering, which may count toward the 40 hours of volunteering for an Ontario Secondary School Diploma;
  - viii. Any other activity with the potential to help the student achieve the goals of Supervised Alternative Learning.

20. After a committee considers a referral with a Supervised Alternative Learning plan, the committee will make a decision as follows:

- a. Approve participation by the student in supervised alternative learning as described in the plan;

- b. Modify the plan and approve participation by the student in supervised alternative learning as described in the plan as modified; or
  - c. Not approve participation by the student in supervised alternative learning.
21. After a committee considers a referral without a Supervised Alternative Learning plan, the committee will make a decision as follows:
- a. Require the principal of the student's school to cause a plan to be developed for the student in accordance with guideline number 19 and directions of the committee, if any; or
  - b. Not approve participation by the student in supervised alternative learning.
22. Within five school days after a meeting, the committee will provide the student, the parent of the student, and the principal of the student's school with its written decision together with the following:
- a. If the committee approved participation by the student in supervised alternative learning, the committee will file these items:
    - i. A copy of the plan, including any modifications made by the committee
    - ii. Contact information for the student's primary contact person, and
    - iii. If the plan includes employment, contact information for the employer, if available.
23. If the committee's decision caused a principal to develop a plan, the committee will determine the date by which the plan is required to be submitted to the committee.
24. The committee will also provide the parent of the student with the following:
- a. If the committee approves participation by the student in supervised alternative learning, the committee will provide information about the right to reconsideration and the reconsideration process.
  - b. If the committee did not approve participation by the student in supervised alternative learning, the committee will provide:
    - i. Information about the right to reconsideration and the reconsideration process, and
    - ii. Information about the right to make a request.

- c. If the committee required the principal to cause a plan to be developed, the committee will provide the following information to the parent and the student:
    - i. Information about the parent's right to provide input in the course of developing the plan,
    - ii. A statement that the parent will receive a copy of the plan when it is submitted to the committee,
    - iii. A statement that the parent may provide materials to the committee for the committee's use in considering the plan and how those materials should be provided.
    - iv. A statement that the parent will receive notice from the committee of the time and place of the meeting to consider the plan, and information setting out the parent's rights in accordance with legislation.
25. If a principal is required to develop a plan, it will be done so in accordance with guideline number 19 and directions of the committee, if any; and submitted to the committee by the date specified by the committee. When the principal submits a plan to the committee, the principal will submit any other information that, in the principal's opinion, would assist the committee in its consideration of the plan, and provide the student and the parent of the student with a copy of the plan and any other information submitted.
26. Within 20 days of receiving a plan under guideline number 24(c), the committee will hold a meeting to consider the plan. The committee will approve participation by the student in supervised alternative learning as set out in the plan, modify the plan and approve participation by the student in supervised alternative learning as described in the plan as modified, or not approve participation by the student in supervised alternative learning. The committee will communicate its decision as per guideline numbers 22 and 23 of these administrative procedures.
27. A parent of a student may, within 10 school days of receiving the committee's written decision, submit to the principal of the student's school a written request that the committee reconsider the decision. A request for reconsideration may apply to the committee's decision and/or the student's plan. The principal will forward the request to the committee as soon as possible after receiving the request.
28. Within 20 school days after the day the committee receives the request, the committee will hold a meeting to reconsider its decision. The committee may hold a meeting on a date that is later than 20 school days after receipt of a request if the parent of the student makes a request by written notice, or the parent of the student consents.

29. The individuals mentioned in guideline number 17 are entitled to receive notice of the meeting, to attend and be heard at the meeting.
30. After the meeting, the committee will make a decision to confirm its original decision, approve participation by the student in supervised alternative learning as set out in the plan, modify the plan and approve participation by the student in supervised alternative learning as described in the plan as modified, or not approve participation by the student in supervised alternative learning.
31. The committee will communicate its decision within five school days after the meeting. The reconsideration decision is final.
32. If a student's supervised alternative learning is to include an activity at a place that is not a school site, the principal of the student's school will ensure that a member of the staff of the school or the Board visits the site before the student begins participating in the activity as part of supervised alternative learning unless, in the opinion of the principal, the visit is not necessary at that time.
33. If a student's supervised alternative learning is to include employment, the principal will send a letter to the employer stating that the employment is to be part of the student's participation in supervised alternative learning, that the student is excused from attending school for the purpose of participating in supervised alternative learning, and any other information that the principal considers advisable.
34. A principal will issue a report about the progress of each student enrolled in the principal's school who is participating in supervised alternative learning. The report will be issued at the same time as the principal issues report cards for other students. A principal will provide a copy of the report to the student and the parent of the student and include a copy in the student record.
35. The principal will assign a teacher at the school as the primary contact person to supervise the student's plan. The teacher should ideally be familiar with the student, have the time flexibility for this task, and be familiarized with their responsibilities under Regulation 374/10.
36. The primary contact person of a student participating in supervised alternative learning will monitor the student's progress. The primary contact person will contact the student at least one time in each month and more frequently if the primary contact person considers more frequent contact advisable. The primary contact person is entitled to receive information, including personal information, relevant to the student's progress from any individual who is

- involved in the implementation of the student's plan. The primary contact person will keep records of the observations that they make in monitoring the student's progress.
37. The primary contact person may make modifications to the plan at any time if the plan remains substantially the same and they first requested input from the student and the parent of the student.
  38. If the primary contact person modifies a plan, they will inform the principal, the student, and the parent of the student.
  39. If, in the opinion of the primary contact person, it would be in the student's best interests to make modifications to the plan that would result in the plan being substantially different, they will review the proposed modifications with the principal.
  40. The principal will make the proposed modifications to the plan if, in the opinion of the principal, it would be in the student's best interests, a supervisory officer qualified as a teacher agrees, and the principal first requested input from the student and the parent of the student. If a plan is modified, the principal will provide a copy of the modified plan to the student and the parent of the student.
  41. The student's primary contact person will provide the principal with at least one written report 15 days before the plan expires that includes observations of the progress made by the student, an overall review of the appropriateness and impact of the plan, and recommendations regarding whether, after the plan expires, the student should continue to participate in supervised alternative learning. The principal will provide a copy of each report to the student and the parent of the student.
  42. Before the expiry of the plan if, in the opinion of the principal of the student's school, it would be in the student's best interests to continue to participate in supervised alternative learning, the principal will submit a recommendation with the written consent of the parent of the student to the committee to renew the plan or refer the student to a committee.
  43. Within 20 school days after the day a committee receives a recommendation, the committee will renew the student's plan, renew the student's plan with specified modifications, or require the principal to refer the student to the committee.
  44. The committee may only renew the student's plan in accordance with the following:

- a. For non-semester schools, the plan may be renewed for a maximum of one school year in total.
- b. For semester schools, the plan may be renewed for a maximum of one school year or two consecutive semesters in total.

45. A plan is terminated if any of the following circumstances exist:

- a. The student provides the principal with a written statement that they want to return to school.
- b. The student's primary contact person provides the principal with a written statement that the student is not complying with the plan and the principal determines, with the agreement of a supervisory officer qualified as a teacher, that termination is in the student's best interests.

