



Regular Board Meeting

Tuesday, June 25, 2024

Open Meeting – 6:30 P.M.-9:30 P.M.

Catholic Education Centre, 1355 Lansdowne Street W., Peterborough

and by Google Meet: <https://meet.google.com/idk-khaz-ghu>

If you would like to join by telephone, please contact Michelle Kennedy
by email - mkennedy@pvncdsb.on.ca or at 1-800-461-8009 ext. 1247
Arrangements to join by phone must be made prior to 5:30 p.m. on the day of the meeting

Chairperson: Kevin MacKenzie

Vice-chairperson: Jenny Leahy

**Trustees who are unable to attend the meeting are asked to
please notify Michelle Kennedy (mkennedy@pvncdsb.on.ca).**

A. Call to Order of the Open Meeting – 6:30 p.m.:

1. Examen and Opening Prayer.
2. Land Acknowledgement.
3. National Anthem.
4. Approval of the Agenda.
5. Declarations of Conflicts of Interest.
6. Approval of the minutes of the May 28, 2024, Regular Board Meeting. **Page 6**
7. Business Arising Out of the Minutes.

B. Reports from the Office of the Director and Student Trustees:

1. Report from the Director of Education, Stephen O'Sullivan.
2. R.A.: Introduction of the new Junior Student Trustee, Carter Peios and appointment of

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the Student Trustees for 2024-2025.

Board Vice-chairperson, Jenny Leahy and
Stephen O'Sullivan, Director of Education.

3. Presentation to Graduating Student Trustee, Madelyn Gaskell.
Kevin MacKenzie, Board Chairperson.
4. Report from the Student Trustees.
Madelyn Gaskell, Senior Student Trustee and
Claire Heitzner, Junior Student Trustee.
5. Report from the Manager of Communications, Galen Eagle.
Highlights of System Achievements

C. Presentations:

1. Providing Excellence in Teaching and Learning: Math Achievement Action Plan Update, A Year in Review.
Jeannie Armstrong, Superintendent of Learning, Sandra Connolly, Learning Consultant, Nancy McCarthy, Learning Consultant, Amanda Walchuk, Math Coach, Adelle Cronin, Math Coach, and Jennifer Minnie, Math Coach.
2. Protecting the Environment: PVNCCDSB Environmental Learning Updates.
Sheila Piggott, Superintendent of Learning, Michael Mooney, Learning Consultant, Michael Halloran, Teacher, Holy Cross, Students from the Holy Cross Catholic Secondary School SEEDs Specialist High Skills Major program.

D. Programs and Services:

E. Business, Finance and Governance:

1. R.A.: Recommended Actions from the Committee-of-the-Whole Committee, June 10, 2024: 2024-2025 Budget, Notre Dame Capital Improvements Overview and 2018 Accommodation Review. R.A.: Page 19 Budget: Page 20
John Connolly, Chairperson, Committee-of-the-Whole.
2. Bonnerworth Park Redevelopment – Update.
Sean Heuchert, Superintendent of Business, Finance and Facilities Services.
3. Ontario Catholic School Trustees' Association (OCSTA) Open Session Report.
Kevin MacKenzie, Board Chairperson.

4. STSCO Governance Committee Meeting, June 5, 2024, Open Session Report.
Kevin MacKenzie, Board Chairperson.
5. R.A.: Trustee Professional Development, Ontario Catholic School Trustees' Association,
Fall Regional Meeting. R.A.: Page 35
Kevin MacKenzie, Board Chairperson.

F. Human Resources:

1. R.A.: Joint Health and Safety Semi-annual Report, June 2024. R.A.: Page 36 Report: Page 37
Darren Kahler, Superintendent of Human Resource Services.

G. Policy Development:

1. R.A.: Recommended Actions from the Policy Development Committee, June 4, 2024.
Loretta Durst, Chairperson, Policy Development Committee. R.A.: Page 41 Report: Page 42
2. R.A.: Review of Administrative Procedures affected by Policy/Program Memorandum
(PPM) No.128, Provincial Code of Conduct and School Board Codes of Conduct to
restrict cellphones and vapes in schools: R.A.: Page 43
 - a) Administrative Procedure 313, Student Acceptable Use of Technology Page 44
 - b) Administrative Procedure 314, Personal Device Network Access Page 55
 - c) Administrative Procedure 516, Use of Electronic Communications and Social Media Page 65
 - d) Administrative Procedure 909, Code of Conduct Page 75
 - e) Administrative Procedure 912, Supporting Positive Student Behaviour: Safety for All Page 86

H. Old Business:

I. New Business:

J. Bring Forward:

K. Information Items:

1. Chairperson's Report.
Kevin MacKenzie, Board Chairperson.
2. Committee Reports.

- a. First Nation Métis and Inuit Education Advisory Committee, June 11, 2024.
 - b. Special Education Advisory Committee, June 13, 2024.
 - c. Audit Committee (Open Session), June 13, 2024.
3. Report from the Canadian Catholic School Trustees' Association Annual General Meeting and Conference.
Trustee Mary Ann Martin
4. Ontario Catholic School Trustees' Association Information Items.
- a. May 30, 2024 – New High School Graduation Requirements for a Stronger Ontario [Page 112](#)
Diploma.
 - b. June 4, 2024 - Celebrating National Indigenous History Month. [Page 119](#)
 - c. June 6, 2024 - Premier Ford's new Cabinet Ministers. [Page 121](#)
 - d. June 14, 2024 – 2024 Fall Regional Meetings Registration. [Page 123](#)