46. A principal will send written notice of the termination of a plan to the following:

- a. The student,
- b. The parent of the student,
- c. The committee that approved the student's participation in supervised alternative learning,
- d. Any individual who is involved in the implementation of the student's plan.

47. A principal will ensure that a transition plan has been developed for helping a student whose supervised alternative learning plan has expired or been terminated with the student's transition from supervised alternative learning to school.

48. Outside of the Supervised Alternative Learning process, a principal may authorize a student who is at least 16 years old to be excused from attendance at school on a full-time basis if all of the following circumstances exist:

- a. The principal believes that there are compassionate grounds that justify the excusal,
- b. The principal requires the student to attend school on a part-time basis,
- c. The purpose of the excusal is not to enable the student to be employed during school hours,
- d. The student is not excused under this section for more than one school year in total.

49. A student who is approved by a committee to participate in Supervised Alternative Learning is excused from attendance at school as long as the student's plan has not expired or been terminated.

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

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being; and
- reviewing this Administrative Procedure as part of its regular review cycle.

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

- ensuring the implementation of this Administrative Procedure.

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

- ensuring principals are consistent with the application of this Administrative Procedure; and
- being a member of the Supervised Alternative Learning Committee.

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

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Supervised Alternative Learning Administrative Procedure;
- ensuring that all appropriate alternative learning options have been considered;
- ensuring that the parent and student are informed about SAL as an option; and
- developing and overseeing the Supervised Alternative Learning plans in conjunction with individual students, parents/guardians, Student Success Team, and the Supervised Alternative Learning Committee.

**Primary Contact is responsible for:**

- contacting the student, at least monthly, to monitor progress, and document contacts;
- documenting student's performance and/or progress;
- informing principal of any concerns;
- assisting the student in addressing any issues that become apparent, or refers the student to the appropriate board or community resource;
- prepares a report in which they review the Supervised Alternative Learning plan;
- coordinates renewal request;
- modifies the Supervised Alternative Learning plan, if required; and
- supports the development of the transition plan.

**Students are responsible for:**

- providing input to school staff to develop the Supervised Alternative Learning plan;
- maintaining regular contact with the primary contact, as required;

- participating in the program as prescribed in the Supervised Alternative Learning plan; and
- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in a Supervised Alternative Learning program.

**Parents/Guardians are responsible for:**

- supporting the student and school in the development of and participation in the SAL plan; and
- maintaining communication with the primary contact and the school.

**Progress Indicators:**

- PVNCCDSB secondary schools are using Supervised Alternative Learning to re-engage students who are not attending school and are therefore at risk of not earning their Ontario Secondary School Diploma or achieving their other education and life goals.
- All Supervised Alternative Learning plans are developed according to the parameters and guidelines of this Administrative Procedure.
- Supervised Alternative Learning plans are reviewed at regular intervals to monitor success.

**Definitions:**

- **Committee** - A Supervised Alternative Learning Committee established by the Board.
- **Parent** - Includes a legal guardian.
- **Plan** - A supervised alternative learning plan developed for a student.
- **Primary Contact Person** - An employee of the Board who is assigned to carry out the functions of a primary contact person in respect of a student participating in supervised alternative learning.
- **Reconsideration** - Applies to a circumstance where there is new evidence or reason to review a decision.
- **School Day** - The same meaning as in Regulation 304 of the Revised Regulations of Ontario, 1990 (School Year Calendar, Professional Activity Days).
- **Supervised Alternative Learning (SAL)** - An individualized learning program consisting of one or more activities in accordance with Ontario Regulation 374/10.

**References:**

- [Education Act, Ontario Regulation 374/10](#)
- [Supervised Alternative Learning, Policy and Implementation 2010](#)



# Administrative Procedure Report to the Policy Development Committee

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**Meeting Date:** Tuesday, April 30, 2024

**Presented by:** Sheila Piggott, Superintendent of Learning

**Subject:** 313 - Student Acceptable Use of Technology

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## Background:

Administrative Procedure 313, Student Acceptable Use of Technology, is aligned with Directional Policy 300 - Student Achievement and Well-being, and is being revised as part of its regular review cycle.

## Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Condensing the Appendices from three different forms to two different forms. Appendix A is applicable to students from Kindergarten to Grade 6. Appendix B is applicable to students from Grade 7 to Grade 12. Each appendices outlines the terms and conditions based on age appropriateness.

## Attachments:

- [Draft Administrative Procedure for consideration.](#)  
[Proposed Appendix A](#)  
[Proposed Appendix B](#)
- [Link to previous version of the Administrative Procedure.](#)  
[Current Appendix A](#)  
[Current Appendix B](#)  
[Current Appendix C](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Student Acceptable Use of Technology</b>	<b>313</b>
Directional Policy	
<b>300 - Student Achievement and Well Being</b>	

**Title of Administrative Procedure:**

Student Acceptable Use of Technology

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

Student Achievement and Well Being

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

The Student Acceptable Use of Technology Administrative Procedure supports our Vision for achieving Excellence in Catholic Education by ensuring the Board has clearly outlined the requirement for the acceptable use of technology for our students. This Administrative Procedure reflects the pillars of Being Community and Being Well. The board is committed to creating a shared understanding and a systematic approach to the implementation of effective and responsible use of our technology systems. Technology is everywhere in our lives. This necessitates a collective effort and active engagement of our entire community, including students and parents, to ensure that technology use helps further our mission and strategic priorities.

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

**Action Required:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board (the “Board”) is committed to establishing guidelines and expectations regarding

the ethical and responsible use of the Internet and Technology systems. The Board will, from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems. Principals will be informed of any serious infraction of the Student Acceptable Use of Technology Policy. Disciplinary actions of a student will be handled in accordance with the discipline policies of the Board and the school, particularly the board's [Administrative Procedure 909 -Code of Conduct](#). In our digital world it is imperative our students are well equipped to meet our Catholic Graduate Expectations and become effective communicators. This includes having the knowledge and skills to navigate social media and the internet in a safe, ethical and affirming manner. We know that access to technology can significantly deepen and enrich the learning opportunities for our students. The board is committed to providing digital citizenship resources for both staff and students that support the safe and responsible use of technology. These resources will be readily available on the board website. Students will abide by the terms of the applicable Student Acceptable Use of Technology Agreement and refrain from unlawful activity. When choosing to use a Personal Network Device students will also abide by [Administrative Procedure 314 – Personal Network Devices](#). Failure to comply with the Student Acceptable Use of Technology Agreement may result in the loss of computer/network privileges, financial compensation to the Board, pursuance of criminal charges, and/or other disciplinary action consistent with the School Code of Behaviour, Board Code of Conduct, Board Policy, and/or the Education Act. Inappropriate use of technology that impacts on the school community may fall under the purview of this policy even if not on a school site (e.g. on a school bus).

### **Responsibilities:**

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

- Ensuring alignment with the Student Achievement and Well Being Directional Policy.
- Reviewing the Student Acceptable Use of Technology Administrative Procedure as part of its regular policy and procedure review cycle.

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

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

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

- Supporting implementation of this Administrative Procedure.
- Promoting a culture of positive digital citizenship that reinforces our Catholic virtues.

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

- Supporting technical innovation by overseeing the development of this acceptable use Administrative Procedure. Monitoring usage of the board's network systems.
- Establishing through school and community consultation internet filtering which protects students while maximizing educational opportunities.
- Providing digital citizenship and internet safety resources for staff and students.

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

- Notifying parents about the Student Acceptable Use of Technology Administrative Procedure.
- Securing on an annual basis the signatures of each student and their parent/guardian on the appropriate Acceptable Use of Technology Agreement for their grade. An electronic acknowledgement of the agreement may also serve as the official record in lieu of a paper copy.
- Establishing the steps to be taken by students and staff to respond to the inadvertent access of inappropriate/illegal content on the internet.
- Cooperating fully with Board staff and local authorities in any investigation related to any illegal activities conducted through the technology systems of the Board.
- Ensuring that the provided digital citizenship training is completed by their staff and students.

**Staff are responsible for:**

- Ensuring that students understand the acceptable use of technology as part of an instructional plan.
- Providing students with instruction on the appropriate use of the internet and protocols for use of electronic mail prior to using those tools.
- Providing students with digital citizenship instruction on an annual basis.
- Ensuring that the guidelines, resources and frameworks developed for board use of digital tools are followed.

**Students are responsible for:**

- Using available technology to further their educational goals and promote Catholic teaching.
- Reading and acknowledging the Student Acceptable Use of Technology Agreement appropriate for their grade on an annual basis. An electronic version of the agreement may also serve as the official record in lieu of a paper copy.

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

- Reading, supporting, and acknowledging by signing the Student Acceptable Use of Technology Agreement appropriate for their child's grade on an annual basis.

An electronic acknowledgement of the agreement may also serve as the official record in lieu of a paper copy.

### Progress Indicators:

- Yearly completion of Student Acceptable Use of Technology forms by students and parents.
- Student access to Digital Citizenship resources.

### Definitions:

- **Digital Citizenship** - Conduct oneself ethically, respectfully and in accordance with the rights, duties, and privileges of being a part of an online community.
- **Digital Tools** - Electronic tools that are used to help deliver instruction or for other classroom purposes. A movie maker app is an example of a digital tool that can be used to help students create a movie to help explain a concept they are learning.
- **School site** - land or premises or an interest in land or premises required by a board for a school, school playground, school garden, teacher's residence, caretaker's residence, gymnasium, school offices, parking areas or for any other school purpose.
- **Technology** - all forms of technology used to create, store, exchange, and use digital information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).

### References:

- [Accepting Schools Act, Bill 13, 2012](#)
- [Administrative Procedure 314– Personal Network Devices](#)
- [Appendix A - Student Acceptable Use of Technology \(Kindergarten - Grade 6\)](#)
- [Appendix B - Student Acceptable Use of Technology \(Grade 7 - Grade 12\)](#)
- [Directional Policy 300- Student Achievement and Well-Being](#)
- [Catholic Curriculum Corporation - Ethical and Responsible Use of Information and Communication Technology - Kindergarten – Grade 6](#)
- [Catholic Curriculum Corporation – Ethical and Responsible Use of Information and Communication Technology - Grade 7-12](#)



# STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

## Primary-Junior (Grades K-6)

### STUDENT CONSENT

I agree to:

- Use all computer equipment carefully and not damage, change or tamper with the hardware, software, settings or the network
- Keep my password secret
- Use the technology only to help me learn
- Give credit to the author of work I find on the internet and obey copyright laws
- Not provide my personal information (name, address, phone number) to anyone on the internet
- Never meet in person with someone I have met online without my parent's approval and participation.
- Tell my teacher or any other school employee about anything on the computer that is inappropriate or makes me feel uncomfortable
- Never use any form of electronic communication to harass, frighten, or bully anyone
- Take care when printing and consider the environment when deciding what to print

For devices I own, I further agree to:

- Protect my device from loss, damage or theft
- Keep the device up to date, including antivirus
- Not run or host servers on my device, including web servers, ftp servers, mail servers, file sharing and peer to peer
- Give my device to an adult in my school if requested

STUDENT NAME (PRINTED): \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

### PARENT/GUARDIAN CONSENT

- I have read and understood the Peterborough, Victoria, Northumberland and Clarington Catholic District School Board's Student Acceptable Use of Technology Agreement (the Agreement) and if applicable, the Board's Personal Network Device policy.
- I recognize that this Agreement is designed for my child's grade level and that the full policies and administrative procedures governing my child's use of technology are available on the board's website or from my child's school.
- I will emphasize the ethical and responsible use of technology and caution my child about unsafe communication with others on the internet.
- I will ensure that media and software on my child's Personal Network Device(s) has been purchased and is legal.
- I grant permission for my child to access networked information technology, inclusive of the internet and e-mail for educational purposes. I am aware that my child will be given instruction in the proper use of the internet at school and further recognize that I am responsible to supervise my child's use of the computer and internet at home.
- I understand that the Board will not service my child's Personal Network Device, nor will it be liable in the event that the device is lost, stolen, damaged or otherwise rendered inoperable.
- I understand that Board will from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems.

PARENT NAME (PRINTED): \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

#### Information Collection Authorization:

The information contained on this form has been collected under the authority of the Education Act R.S.O. 1980, as amended and the Municipal Freedom of Information and Protection of Privacy Act, 1989. Information from this form will be used to enforce appropriate use of the internet and information technology in accordance with AP 313 - Student Acceptable Use of Technology. The contact person for queries regarding this information is the Manager of Computer Services.

COPIES: (1) Student OSR (2) Parent (upon request)

# STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

## TERMS AND CONDITIONS

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board (the "Board") to ensure that the Internet and the board's Information Technology are used to support learning in a manner that is consistent with the Board mission statement, Catholic values and guiding principles.

### 1.0 Purpose of the Wide Area Network

- Use of the information technologies owned or operated by the Board must be used for the purpose of conducting Board business or the provision of an educational program.
- Use of the Board's Wide Area Network and its connection to the Internet for advertisement or monetary profit must have Board approval.
- The Board will from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems

### 2.0 Network Etiquette and Citizenship

- The Board provides access to the internet for educational activities defined in the instructional plans of our teachers.
- Users will not post, publish, or display any defamatory, abusive, threatening, sexist, racially offensive, profane, obscene, sexually oriented, illegal and other material found to be offensive.
- The sending or storage of offensive messages from any source is prohibited.
- Users shall not copy information or software in violation of copyright laws.
- Software and resources downloaded will be used only under the terms and conditions specified by the owner or creator of those resources.
- Only staff are authorized to download software or executable(.exe) programs.
- It is prohibited for a user to post messages and attribute them to another user.
- Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

### 3.0 Vandalism

- Transmission of any software having the purpose of damaging computer systems and files (i.e. computer viruses) is prohibited. All software and files downloaded must be systematically checked for viruses before being placed on a school's network.
- Any malicious attempt to harm or destroy the data of any person, computer or network linked to the Board's Wide Area Network is prohibited and will result in financial compensation to the Board and/or the pursuance of criminal charges and/or other disciplinary action consistent with the School Code of Behaviour, Board Policy and/or legal authorities.
- Users will not attempt to gain unauthorized access to the Board's system or to any other computer system through the Board's system, or go beyond their authorized access. This includes attempting to log in through another person's account or accessing another person's files. These actions are illegal, even if only for the purposes of browsing.