L. Future Meetings and Events:

1. Board Meetings:
 - a. Regular Board Meeting Open Session, September 24, 2024, 6:30 p.m.
(In-camera Session, 6:00 p.m.)
2. Board Standing Committee Meetings: (Listed in chronological order.)
 - a. Chairperson's Committee Meeting, September 16, 2024, 5:30 p.m.
 - b. Committee-of-the-Whole Meeting, September 16, 2024, 6:30 p.m.
 - c. Policy Development Committee Meeting, October 15, 2024, 6:30 p.m.
3. Other Committee Meetings: (Listed in chronological order.)
 - a. First Nation Métis Inuit Advisory Committee, September 17, 2024, 6:30 p.m.
 - b. Special Education Advisory Committee, September 26, 2024, 1:00 p.m.
 - c. Catholic Parent Engagement Committee, October 2, 2024, 6:30 p.m.
 - d. STSCO Governance Committee, October 9, 2024, 3:00 p.m.
 - e. Accessibility for All Committee, October 10, 2024, 1:00 p.m.
 - f. Faith and Equity Advisory Committee, October 10, 2024, 6:30 p.m.
 - g. French as a Second Language Advisory Committee, November 5, 2024, 4:30 p.m.

- h. Audit Committee, TBA
 - i. Supervised Alternative Learning Committee, TBA
4. Board Events: (Listed in chronological order.)
- a. Secondary Schools Graduations:
St. Stephen Catholic Secondary School – Wednesday, June 26, 2024;
Holy Cross Catholic Secondary School, Holy Trinity Catholic Secondary School, St. Mary Catholic Secondary School, St. Peter Catholic Secondary School, St. Thomas Aquinas Catholic Secondary School – Thursday, June 27, 2024.
 - b. OCSTA Fall Regional Meeting, Ottawa, ON.

M. Conclusion:

1. Reports from the In-camera Sessions held on June 25, 2024.
2. Closing Prayer.
3. Adjournment.



Minutes

The Minutes of the Open Session of the Regular Board Meeting, held on Tuesday, May 28, 2024, at 6:30 p.m. at the Catholic Education Centre, 1355 Lansdowne Street West, Peterborough, and virtually, by Google Meet.

Present:

Trustees – John Connolly, Loretta Durst, Madelyn Gaskell (Senior Student Trustee), Claire Heitzner (Junior Student Trustee), Jenny Leahy, Kevin MacKenzie (Chairperson), Mary Ann Martin, and Kathleen Tanguay.

Administration – Jeannie Armstrong, Jonathan Di Ianni, Galen Eagle, Sean Heuchert, Darren Kahler, Father Paul Massel, Stephen O’Sullivan, Sheila Piggott, and Julie Selby.

Recorder – Michelle Kennedy

A. Call to Order of the Open Meeting:

The Board Chairperson Kevin MacKenzie called the meeting to order at 6:38 p.m. and welcomed guests in attendance in person and guests who were joining the meeting online by Google Meet.

The Chairperson welcomed vice-principals Lisa Diachenko and Greg Kieskowski, from St. Stephen Catholic Secondary School, who were attending the meeting as representatives of the principals and vice-principals.

1. Examen and Opening Prayer

The Board Chairperson, Kevin MacKenzie invited Father Paul Massel to begin the meeting with the Daily Examen and prayer.

2. Land Acknowledgement

Kevin MacKenzie, Board Chairperson, respectfully acknowledged that the board meeting was taking place on the treaty and traditional territory of the Mississauga Anishinaabeg.

3. Singing of the National Anthem

The National Anthem was sung.

4. Approval of the Agenda

MOTION: Moved by Mary Ann Martin, seconded by John Connolly
that the agenda be approved with the addition of item I.1, Shared
Public Spaces.

Carried.

5. Declarations of Conflicts of Interest

Trustee John Connolly declared a conflict of interest with agenda item, F.1, 2024-2025
Staffing Report.

6. Approval of the minutes from the April 23, 2024, Regular Board Meeting.

MOTION: Moved by Kathleen Tanguay, seconded by Mary Ann Martin
that the minutes of the April 23, 2024, Regular Board Meeting
be approved.

Carried.

7. Business Arising Out of the Minutes.

There was no business arising from the minutes.

B. Reports from the Office of the Director and Student Trustees:

1. Report from the Director of Education.

Stephen O'Sullivan, Director of Education, presented the Report from the Director of
Education, which included the following points:

- Many schools were visited for Catholic Education Week and throughout the month of May. A highlight of Catholic Education Week was the Catholic Student Awards.
- 'Pilgrims of Hope' is the theme for the 2025 Catholic Education Week.
- Congratulations to Michael Bellmore who was elected to president of the Ontario Catholic School Trustees' Association.
- The Living Rosary Program was celebrated in our schools during the month of May and over 300 rosaries were distributed through the work of Father Paul Massel and Jennifer Koch, Learning Consultant.

- The Indigenous Education Team guided our learning about Missing and Murdered Indigenous Women, Girls and Two-spirited people as we honoured them on Red Dress Day.
- Thank you to the trustees for embarking on their journey of learning and participation in Indigenous Cultural Competency Training and taking steps toward our commitment to the process of Truth and Reconciliation.
- The annual Environment Symposium was a full-day event of awareness activities with students from across the board participating.
- The Newcomer Picnic was hosted by the Multi-language Learner team and was a success to build connections within our PVNC Catholic community.
- 150 students attended the Indigenous Trades Fair held at Hiawatha First Nation. Thank you to all the staff involved who made the day a success and for the hospitality from Hiawatha. We thank MPP David Piccini for his support and presence.
- The Catholic Parent Engagement Committee hosted a Parent Math Learning event that was offered in-person and online with Dr. Christine Suurtamm. Thank you to the Math Team for their assistance and enthusiasm.
- The PVNCCDSB Math team was invited to present to their colleagues across the province to showcase the work being done in our schools that has been acknowledged.
- This week is Accessibility Awareness week. Thank you to Special Education staff who have worked to provide schools with resources which will inspire staff to challenge attitudinal barriers and act inclusively.
- We are very proud to celebrate the announcement of the new Catholic Elementary school in Bowmanville, which is scheduled to open in September, 2026. Thank you to everyone for your efforts in making this come to reality.

Stephen O'Sullivan invited and answered questions from the trustees at the conclusion of the report.

2. Report from the Student Trustees.

Senior Student Trustee, Madelyn Gaskell and Junior Student Trustee, Claire Heitzner, gave the Student Trustee report which included the following highlights:

- One student from each school was honoured to receive the Catholic Student Leadership award for their contributions to their Catholic school communities during Education Week.
- Students from all of the secondary schools participated in Red Dress Day to raise awareness of Missing and Murdered Indigenous Women, Girls and 2 Spirit plus peoples and learn about the disproportionate rates of domestic violence faced in

indigenous communities.

- Expressed thanks to the Board for allowing Junior Student Trustee Claire Heitzner and incoming Junior Student Trustee Carter Peios to attend the recent OSTA-AECO conference in Toronto where they heard exceptional guest speakers and engaged in workshops and networking with other student trustees from across the province.
- St. Thomas Aquinas Catholic Secondary School hosted a Special Olympics Corn Hole competition, held a school-wide spoon game, participated in outdoor education excursions, and staged LINK events to welcome incoming Grade 8 students.
- St. Mary Catholic Secondary School hosted a chess tournament and a May Day event along with preparations for their drama production of 'Godspell'.
- St. Peter Catholic Secondary School saw a Mothers Against Drunk Driving (MADD) presentation, held their annual Seniors Supporting Seniors program, in which senior students assist senior citizens in the community, and enjoyed their 'Under the Stars' themed prom.
- St. Stephen Catholic Secondary School participated in the Ontario Catholic Youth Day, held a spring concert, participated in the Relay for Life, and staged the drama presentation, 'Nothing but the Truth'.
- Holy Cross Catholic Secondary School held a Prom-posal contest, and the student council is looking forward to presenting their 'Fun in the Sun Day'.
- Holy Trinity Catholic Secondary School prepared for their upcoming student council elections, held their Titan-palooza Fun Day, and presented their drama production of 'Clue'.

Student trustees Madelyn Gaskell and Claire Heitzner invited questions and comments from the trustees at the conclusion of their report.

3. Report from the Communications Department.

Galen Eagle, Manager of Communications shared the following system highlights and initiatives:

- Team Trinity – first annual team trinity jamboree to celebrate National Accessibility Week.
- PVNC Catholic hosts skilled trades fair for Indigenous students with Hiawatha First Nation.
- Monsignor Leo Cleary Catholic Elementary School hosts first family chess tournament.

- Take your MPP to School Day was held at St. Stephen Catholic Secondary School when MPP Todd McCarthy visited the school to talk with a Gr 10 Civics class about parliamentary business with fellow MPP Patrice Barnes.
- Five PVNC Catholic Secondary Schools ranked in the top 25 Terry Fox Fundraisers in Ontario.
- Board-wide Primary Math Olympics saw students from all schools gather for competition and learning.
- Asian Heritage Month was launched at Holy Cross at the beginning of May.
- Notre Dame Catholic Elementary School celebrated 25 years as a school community.
- Catholic Student Leadership Awards were held during Catholic Education Week and celebrated a recipient from each school exemplifying the qualities of the Catholic Graduate Expectations.
- “Being Community Cup” challenge, won by St. Teresa Catholic Elementary School, encouraged food drive participation amongst the schools in Peterborough City and County throughout Catholic Education Week.

At the conclusion of the report, Galen Eagle invited questions and comments from the trustees.

C. Presentations:

1. Providing Excellence in Teaching and Learning: Student Achievement Plan Update.

Superintendents of Learning Jeannie Armstrong, Sheila Piggott, and Julie Selby updated the trustees on the Student Achievement Plan which detailed the goals and actions of year one. The board’s performance in comparison to the provincial performance was noted in all the areas and goals have been developed to decrease gaps. Areas of improvement were cited in Literacy, Math, graduation rates and preparedness for future success, improvement in students’ participation in class time and learning, and improve student well-being. Specific goals and action plans have been noted in each of the areas.

The development of the achievement plan which is posted on the board website included public engagement during the month of April through the website consultation platform, where over 600 participants visited the plan. The feedback provided was positive and there were no recommendations to make any changes to the plan.

At the conclusion of the presentation the presenters invited questions and comments from the trustees.

D. Programs and Services:1. Student Excursions.

MOTION: Moved by Jenny Leahy, seconded by Kathleen Tanguay
that items D.1 a) and D.1 b) be approved as presented:

D.1 a) that the proposed St. Stephen Catholic Secondary School International Excursion to Netherlands, Belgium and France, from May 1-9, 2025, be approved in principle and that the trip will include mandatory insurance for all travelers. Such insurance must cover school board or principal rulings for cancellation of the trip.

D.1 b) that the proposed Holy Trinity Catholic Secondary School International Excursion to the Netherlands and France, from May 1-9, 2025, be approved in principle and that the trip will include mandatory insurance for all travelers. Such insurance must cover school board or principal rulings for cancellation of the trip.

Carried.

E. Business, Finance and Governance:1. Ontario Catholic School Trustees' Association (OCSTA) Open Session Report.

The Board Chairperson, Kevin MacKenzie, reported that the OCSTA Fall Regional Meeting will take place at the Ottawa Catholic School Board, 570 West Hunt Club Road, Nepean, ON, on Thursday September 19, 2024. More details will be shared when they become available.