### 4.0 Security and Personal Safety

- Users may not share their passwords or accounts with others and must make all efforts to safeguard this information from unauthorized users.
- Users are advised to refrain from giving out personal information, such as their family name, email address, home address, school name, city, country or other information that could help someone locate or contact them in person.
- Users will not post identifying photos or videos.
- The Board reserves the right to block access to sites and to conduct regular checks of the system as deemed appropriate.
- An individual search will be conducted if there is reasonable cause to suspect that a user has violated the law or the school code of conduct. Personal files are discoverable under public records laws.

### 5.0 Inappropriate Material

- Interactive Internet gaming will not be accessed through the Board Internet Service.
- Upon access to or receipt of material that is educationally inappropriate and contrary to the Board's Mission Statement, the user shall immediately turn off the monitor and report the incident to the classroom teacher, staff and or immediate supervisor.





# STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

## Intermediate-Senior (Grades 7-12)

### STUDENT CONSENT

I agree to:

- I have read and understood Peterborough, Victoria, Northumberland and Clarington Catholic District School Board's (the Board's) Student Acceptable Use of Technology Agreement (the Agreement) and recognize that it is based on Policies and Administrative Procedures governing my use of technology resources and that these documents are available on the board's website.
- I agree to abide by the terms and conditions described within the Agreement and the requirements outlined in Policy 902- Student Acceptable Use of Technology and Policy 904 – Personal Network Devices.
- I recognize that failure to comply with the Agreement may result in the loss of computer and/or network access privileges, financial compensation to the Board and other disciplinary actions consistent with the School's Code of Behaviour, Board Policy and/or legal authorities.

For devices I own, I further agree to:

- Protect my device from loss, damage or theft
- Keep the device software up to date and legal, i.e. commercial software has been purchased
- Ensure that software and firmware is up to date as recommended by the manufacturer
- Not run or host servers on my device, including web servers, ftp servers, mail servers, file sharing and peer to peer
- Give my device to an adult in my school if requested

STUDENT NAME (PRINTED): \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### PARENT/GUARDIAN CONSENT

- I have read and understood the Peterborough, Victoria, Northumberland and Clarington Catholic District School Board's Student Acceptable Use of Technology Agreement (the Agreement) and if applicable, the Board's Personal Network Device policy.
- I recognize that this Agreement is designed for my child's grade level and that the full policies and administrative procedures governing my child's use of technology are available on the board's website or from my child's school.
- I will emphasize the ethical and responsible use of technology and caution my child about unsafe communication with others on the internet.
- I will ensure that media and software on my child's Personal Network Device(s) has been purchased and is legal.
- I grant permission for my child to access networked information technology, inclusive of the internet and e-mail for educational purposes. I am aware that my child will be given instruction in the proper use of the internet at school and further recognize that I am responsible to supervise my child's use of the computer and internet at home.
- I understand that the Board will not service my child's Personal Network Device, nor will it be liable in the event that the device is lost, stolen, damaged or otherwise rendered inoperable.
- I understand that the Board will from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems.

PARENT NAME (PRINTED): \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

#### Information Collection Authorization:

The information contained on this form has been collected under the authority of the Education Act R.S.O. 1980, as amended and the Municipal Freedom of Information and Protection of Privacy Act, 1989. Information from this form will be used to enforce appropriate use of the internet and information technology in accordance with 313 - Student Acceptable Use of Technology. The contact person for queries regarding this information is the Manager of Computer Services.

COPIES: (1) Student OSR (2) Parent (upon request)



# STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

## TERMS AND CONDITIONS

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board (the "Board") to ensure that the Internet and the board's Information Technology are used to support learning in a manner that is consistent with the Board mission statement, Catholic values and guiding principles.

### 1.0 Purpose of the Wide Area Network

- Use of the information technologies owned or operated by the Board must be used for the purpose of conducting Board business or the provision of an educational program.
- Use of the Board's Wide Area Network and its connection to the Internet for advertisement or monetary profit must have Board approval.
- The Board will from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems.

### 2.0 Network Etiquette and Citizenship

- The Board provides access to the internet for educational activities defined in the instructional plans of our teachers.
- Users will not post, publish, or display any defamatory, abusive, threatening, sexist, racially offensive, profane, obscene, sexually oriented, illegal and other material found to be offensive.
- The sending or storage of offensive messages from any source is prohibited.
- Users shall not copy information or software in violation of copyright laws.
- Only designated board staff are authorized to download and install software or executable(.exe) programs on board issued devices.
- Board accounts will only be integrated with board approved 3rd party applications.
- Software and resources downloaded will be used only under the terms and conditions specified by the owner or creator of those resources.
- It is prohibited for a user to post messages and attribute them to another user.
- Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- Regularly backup important data to prevent loss in case of technical issues or unforeseen circumstances.
- Report any technology-related incidents, issues, or concerns to the designated school authorities.

### 3.0 Vandalism

- Transmission of any software having the purpose of damaging computer systems and files (i.e. computer viruses) is prohibited. All software and files downloaded must be systematically checked for viruses before being placed on a school's network.
- Any malicious attempt to harm or destroy the data of any person, computer or network linked to the Board's Wide Area Network is prohibited and will result in financial compensation to the Board and/or the pursuance of criminal charges and/or other disciplinary action consistent with the School Code of Behaviour, Board Policy and/or legal authorities.
- Users will not attempt to gain unauthorized access to the Board's system or to any other computer system through the Board's system, or go beyond their authorized access. This includes attempting to log in through another person's account or accessing another person's files. These actions are illegal.
- Take care of school-provided devices and report any damages promptly to ensure proper maintenance.

### 4.0 Security and Personal Safety

- Users may not share their passwords or accounts with others and must make all efforts to safeguard this information from unauthorized users.
- Users are permitted to access only authorized technology and resources as defined by the board policy.
- Users must not attempt to bypass or circumvent security controls in place, including but not limited to firewalls, filters, or access restrictions, to ensure the integrity and security of the school's technology infrastructure.
- Users are advised to refrain from giving out personal information, such as their family name, email address, home address, school name, city, country or other information that could help someone locate or contact them in person.
- Users will not post identifying photos or videos.
- The Board reserves the right to block access to sites and to conduct regular checks of the system as deemed appropriate.
- Embrace the responsibilities of digital citizenship by promoting positive online interactions, respecting privacy, and being mindful of the impact of online actions.
- Exercise caution and integrity when utilizing generative AI and other tools, ensuring originality, respecting intellectual property rights and being mindful of personal information shared.

# STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

## TERMS AND CONDITIONS

### 5.0 Inappropriate Material

- Interactive Internet gaming will not be accessed through the Board Internet Service unless it is a board approved education application.
- Upon access to or receipt of material that is educationally inappropriate and contrary to the Board's Mission Statement, the user shall immediately turn off the monitor and report the incident to the classroom teacher, staff and or immediate supervisor.

### 6.0 Violations

- Violation of the acceptable use policy may lead to a thorough review of offboard account or board technology activity logs to assess the nature and extent of the violation.
- If content or files contain material that are in violation of the acceptable use policy, they may be subject to review and removal.
- Repeated or serious violations may result in the loss of access to technology resources, including accounts and devices, to maintain a secure and positive digital environment.
- Severe or persistent breaches of the acceptable use policy may warrant disciplinary action, including suspension or other appropriate measures, to ensure a safe and respectful learning environment for all.
- Engaging in activities that violate the acceptable use policy and/or the law may result in legal action being taken against the responsible party, in addition to other consequences deemed necessary by the school administration.

# Administrative Procedure Report to the Policy Development Committee

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**Meeting Date:** April 30, 2024

**Presented by:** Julie Selby

**Subject:** AP 703 ~ *Voluntary Self-Identification  
for Students of First Nation,  
Métis and Inuit Ancestry*

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## **Background:**

AP 703 ~ *Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry* is being reviewed as part of the customary Administrative Procedure review cycle.

## **Summary of Draft Administrative Procedure:**

The key changes to this Administrative Procedure include:

1. Move from alignment with DP 300 Student Achievement and Well-being to DP 700 Equity and Inclusive Education.
2. Change to wording of title.
3. Addition of new Directional Policy alignment statement.
4. Revised Multi-Year Strategic Plan alignment statement.
5. Addition of three opportunities to voluntarily self-identify, including creation of a new Google Form.
6. Addition of opportunities to remove voluntary self-identification, including the creation of a new Google Form.
7. Various additions within the Responsibilities section, as identified by italics.
8. Rewording of Superintendent responsibilities section to “*Superintendents of Schools and System Portfolios*”.

## **Attachments:**

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry</b>	<b>703</b>
Directional Policy	
<b>700 - Equity and Inclusive Education</b>	

**Title of Administrative Procedure:**

Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

The purpose of this Administrative Procedure is to achieve equitable and inclusive education that identifies and removes systemic barriers to student achievement, participation and well-being, and that fosters a learning and working environment free from oppression, discrimination and harassment. PVNC Catholic acknowledges that Indigenous Peoples are distinct from other equity seeking groups in that they are self-determining nations with inherent rights, laws, and institutions.

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

The Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry Administrative Procedure supports our vision for achieving excellence in Catholic education by clearly outlining the system-wide process pertaining to Voluntary Self-Identification for students of First Nation, Métis and Inuit ancestry in accordance with the [Ontario First Nation, Métis and Inuit Education Policy Framework \(2007\)](#).

The Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board is committed to implementing the [Ontario First Nation, Métis and Inuit Education Policy Framework \(2007\)](#). The vision of this framework is that First Nation, Métis and Inuit students will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue post-secondary education or training and/or to enter the workforce. All students will have knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit traditions, cultures, history and perspectives.

This Administrative Procedure aligns with the [PVNCCDSB 2021-2025 Strategic Plan, Vision and Mission Building a Community that Accompanies](#), particularly Valuing Relationships, through having at its core the art of accompaniment, and Ensuring Equity, by identifying responsibilities that will enable staff to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship.

### **Action Required:**

This Administrative Procedure outlines multiple opportunities for families and students of First Nation, Métis and Inuit ancestry to self-identify, as well as the procedures for storing, accessing and using this information.

Opportunities for voluntary self-identification:

- Elementary and Secondary School Registration forms;
- Annual Student Verification form;
- Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry [form](#);
- Contact the Indigenous Education consultant, school principal or secretary.

Opportunities to remove voluntary self-identification:

- complete this Removal of Voluntary Self-Identification [form](#);
- contact the school principal or Indigenous Education Consultant.

The collection of this confidential student self-identification data will inform the following:

- implementation of [Indigenous Education Administrative Procedure 705](#);

- support of student achievement and well-being and determining the success of current programs;
- decision-making regarding the support, development and provision of programs and services required to ensure the success of First Nation, Métis and Inuit students.

## **Responsibilities:**

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

- reviewing this Administrative Procedure to ensure its alignment with the Equity and Inclusive Education Directional Policy;
- reviewing this Administrative Procedure as part of its regular Administrative Procedure review cycle.

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

- ensuring that the implementation of this Administrative Procedure is in accordance with [Directional Policy 700 Equity and Inclusive Education](#);
- designating resources for ensuring the implementation, communication of, and compliance with the Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure;
- ensuring access, storage, and use of data of First Nation, Métis, and Inuit student information complies with the Ministry of Education's Ontario Student Record Guidelines, the Municipal Freedom of Information and Protection of Privacy Act, Ontario Human Rights Commission Guidelines and as per [Directional Policy 1200 Records and Information](#).

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

- providing direction and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure;
- ensuring that communication material and information about this Administrative Procedure is posted in every school and on the PVNC Catholic website, and that communication and information remain current and accessible to students, parents/guardians, and principals;
- using the self-identification data to inform decision-making regarding programs and services to ensure equity in the achievement and well-being of First Nation, Métis, and Inuit students;
- ensuring self-identification data is available to Principals;

- supporting parents/guardians and/or students (18 years of age or older) should they wish to voluntarily add or remove Voluntary Self-Identification information.

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

- ensuring that information pertaining to Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure is posted on the school website, and that communication and information remain current and accessible to students, parents/guardians;
- collecting and ensuring First Nation, Métis and Inuit Self-Identification data is entered into the student information system and removed upon request;
- storing the submitted registration and self-identification forms in accordance with [Directional Policy 1200 Records and Information Management](#);
- knowing who the First Nation, Métis and Inuit self-identified students are in their schools;
- providing information and opportunities for First Nation, Métis and Inuit students including, but not limited to:
  - post-Secondary opportunities;
  - leadership development opportunities such as the Métis Nation of Ontario Infinite Reach Camp, Indspire Gatherings, etc;
  - access to culturally-relevant and responsive services in the community;
  - Indigenous Student and Ally groups.

**Staff are responsible for:**

- working with principals and school administration to support student voluntary self-identification;
- fostering a safe, inclusive, and supportive learning environment that inspires First Nation, Métis, and Inuit students to self-identify;
- maintaining the confidentiality of First Nation, Métis and Inuit students regarding self-identification.

**Parents/Guardians are responsible for:**

- discerning whether they will self-identify their children while understanding voluntary and confidential self-identification applies to students of First Nations, Métis and Inuit ancestry;
- using any of the following opportunities for First Nation, Métis, and Inuit Voluntary Self-Identification:
  - Elementary School Registration;
  - Secondary School Registration;
  - Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry [form](#);
  - Annual Student Verification Form;

- adding or removing identification as First Nations, Métis, and Inuit at any time for their children under the age of 18.

**Students are responsible for:**

- discerning with their parents/guardians whether they will self-identify while understanding voluntary and confidential self-identification applies to students with First Nations, Métis, and Inuit ancestry;
- adding identification as First Nations, Métis, and Inuit at any time if they are 18 (why 18? Should this be younger? I am thinking 16?) years of age and older by completing the Voluntary Self-Identification [form](#).