2. Revised 2024-2025 School Year Calendar.

Darren Kahler, Superintendent of Human Resource Services presented a report to the trustees regarding further changes to the 2024-2025 school year calendar. The proposed changes are due to changes made to our co-terminus Board's school year calendar. Alignment with the public board is necessary to avoid excessive transportation costs when busing is not shared between the boards. The proposed changes are to move the professional activity day on November 1, 2024, to October 25, 2024, and move the June 6, 2025 professional activity day to June 9, 2025.

MOTION: Moved by Mary Ann Martin, seconded by Kathleen Tanguay that the board rescind the February 27, 2024, approval of the 2024-2025 School Year Calendars; and that the revised 2024-2025 School Year Calendars be approved and submitted to the Ministry of Education for approval, as required.

Carried.

F. Human Resources:

1. 2024-2025 Staffing Report.

Darren Kahler, Superintendent of Human Resource Services presented a report to the trustees regarding projected staffing for the 2024-2025 school year. The number of elementary, secondary and centrally assigned teachers is predicted to decrease based on projected enrollment at this time. The number of teachers retiring and the number of teachers deemed surplus were also reported. Occasional teachers, and planned school administration levels were also reported. At the end of the presentation, Superintendent Kahler responded to questions from the trustees.

G. Policy Development:

1. Recommended Actions from the Policy Development Committee, April 30, 2024.

MOTION: Moved by Loretta Durst, seconded by John Connolly that the Board receive the reports and recommendations from the Policy Development Committee meeting dated April 30, 2024, for publication and implementation.

Carried.

H. Old Business:

I. New Business:

1. Shared Public Spaces.

Board Chairperson, Kevin MacKenzie brought forward a concern about the

growing cost of playground equipment and the burden on schools and Catholic School Councils to fundraise for the installation and upkeep of playground equipment that has a limited lifespan. Chairperson MacKenzie proposed a motion, which, following discussion amongst the trustees, by friendly agreement, was amended.

MOTION: Moved by Kevin MacKenzie, seconded by Kathleen Tanguay that senior administration investigates and reports to the board the need and interest in updating outdoor school play areas using environmentally friendly and cost-effective means, including the exploration and consideration of funding sources, existing resources, and safety considerations.

Carried.

J. Bring Forward:

K. Information Items:

1. Chairperson's Report.

Board Chairperson, Kevin MacKenzie reported that the official ground-breaking ceremony will take place on June 14 with MPP Todd McCarthy, His Excellency, Bishop Miehm and other dignitaries.

Minister Lecce's last teleconference call with School Board Chairpersons included information on PPM 128, and Professional Development Day Mental Health content.

Chairperson MacKenzie reported that he recently attended St. Stephen Catholic Secondary School for Bring your MPP to School Day where MPP Todd McCarthy and MPP Patrice Barnes participated in activities with students.

Chairperson MacKenzie wished everyone a Happy Pride month for June and blessings on the staff and students of PVNC Catholic.

2. Committee Reports:

a. French as a Second Language Advisory Committee, April 30, 2024.

A report on the meeting was given by Superintendent Sheila Piggott. An update on the DELF language assessment was given as well as Collaborative Inquiry. There will be four reading coaches in place for next year, three English and one French.

b. Accessibility for All Committee, May 9, 2024.

Trustee Kathleen Tanguay reported that the first rider program will take place again in August in Bowmanville, Cobourg and Peterborough. Evacuation practices for students with disabilities were discussed. The committee's terms of reference were reviewed. Red Shirt Day is Wednesday, May 29th to encourage accessibility awareness.

c. Faith and Equity Advisory Committee, May 9, 2024.

Trustee Loretta Durst reported on the presentations that were heard. Jessica Devlin from the New Canadians Centre, Religious Education Updates on the Month of Mary initiatives involving the Rosary, and updates on the new Family Life Curriculum 'Blessed and Be Loved' which will roll out in September for Grades 1-8.

d. Special Education Advisory Committee, May 16, 2024.

Teachers assigned to CASA classes were able to meet to share with each other best practices and concerns. A presentation from Julie Wilson, from the CICE program (2-year certificate program) at Fleming College. The program offers a post-secondary life skills course for special education students. The Board Special Education Plan was also reviewed.

e. Catholic Parent Engagement Committee, May 21, 2024.

Trustee Kathleen Tanguay reported that the committee heard a presentation from Jennifer Angelo and Dr. Cynthia Chan Reynolds regarding Mental health updates. There will be a parent engagement evening held on June 12 regarding Student Mental Health. The Math Parent Engagement event was held on May 27 and free math kits will be delivered to parents who signed up to participate.

3. Ontario Catholic School Trustees' Association Information Items:

- a. April 22, 2024 – Follow up Resources from April 10th Social Media Presentation.
- b. May 13, 2024 – Cybersecurity Legislation.

L. Future Meetings and Events:

1. Board Meetings:

- a. Regular Board Meeting Open Session, June 25, 2024, 6:30 p.m.
(In-camera Session, 6:00 p.m.)

2. Board Standing Committee Meetings: (Listed in chronological order.)

- a. Policy Development Committee Meeting, June 4, 2024, 6:30 p.m.
 - b. Chairperson's Committee Meeting, June 10, 2024, 5:30 p.m.
 - c. Committee-of-the-Whole Meeting, June 10, 2024, 6:30 p.m.
3. Other Committee Meetings: (Listed in chronological order.):
- a. STSCO Governance Committee, June 5, 2024, 2024, 3:00 p.m.
 - b. First Nation Métis Inuit Advisory Committee, June 11, 2024, 6:30 p.m.
 - c. Special Education Advisory Committee, June 13, 2024, 1:00 p.m.
 - d. Audit Committee, June 13, 2024, 6:30 p.m.
 - e. Accessibility for All Committee, October 10, 2024, 1:00 p.m.
 - f. Faith and Equity Advisory Committee, October 10, 2024, 6:30 p.m.
 - g. French as a Second Language Advisory Committee, November 5, 2024, 4:00 p.m. (virtual)
 - h. Catholic Parent Engagement Committee, TBA
 - i. Supervised Alternative Learning (SAL) Committee, TBA.
4. Board Events:
- a. Canadian Catholic School Trustees' Association Annual General Meeting and Conference, Calgary, Alberta.
 - b. Secondary School Graduation:
St. Stephen Catholic Secondary School – Wednesday, June 26, 2024;
Holy Cross Catholic Secondary, Holy Trinity Catholic Secondary School, St. Mary Catholic Secondary School, St. Peter Catholic Secondary School, St. Thomas Aquinas Catholic Secondary School – Thursday, June 27, 2024.

M. Conclusion:

1. Reports from the In-camera Sessions held April 23, 2024, and May 28, 2024.

MOTION: Moved by Mary Ann Martin, seconded by Jenny Leahy that the Board approve the actions and the discussions arising from:

the Special Board Meeting, In-camera session, held on April 23, 2024, as follows:

- A. Call to Order:
 - 1. Opening Prayer.
 - 2. Motion for the Approval of agenda.
 - 3. No conflicts of interest declared.
- B. Presentations:
 - 1. Legal Matter.
- I. Conclusion:
 - 1. Closing Prayer.
 - 2. Adjournment.

and, the Regular Board Meeting, In-camera session, held on May 28, 2024, as follows:

- A. Call to Order:
 - 1. Opening Prayer.
 - 2. Motion for the Approval of agenda with addition of items E.1, OECTA Local Agreement Ratification and H.1, Trustee Matter.
 - 3. Conflict of interest declared by Trustee John Connolly with agenda item, E.1.
 - 4. Approval of the minutes of the April 23, 2024, Regular Board Meeting, In-camera session and the April 23, 2024, Special Board Meeting, In-camera session.
- D. Business, Finance and Governance:
 - 1. OCSTA In-camera Report.
- E. Human Resources:
 - 1. OECTA Local Agreement Ratification.
Motion approved that the local portion of the Ontario English Catholic Teachers' Association (OECTA) Collective Agreement, effective September 1, 2022, to August 31, 2026, be ratified.
- H. New Business:
 - 1. Trustee Matter.
- I. Conclusion:
 - 1. Closing Prayer.
 - 2. Motion to convene in open session.

Carried.

2. Closing Prayer

Board Chairperson, Kevin MacKenzie invited Trustee Jenny Leahy to lead the closing prayer to end the meeting.

3. Adjournment

MOTION: Moved by Mary Ann Martin, seconded by Kathleen Tanguay
that the open session meeting be adjourned at 8:40 p.m.

Carried.

Kevin MacKenzie
Board Chairperson

Stephen O'Sullivan
Director of Education, Secretary-Treasurer
per M.K.

DRAFT

Appointment of Student Trustees, 2024-2025.

Mover: Jenny Leahy

R.A.: that Carter Peios, student at Holy Trinity Catholic Secondary School, be appointed the Junior Student Trustee for a one-year term, August 1, 2024, through to July 31, 2025;

and,

that Claire Heitzner, student at St. Stephen Catholic Secondary School, be appointed the Senior Student Trustee for a one-year term, August 1, 2024, through to July 31, 2025.

**Recommended Actions from the Committee-of-the-Whole Meeting, June 10, 2024:
2024-2025 Budget, Notre Dame Capital Improvements Overview and 2018
Accommodation Review.**

Mover: John Connolly

that the 2024-2025 Consolidated Expenses Budget, in the amount of \$221,823,763 be approved as presented.

Mover: John Connolly

that the Board receive the Notre Dame Capital Improvements Overview for information;
further, that the board request that Senior Administration investigate acting on the 2018 ARC in light of the current circumstances and the Ministry and the Province.

Committee-of-the-Whole

June 10, 2024.

BUSINESS AND FINANCE

Report to Committee of the Whole

Meeting: In Camera

Open

Presented for: Information

Approval

Meeting Date: June 10, 2024

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

Submitted by: Sean Heuchert, Superintendent of Business and Finance &
Teri Smith, Chief Financial Officer

Subject: 2024-2025 Draft Budget Information

Recommended Action(s): That the Committee of the Whole recommend to the Board that the 2024-2025 Consolidated Expenses Budget, in the amount of \$221,823,763 be approved as presented.

Background:

On April 16, 2024, the Ministry of Education released the “Core Education Funding” and associated Technical Paper with funding guidance for 2024-2025. Since that time, administration has been reviewing its enrolment projections and related grant calculations, staffing allocations, resource needs and departmental requirements. The core objective of the 2024-25 budget process will be to match the Strategic and Operational priorities of the Peterborough Victoria Northumberland and Clarington Catholic District School Board with available resources, and consequently develop a budget that is compliant with the Education Act.

Addressing Our Strategic Priorities:

Actions planned for 2024-25 are intended to reflect the Board’s vision: Creating a culture of faith, hope and love to ensure equity and well-being. The Board’s vision and mission are operationalized via the 2022-23 strategic pillars, which are:

- Being Creative
- Being Well
- Being Community

Our Strategic Priorities are:

- Inspiring Faith
- Valuing Relationships
- Nurturing Mental Health & Well-being
- Excellence in Teaching & Learning
- Ensuring Equity
- Expanding Technology
- Protecting the Environment
- Maximizing Resources

The following reports and updates were brought forward to trustees this fiscal year:

| | |
|------------------|---|
| 12 February 2024 | Committee of the Whole - Review of Budget Timelines - Key Milestones and Activities |
| 18 March 2024 | Committee of the Whole - School Renewal Timelines and Process |
| 13 May 2024 | Committee of the Whole - Core Education Funding (CEF) Update |
| 3 June 2024 | Draft Budget Report Distributed to Trustees |
| 10 June 2024 | Committee of the Whole: 2024-2025 Draft Budget Information |

Key components and/or changes within the Core Education Funding for 2024-2025

Core Education Funding (CEF) is comprised of the former 18 grants and 77 allocations re-organized into six funding pillars and 28 allocations to streamline the funding formula, making it easier to understand and improve school board accountability.