**Progress Indicators:**

The implementation of the Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure will result in:

- all schools providing multiple opportunities for parents/guardians, and students 18 years of age or older, to self-identify as First Nation, Métis, or Inuit;
- all members of the school community having an awareness of the procedure to follow in regards to First Nation, Métis, and Inuit Voluntary Self Identification;
- an increase in the number of First Nation, Métis, and Inuit self-identified students.

**Definitions:**

- **Confidential Information** - information that is not readily available publicly and is privileged for the use of designated school board employees.
- **First Nation** - Peoples, excluding Inuit, whose ancestors used and occupied traditional territories before contact with Europeans.
- **Inuit** - Inuit are an Indigenous people living primarily in Inuit Nunangat. The majority of Inuit population live in 51 communities spread across Inuit Nunangat, the Inuit homeland encompassing 40% of Canada's land area and 72% of its coastline. Inuit have lived in their homeland since time immemorial...Roughly 60 percent of Inuit report an ability to conduct a conversation in Inuktitut (the Inuit language).
- **Métis** - Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Nation ancestry, and is accepted by the Metis Nation.
- **Voluntary Self-Identification** - Opportunities provided to students and parents/guardians to safely and securely specify First Nation, Métis, or Inuit ancestry.



## References:

- [A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, 2013](#)
- [Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007](#)
- [Ontario First Nation, Métis and Inuit Education Policy Framework, 2007](#)
- [Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan, 2014](#)
- [Sound Foundations for the Road Ahead - Progress Report on Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, 2009](#)
- [Strengthening Our Learning Journey – Third Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, 2018](#)



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

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# Administrative Procedure Report to the Policy Development Committee

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**Meeting Date:** April 30, 2024

**Presented by:** Julie Selby

**Subject:** AP 705 ~ Indigenous Education

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## Background:

The creation of the first iteration of this Administrative Procedure has included conversations with the First Nation, Métis and Inuit Advisory Committee, First Nation and Métis communities and the gathering of Indigenous student voice. Through this process it has become clear that conversations with Indigenous people connected to our school communities must continue. These conversations will continue to inform how we implement this Administrative Procedure and contribute to its evolution.

## Summary of Draft Administrative Procedure:

This is a new Administrative Procedure in its entirety.

## Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Indigenous Education</b>	<b>705</b>
Directional Policy	
<b>700 - Equity and Inclusive Education</b>	

**Title of Administrative Procedure:**

Indigenous Education

**Date Approved:**

April 30, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board acknowledges that it is located on the traditional territory of the Michi Saagiig Anishinaabeg who have lived with this land since time immemorial. Many treaties exist in this area, including the Gun Shot, the Dish with One Spoon, Treaty 20 and the Williams Treaties. This Administrative Procedure supports PVNC Catholic's recognition of Indigenous Peoples' distinct right to self-determination under the [United Nations Declaration on the Rights of Indigenous Peoples](#) (UNDRIP). PVNC Catholic acknowledges that Indigenous Peoples are distinct from other equity seeking groups in that they are self-determining nations who possess distinct legal rights protected under [s. 35 of the Constitution Act, 1982](#) which, among other aspects, recognizes and affirms existing Aboriginal and treaty rights.

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

The Indigenous Education Administrative Procedure supports the [PVNCCDSB 2021-2025 Strategic Plan, Vision and Mission Building a Community that Accompanies](#), particularly Valuing Relationships, through having at its core the art of accompaniment and Ensuring Equity, by identifying responsibilities that will enable staff to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship.

## **Action Required:**

### **Guidelines**

PVNC Catholic acknowledges that Indigenous people have lived with this land since time immemorial and that Indigenous Education has a unique place in our Education system as guaranteed by the [First Nation, Métis, and Inuit Education Policy Framework](#) released in 2007. PVNC Catholic is committed to establishing and strengthening relationships with First Nations, Métis and Inuit peoples, and incorporating the history and world views of Indigenous peoples throughout the Board. It is committed to Truth and Reconciliation and will implement the [Truth and Reconciliation Commission's Calls to Action](#) as they relate to education.

PVNC Catholic recognizes that the foundation of all Catholic Social Teachings is the inherent dignity of the human person and that discrimination and oppression are incompatible with Catholic moral principles. PVNC Catholic has a responsibility to act upon, reconcile and be accountable to addressing the impacts of colonialism, both in the past and present. PVNC Catholic is committed to achieving equitable and inclusive learning and working environments, to eliminating all forms of discrimination and to embedding equity and inclusive education, anti-racism, human rights, and Indigenous education into all its policies, procedures, programs, operations, and practices. We recognize the importance of, and support for, ongoing education on anti-Indigenous racism.

### **Purpose**

The purpose of the Indigenous Education Administrative Procedure is to identify the role-based responsibilities necessary to achieve the vision articulated in the [Equity and Inclusive Education Directional Policy 700](#). As articulated within this Directional Policy, PVNC Catholic has made commitments to [UNDRIP](#) and the [Calls to Action](#) that place the Board on a path that is rooted in very challenging work. This Administrative Procedure seeks to identify responsibilities that will guide Trustees, Superintendents, Managers, Principals/Vice-Principals, Teachers, Employees, Students and

Parents/Guardians as we strive toward a more equitable and inclusive approach to Indigenous Education.

## Background

The creation of this Administrative Procedure has included conversations with the First Nation, Métis and Inuit Advisory Committee, First Nation and Métis communities and the gathering of Indigenous student voice. Through this process it has become clear that conversations with Indigenous people connected to our school communities must continue. These conversations will continue to inform how we implement this Administrative Procedure and contribute to its evolution.

## Awareness and Cultural Practices

Indigenous Peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties and knowledge ([United Nations Declaration on the Rights of Indigenous Peoples](#)). This includes staff and students who self-identify, supported through the [First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure](#), being provided with opportunities to learn, exercise and participate in activities and Indigenous knowledge educational experiences with and from authentic Indigenous voice(s), such as Knowledge Keepers, Elders, and Senators. Moreover, non-Indigenous staff and students must refrain from replicating, reproducing, appropriating Indigenous cultural practices. When in doubt, staff must connect with a member of the Indigenous Education system team.

“Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on (Indigenous) peoples’ education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity.” ([What We Have Learned: Principles of Truth and Reconciliation, 2015, p. 8](#)) In order to engage in the implementation of the [Calls to Action](#), PVNC Catholic must have an accurate understanding of its position in relation to the journey toward Truth and Reconciliation. This cohesively understood positionality is a mandatory precursor to meaningful and relevant work.

Action must be taken that enables the people who occupy various roles within PVNC Catholic to accompany one another and the institution itself. This work requires a disciplined approach to locating oneself and the system as a whole in relation to Truth and Reconciliation. The action required must involve participation in sharing circles (learning to listen), learning and reflection through [Medicine Wheel Pedagogy](#), and meaningful engagement with the writing of, and listening to, Land Acknowledgements.