In June 2023, the Better Schools and Student Outcomes Act, 2023 was passed to enhance the province’s public education system, including ensuring transparency and strengthening accountability for parents and families. As part of this work, the ministry

undertook a review of education funding to support the goals of streamlining the funding formula to make it simpler to understand and strengthening school board accountability with minimal redistributive funding impacts to school boards. (Ministry Memorandum 2024:B05)

The five key pillars for the Ministry of Education (as in Bill 98) remain the same:

- Increase Accountability and Transparency
- Ensure Effective Governance
- Maximizing Capital Assets
- Strengthen Teacher Training and Oversight
- Consistent Information and Approaches to Student Learning

The Ministry of Education has chosen to focus on making key investments in the following areas (Ministry Memorandum 2024:B05):

- Labour Related Changes
- Census Update - Phasing in 2021 Census Data
- Student Transportation
- Professional Assessments
- Special Education - SIP and SEA
- Streamlining and Simplifying Education Funding
- Strengthening Transparency

Local Challenges for 2024-25

Recent economic factors have had significant impacts on education budgets. Inflation and rising costs of living have had a broad impact on Board expenses, including construction, fuel, technology and other supplies and services on which we rely. While the GSN included some support for inflation, shown as a 2% increase in the non-staff portion of the School Operations Allocation, there are many other areas of the budget which remained constant, not addressing these additional costs and thereby reducing the buying power for our budget. Other pressures are noted below:

- Transportation
 - Special Transportation has been added to the Student Transportation Fund (STF) but our Local Priorities for Transportation has been reduced by a corresponding amount.
 - The Ministry has increased our STF allotment by 3.1%
 - Operator agreements have not yet been signed. Elements of the STF will be incorporated into agreements but market rates may not match our funding allotment.
- Indigenous Education
 - The mitigation funding received in 2023-2024 has ended.
- Special Education

- The Board continues to spend over our allocated budget for Special Education. The Ministry continues to use a table amount for 2024/2025 SIP funding which provided consistent funding from prior years.
- Sick Leave
 - Employee absences continue to put pressure on our budget. Our Employee Attendance Support Program has been updated for 2024-2025 and we expect to see savings on sick leave resulting from these changes.

In light of these challenges and throughout the budget process we have maintained school budgets to support schools and students. Central budget, particularly departmental budgets, have been reduced to meet these pressures. We are also working with the Ministry of Education in ensuring that some cost pressures are dealt with through our accumulated surplus (see below).

Expenditures in Support of Catholic Education

On an annual basis, budget decisions are made in support of the Board’s 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.*

These expenditures are funded using components of the many allocations provided in the CEF. Some of these expenditures are explicitly organized as part of the Faith portfolio. The more significant of these are as follows:

Centrally assigned staff: Religion and Family Life Consultant \$133,856

Support for resources and professional development regarding Religion and Family Life, including Diocesan contract \$191,953

Secondary School Chaplaincy Leads \$549,363

Total \$875,172

In addition, there are many expenditures in support of Catholic education incurred at the school level that are not individually captured for reporting purposes.

Resources specifically related to the Religion and Family Life Program are being phased in over a number of years. The 2024-25 budget continues an allocation to purchase resources related to this implementation. Resources will continue to be needed in future years to provide the annual rollout of additional grades and for professional development to support the new resources.

Projected Enrolment

| Panel | Budget 2023/24 | Revised 2023/24 | Projected 2024/25 | +/- from Revised |
|-------|-------------------|--------------------|----------------------|---------------------|
|-------|-------------------|--------------------|----------------------|---------------------|

| | | | | |
|------------|-----------|-----------|-----------|---------|
| Elementary | 10,163.00 | 10,172.00 | 10,194.00 | +22.00 |
| Secondary | 4,733.50 | 4,664.00 | 4,858.00 | +194.00 |
| Total | 14,896.50 | 14,836.00 | 15,052.00 | +216.00 |

Projected 2024-2025 School Staffing Allocations

Funding for school boards through the Core Education Funding (CEF) is calculated using many different formulae to support particular components of classroom education. The Pupil Foundation Allocation formulae make significant use of benchmarks for staffing, salaries and benefits. The number of teaching staff allocated within the school system must conform to a number of regulatory requirements regarding Class sizes as follows:

- Full Day Kindergarten: class size average of 26
- Primary Classes: capped at 23, but 90% of classes must be 20 students or below
- Junior and Intermediate Classes: class size average of 24.5
- Secondary School: class size average of 23 except for E-learning classes which may have an average class size of 30.

The differences experienced between the number of teachers funded and the number of teachers allocated/staffed by boards is usually as a result of the pattern of dispersion of students within the board’s geographic area.

School and System Organization

Schools are being organized for 2024-25 in a manner that will achieve the Ministry targets on class size, based on registration confirmed in the Spring 2024. Administration anticipates additional students will be enrolling prior to September, and changes may be necessary to reorganize classes at schools in September in order to meet the class size guidelines.