Land acknowledgements are used in schools and Board meetings/events to create awareness, understanding and action.

### **Responsibilities:**

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

- reviewing this Administrative Procedure to ensure its alignment with the Equity and Inclusive Education Directional Policy;
- reviewing this Administrative Procedure as part of its regular Administrative Procedure review cycle.

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

- designating resources for ensuring the implementation of and compliance with this Administrative Procedure;
- ensuring that implementation of this Administrative Procedure leads to continued progress towards infused approaches of Indigenous education throughout the system;
- supporting Indigenous educational programming that focuses on the spiritual, intellectual, emotional and physical well-being of all students.

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

- providing direction and support for Indigenous education across the system and ensuring the effective implementation of this Administrative Procedure;
- supporting the development and implementation of age-appropriate curriculum and learning resources on Indigenous Peoples historical and contemporary contributions to Canada, Treaties, and the history and legacy of residential schools;
- supporting the efforts to build staff and student capacity for intercultural understanding, empathy, and mutual respect;
- supporting the identification of professional learning needs related to the [Calls To Action](#) as they relate to Education for Reconciliation, and supporting professional development to teachers relating to such;
- supporting Indigenous language restoration and revitalization for students, staff and schools;
- supporting the development of language expansion initiatives which in turn fosters self-esteem and pride in Indigenous students and access to culturally relevant curriculum;
- communicating with the Ministry of Education and other school boards to share challenges, promising practices, and resources;

- collaboratively leading the development, implementation and review of Administrative Procedures and practices aligned with the Indigenous Education Administrative Procedure;
- providing leadership and resources to the First Nation, Métis and Inuit Advisory Committee and creating opportunity for dialogue;
- supporting professional learning and resources for school and system leaders to facilitate awareness and understanding of this Administrative Procedure;
- engaging partners in Indigenous education implementation and planning which includes using data to identify and remove barriers to achievement and well-being;
- supporting an infused approach to the delivery of related Indigenous education curriculum across the system;
- supporting schools' inclusion of Indigenous education and [Truth and Reconciliation](#) in the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW);
- supporting teacher professional development in implementing mandatory curriculum, including training on identifying harmful dominant narratives and implicit bias in order to create spaces that are culturally safe and trauma-informed.

**Managers are responsible for:**

- providing leadership and support for the members of their departments in the knowledge, understanding, and implementation of this Administrative Procedure;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives;
- working collaboratively with the Superintendent of Indigenous Education to develop Administrative Procedures that align with this Administrative Procedure.

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

- establishing goals and plans to implement this Administrative Procedure, in discussion with employees, students, parents, guardians and caregivers in the community;
- embedding Indigenous education, and [Truth and Reconciliation](#) in the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW);
- developing strategies to engage with Indigenous students, parents, guardians, caregivers, and communities in the school community who are under-represented as a result of systemic exclusion;
- promoting student leadership opportunities and actively engaging students in initiatives with a focus on Indigenous education and [Truth and Reconciliation](#);

- promoting and supporting initiatives that promote Indigenous student voice such as Indigenous student and Ally groups;
- ensuring teaching staff understand and avoid cultural appropriation, and seeking out opportunities to listen to Indigenous Peoples, including the Indigenous Education Team, Elders, Senators and communities when teaching awareness of Indigenous cultures, traditional knowledge and practices, and spiritual worldviews;
- ensuring that educators apply culturally responsive and relevant teaching to assist students to access content and learning opportunities;
- ensuring classroom and school resources (including visual representations) reflect positive Indigenous role models in a variety of subject areas and that learning materials reflect a balance of First Nation, Métis, and Inuit perspectives.

**Teachers are responsible for:**

- teaching age-appropriate curriculum on residential schools, Treaties, and the historical and contemporary contributions of First Nations, Métis and Inuit Peoples to Canada;
- ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with PVNC Catholic's Mission and Vision, equity and inclusive education, anti-racism, human rights, and Truth and Reconciliation;
- developing and promoting initiatives that support and promote diversity of student voice and experience, especially students who are under-represented as a result of systematic exclusion;
- actively communicating with students to hear their ideas/concerns related to Indigenous education;
- ensuring classroom resources (including visual representations) reflect positive Indigenous role models in a variety of subject areas and learning materials reflect a balance of First Nation, Métis, and Inuit perspectives;
- creating safe learning environments that demonstrate culturally responsive and relevant teaching and engagement in curriculum pertaining to Indigenous education such as land-based learning opportunities and reflection through artwork.

**Employees are responsible for:**

- implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted;



- promoting initiatives that support and promote diversity of student voice and experience, especially students who are under-represented as a result of systematic exclusion.

**Parents/Guardians are responsible for:**

- contributing positively to a working/learning environment at school or on the school grounds that is free from discrimination and harassment.

**Students are responsible for:**

- acting as a positive peer influencer by facilitating positive discussions related to Indigenous education with their classmates;
- contributing positively to a learning environment at school or on school grounds that is free from discrimination and harassment;
- actively communicating their ideas and concerns related to Indigenous education to their teachers and peers.

**Progress Indicators:**

The implementation of the Indigenous Education Administrative Procedure will result in:

- all schools embedding Indigenous education, and the process of learning and engagement about [Truth and Reconciliation](#) within the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW);
- classroom provision of high-quality, inclusive curriculum related to Indigenous education;
- creating space for listening and dialogue while developing and promoting initiatives that support and promote Indigenous student voice and experience.

**Definitions:**

**Aboriginal rights:** Aboriginal rights refer to practices, traditions and customs that distinguish the unique culture of each First Nation and were practiced prior to European contact; rights that Aboriginal peoples of Canada hold as a result of long-standing ancestral use and occupancy of the land. Examples include the right to hunt, trap and fish on ancestral lands. Aboriginal rights will vary from group to group depending on the customs, practices, and traditions that have formed their distinctive cultures. Aboriginal rights are protected under s.35 of the Constitution Act, 1982.

**Ally:** A member of a different group who works to end a form of discrimination for a particular individual or designated group.

**Anti-Indigenous Racism:** Anti-Indigenous racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health. Individual lived-experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

**Anti-racism:** A commitment and planned ongoing process to eliminate racism and racial discrimination in its various forms (individual, institutional and systemic). The first step in anti-racism is admitting that racism exists in individuals, organizations and society as a whole and acknowledging the need for active ongoing measures to counter it. Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent, and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

**Colonialism:** Colonialism is the historical practice of European expansion into territories already inhabited by Indigenous peoples for the purposes of acquiring new lands and resources. This expansion is rooted in the violent suppression of Indigenous peoples' governance, legal, social and cultural structures. Colonialism attempts to force Indigenous peoples to accept and integrate into institutions that are designed to force them to conform with the structures of the colonial state. "Colonialism remains an ongoing process, shaping both structure and the quality of the relationship between settlers and Indigenous peoples." (TRC Final Report, 2015 [What We Have Learned: Principles of Truth and Reconciliation](#)).

**Cultural appropriation:** Cultural appropriation is the use of a people's traditional dress, music, cuisine, knowledge and other aspects of their culture, without their approval, by members of a different culture. For Indigenous peoples in Canada, cultural appropriation is rooted in colonization and ongoing oppression. Indigenous peoples have seen culturally significant symbols and motifs used in non-Indigenous goods, marketing and art.

**Culturally responsive and relevant teaching:** Recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity. In an inclusive education system, students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so

that they can feel engaged in and empowered by their learning experiences. Students need to experience teaching and learning that reflect their needs and who they are.

**Discrimination:** Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. These reasons, also called grounds, are protected under the Canadian Human Rights Act.

**Dominant narratives:** A dominant narrative is an explanation or story that is told in service of the dominant social group's interests and ideologies. It usually achieves dominance through repetition, the apparent authority of the speaker (often afforded to speakers who represent the dominant social groups), and the silencing of alternative accounts.

**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Culturally based equity is providing equal and fair treatment that is sensitive to the distinct cultures and needs of individuals and groups (OED, 2013). Culturally based equity for First Nations children and youth is making sure that children and their families have the same opportunities as other Canadians for growth, development, and safety that are reflective of their distinct cultural needs and take full account of the historical disadvantage linked to colonization, discrimination and residential schools.

**First Nations:** "First Nation peoples" or "First Nations" refers to the Indian peoples of Canada, both status and non-status, who are descendants of the original inhabitants of Canada who lived here for millennia before explorers arrived from Europe, and can also refer to a community of people as a replacement term for "band". First Nation peoples are one of the distinct cultural groups of Aboriginal peoples in Canada.

**First Nation, Métis and Inuit Advisory:** To provide advice and guidance on the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework document which addresses the objectives of improved Indigenous student achievement and well-being, and the engagement of all students in increased knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit rich histories, traditions, cultures and perspectives.

**Human Rights:** Human rights are the rights to which persons are inherently entitled to because they are human beings. Human rights describe how we instinctively expect to be treated as persons. They define what we are all entitled to – a life of equality, dignity and respect, to live free from discrimination and harassment. In Canada, your human rights are protected by Canada's Constitution and by federal, provincial and territorial legislation. These rights are consistent with those under international treaties to which Canada is a party.

**Implicit Bias:** Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can be as frequent as explicit bias (Boysen, et. al 2009). Instructors can hold assumptions about students' learning behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017). Instructors can consider a variety of strategies and benefits for revealing and addressing implicit bias, both in themselves and their students.

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

**Indigenous:** Indigenous people identify as being descended from the Original Peoples of what is currently known as Canada. In this context, Indigenous peoples include people who may identify as First Nations (status and non-status), Métis and/or Inuit and any related identities.

**Inherent rights:** The Government of Canada recognizes the inherent right of self-government as an existing Aboriginal right under section 35 of the Constitution Act, 1982. It recognizes, as well, that the inherent right may find expression in treaties, and in the context of the Crown's relationship with treaty First Nations. Recognition of the inherent right is based on the view that the Aboriginal peoples of Canada have the right to govern themselves in relation to matters that are internal to their communities, integral to their unique cultures, identities, traditions, languages and institutions, and with respect to their special relationship to their land and their resources.

**Inuit:** Inuit are an Indigenous people living primarily in Inuit Nunangat. The majority of Inuit population live in 51 communities spread across Inuit Nunangat, the Inuit homeland encompassing 40% of Canada's land area and 72% of its coastline. Inuit have lived in their homeland since time immemorial...Roughly 60 percent of Inuit report an ability to conduct a conversation in Inuktitut (the Inuit language).

**Land Acknowledgement:** Acknowledging the land is an Indigenous protocol used to express gratitude to those who reside here, and to honour the Indigenous people who have lived and worked on this land historically and presently. It allows us the opportunity to appreciate the unique role and relationship that each of us has with the land, and provides a gentle reminder of the broader perspectives that expand our understanding to encompass the long-standing, rich history of the land, and our privileged role in residing here. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to

understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation.

**Métis:** Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Nation ancestry, and is accepted by the Métis Nation.

**Oppression:** Refers to the use of power by one group to disempower, marginalize, or exert dominance over another group. Dominant groups can maintain their status, privilege, and power over others both intentionally and unintentionally as well as in obvious and subtle ways. Acts of oppression can become institutionalized or systemic, thus becoming hidden and seemingly 'normal'. They can also play out on the personal and interpersonal levels, influencing individual values, beliefs, and actions as well as interactions between people.

**Reconciliation:** In its Final report published in 2015, Canada's National Centre for Truth and Reconciliation (NCTR) defined reconciliation as the ongoing process of establishing and maintaining a respectful relationship between Indigenous and non-Indigenous people.

**Self-Determination:** Indigenous self-determination is codified in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Article 3 states that "Indigenous peoples have the right of self-determination. By virtue of that right, they freely determine their political status and freely pursue their economic, social, and cultural development." Article 4 relays that "Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

**Treaty rights:** First Nations peoples whose ancestors signed peace treaties with the colonial and Canadian governments have treaty rights. The treaties were signed in exchange for land to be enjoyed by mainstream Canadian society. No two treaties are identical. The treaty rights of an individual First Nation person will depend on the precise terms and conditions of the treaty that their First Nation government signed. Treaty rights typically provide for reserve lands, annual payments, and hunting, trapping, gathering and fishing rights.

**Trauma-informed:** The word trauma is used in different ways by different people. In the context of trauma-informed care, trauma occurs when the human body responds physiologically ("fight, flight or freeze") to a stressful situation and does not have enough internal or external resources (resilience) to cope with the physiological stress being experienced. When these traumatic experiences are extreme, or occur during childhood

development, the body's stress response can become disconnected from the original source of trauma, becoming chronically overactive, or problematically reactive, even in situations where a stress response is not desirable or appropriate. Trauma-informed environments allow educators the opportunity to collaborate in a way that supports a student's mental and physical health so that learning can occur. School communities that engage in paid professional development, practice and support for all school employees create a culture that builds resilience for all students. Trauma-sensitive focus on education fosters a school climate where students feel safe and confident in their ability to learn, can differentiate between trauma induced behavior and appropriate behavior, and connect with adults and peers in a positive manner.

## References:

- Bell, Nicole. 2014 '[Teaching by the Medicine Wheel](#)'. EDCan
- [Canada Race Relations Foundation](#)
- [Equity and Inclusive Education in Ontario Schools, Guidelines for Policy Development and Implementation, pg. 87](#)
- [Equity and Inclusive Educational Policy 700](#)
- [First Nations Child and Family Caring Society](#)
- [Government of Canada, Human Rights](#)
- [Inuit Tapiriit Kanatami](#)
- [Métis Nation of Ontario](#)
- [Ministry of Community and Children Services](#)
- [National Centre for Truth and Reconciliation](#)
- [National Education Association, Washington, DC](#)
- [NCTR What We Have Learned: Principles of Truth and Reconciliation, 2015](#)
- [OACAS Library Guide](#)
- [PVNCCDSB Committees Terms of Reference](#)
- [Statistics Canada, Indigenous Self-Determination](#)
- [The Constitution Act, 1982](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)
- [Yale Poorvu Centre for Teaching and Learning](#)