Staff allocations for central departments have been reviewed for the 2024-25 budget period in order to implement our Strategic Priorities, address the key Ministry initiatives, and meet legislative/operational due diligence and risk management. These changes affect the following areas for 2024-25:

Student Success:

- Re-allocation of existing SHSM funding to support an SHSM consultant

Learning Support Services:

- Continuation of Reading and Math Supports (REP Funding)
 - School Math Facilitators - 3.0 FTE
 - Staff to Support Reading Interventions - 4.0 FTE

Special Education Services:

- Addition of 1.0 FTE Speech Language Pathologist (Funding for Assessments in CEF)

Indigenous Education:

- Indigenous Lead and Coach (2.0 FTE)
- 2.0 FTE Consultants
- 1.0 FTE in Elementary for Indigenous Language
- 1.0 FTE in Secondary for Indigenous Language and Student Success
- 2.0 FTE Social Work

Labour Related Funding

The Ministry has made updates to the salary benchmarks, incorporating the following changes:

For CUPE staff, there was an increase of \$1 per hour in the 2023-2024 school year. Furthermore, there will be an additional \$1 per hour increase scheduled for the 2024-2025 school year. This funding allocation aligns with the CUPE central and local collective agreement.

Regarding teacher salary benchmarks, a provision for a 1.25% increase has been made for the 2022-23 and 2023-2024 school year. Additionally, there is another 1.25% increase set for the 2024-2025 school year. As the teacher collective agreement has not been finalized yet, this increase is accounted for as a contingent labor provision.

These adjustments to the salary benchmarks aim to address the evolving needs and agreements within the education sector, ensuring fair compensation for CUPE staff and teachers while taking into account the ongoing negotiations surrounding the teacher collective agreement.

The ministry is continuing to provide the Supports for Students Fund (SSF). The CUPE and OECTA portion of this funding is part of their respective collective bargaining agreements.

Accumulated Surplus

School boards are required to create budgets that are drafted in accordance with Public Sector Accounting Board (PSAB) reporting requirements, and which are in compliance with the Education Act. Generally, compliance with the Education Act requires total spending to be equal to or less than total revenue. There are circumstances where an in-year deficit is permissible if there were prior surpluses (called Accumulated Surplus).

The draw on the accumulated surplus is limited to ensure this action does not place the board in undue financial risk. The draw on accumulated surplus is limited to the lesser of:

- The board's Accumulated Surplus for the preceding year, and
- One percent of the board's operating revenue (approximately \$2.1 million)

For 2024-25, the draft budget is compliant with the above requirements, and will exceed revenue (i.e. deficit). Under new Ministry guidelines the Board may require the approval of the Minister of Education to be fully compliant.

The estimated opening balance of the Total Accumulated Surplus for the 2024-25 budget is \$29,216,072 and at year end we expect the balance to be \$28,850,832. The decrease in balance totals \$365,240.

Staff are recommending as part of this budget to highlight pressures we are experiencing. The first is Enterprise Resource Planning (ERP) software - the Board has engaged in a multi-year project with our ERP vendor to modernize the platform. We believe there is insufficient funding in the Core Education Funding for ERP software and are recommending we draw on accumulated surplus for 2024-2025. This will be a one-time draw on the internal restricted reserve fund that was set aside for this purpose. The second issue is related to a Capital Policy decision in 2019 where a portion of the Holy Cross field was deemed to be an unapproved Capital Project. Since that time we have taken \$131,075 each year from operating to cover the amortization expense of the unapproved portion of this project. Monies had been internally restricted to fund this project and hence we are reluctant to continue funding the amortization from operating. Staff are hopeful that by highlighting this as part of the deficit approval process we can expedite discussions to move this into compliance.

Concluding Comments

In conclusion, the 2024-2025 budget report reflects our unwavering commitment to providing a faith-filled, inclusive, and exceptional Catholic education for all students in the Peterborough Victoria Northumberland and Clarington Catholic District School Board. Despite the challenges posed by economic factors, changing funding, and ongoing pressures, we have remained steadfast in our pursuit of our strategic priorities. We have strived to align our budget with these priorities and minimize how the impact of these budget pressures is felt in the classroom.

We are grateful for the engagement and support of our dedicated trustees, senior administration and finance staff who have contributed their time, expertise, and passion to the budget development process. Together, we have carefully assessed the challenges and identified opportunities to enhance the educational experience for every student in our care.

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Enrolment**

| Day School Enrolment | Budget 2024/25 | Revised 2023/24 | Budget 2023/24 | Actual 2022/23 | Actual 2021/22 | Actual 2020/21 | Actual 2019/20 |
|-----------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Junior Kindergarten | 870.00 | 886.00 | 934.00 | 852.50 | 816.50 | 782.00 | 927.50 |
| Senior Kindergarten | 935.00 | 898.00 | 864.00 | 866.50 | 902.50 | 938.75 | 1,010.00 |
| Grades 1-3 | 2,847.00 | 2,890.00 | 2,884.00 | 2,993.00 | 3,067.00 | 3,044.25 | 3,065.00 |
| Grades 4-6 | 3,313.00 | 3,275.00 | 3,266.00 | 3,221.50 | 3,240.50 | 3,176.00 | 3,245.50 |
| Grade 7-8 | 2,229.00 | 2,223.00 | 2,215.00 | 2,189.50 | 2,137.00 | 2,094.00 | 2,059.25 |
| Elementary | 10,194.00 | 10,172.00 | 10,163.00 | 10,123.00 | 10,163.50 | 10,035.00 | 10,307.25 |
| Secondary | 4,858.00 | 4,664.00 | 4,733.50 | 4,595.13 | 4,527.67 | 4,594.13 | 4,559.26 |
| Total | 15,052.00 | 14,836.00 | 14,896.50 | 14,718.13 | 14,691.17 | 14,629.13 | 14,866.51 |

Peterborough Victoria Northumberland and Clarington Catholic District School Board Budget - Staffing Summary - Full Time Equivalents (FTE)

| | 2024-25 Budget | 2023-24 Revised | 2023-24 Budget |
|--|-------------------|--------------------|-------------------|
| Classroom Instruction, Teacher Assistants and Early Childhood Educators | | | |
| Classroom Instruction Staff, Facilitators and Coaches | 804.96 | 806.14 | 811.14 |
| Special Education Teachers | 76.50 | 76.50 | 76.00 |
| Educational Assistants, Autism Spectrum Disorder Workers and Itinerant Sp Ed | 289.00 | 288.00 | 283.00 |
| Early Childhood Educators | 62.00 | 62.00 | 61.00 |
| Student Support | | | |
| Social Services | 11.00 | 12.00 | 12.00 |
| Speech Services | 5.50 | 5.00 | 5.00 |
| Psychological Services | 5.00 | 5.00 | 5.00 |
| Indigenous Supports | 4.00 | 4.00 | - |
| Attendance Counselling | 1.00 | 1.00 | 1.00 |
| Computer Services | 17.00 | 17.00 | 17.00 |
| Chaplaincy Leader | 5.57 | 5.57 | 5.57 |
| Library and Guidance | | | |
| Library Teachers | 4.33 | 4.67 | 4.67 |
| Guidance Teachers | 12.50 | 12.32 | 12.32 |
| Learning Commons Specialists and E Learning Secretary | 22.71 | 22.71 | 22.71 |
| School Administration | | | |
| Principals and Vice-Principals (Administrative Time) | 53.67 | 53.67 | 53.67 |
| Administrative Support Staff | 58.51 | 58.51 | 58.51 |
| Consultants, Central Principals/Vice-Principal/Leads, Support Staff | 21.30 | 20.80 | 20.80 |
| Administration and Governance | | | |
| Trustees | 9.00 | 9.00 | 9.00 |
| Director and Supervisory Officers (including those that are Program Leads) | 7.00 | 7.00 | 7.00 |
| Director and Supervisory Officers Office | 6.00 | 6.00 | 6.00 |
| Finance and Accounting | 5.00 | 5.00 | 5.00 |
| Payroll | 4.00 | 4.00 | 4.00 |
| Procurement, CEC Support and Community Use | 3.91 | 3.91 | 3.91 |
| Human Resource Administration and Health and Safety | 8.00 | 8.00 | 8.00 |
| Communications and Records Management | 2.57 | 2.57 | 2.57 |
| School and CEC Operations | | | |
| Managerial Staff and Administrative Supports | 6.00 | 6.00 | 6.00 |
| Custodial | 93.75 | 93.75 | 91.50 |
| Maintenance | 10.00 | 10.00 | 10.00 |
| Transportation - Consortia Staff | 4.00 | 4.00 | 4.00 |
| Total Staffing FTE | 1,613.79 | 1,614.13 | 1,606.38 |

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Revenues**

| | Budget 2024/25 | Revised Budget 2023/24 | Increase (Decrease) Revised From Budget |
|---|---------------------------|---------------------------|--|
| General Operating Grants and Transfers from Deferred Revenue | | | |
| Classroom Staffing Fund (CSF) | 99,633,682 | 96,773,302 | 2,860,380 |
| Learning Resources Fund (LRF) | 30,785,619 | 30,791,073 | (5,454) |
| Special Education Fund (SEF) | 27,988,305 | 27,094,864 | 893,441 |
| School Facilities Fund | 17,734,321 | 17,058,634 | 675,687 |
| Student Transportation Fund (STF) | 13,812,789 | 13,386,288 | 426,501 |
| School Board Administration Fund (SBAF) | 5,392,378 | 5,278,133 | 114,245 |
| General Core Education Funding (Core Ed) | <u>195,347,094</u> | <u>190,382,294</u> | <u>4,964,800</u> |
| Estimated 2024/25 Benchmark increases due to cumulative Bill 124 impact | 5,853,904 | - | 5,853,904 |
| Less Transferred to Deferred Capital for Minor TCA | (971,975) | (845,843) | (126,132) |
| Subtotal | <u>200,229,023</u> | <u>189,536,451</u> | <u>10,692,572</u> |
| Capital Grants used for Operating Expenses | | | |
| Temporary Accommodation | 89,684 | 85,898 | 3,786 |
| Interest on Capital | 1,190,467 | 1,559,661 | (369,194) |
| Subtotal | <u>1,280,151</u> | <u>1,645,559</u> | <u>(365,408)</u> |
| Other Revenues | | | |
| Other Provincial Grants | 2,111,911 | 3,341,215 | (1,229,304) |
| School Generated Funds | 5,232,400 | 4,932,752 | 299,648 |
| Investment Income | 800,000 | 800,000 | - |
| Federal Fees - Tuition | 271,510 | 269,642 | 1,868 |
| Fees and Revenues from Other Sources | 1,043,358 | 975,534 | 67,824 |
| Education Development Charges for Land | 600,000 | 5,141,389 | (4,541,389) |
| Amortization of Deferred Capital Contributions | 9,890,170 | 10,257,689 | (367,519) |
| | <u>19,949,349</u> | <u>25,718,221</u> | <u>(5,768,872)</u> |
| Total Revenue | <u>221,458,523</u> | <u>216,900,231</u> | <u>4,558,292</u> |

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Consolidated Expenses**

| | Budget 2024/25 | | Revised Budget 2023/24 | | Budget 2023/24 | |
|--|---------------------------|---------------|-----------------------------------|---------------|---------------------------|---------------|
| | \$ | % | \$ | % | | |
| INSTRUCTION | | | | | | |
| Classroom Teachers | 100,133,953 | 45.1% | 96,091,816 | 45.0% | 97,083,151 | 46.0% |
| Supply Teachers, Teacher Assistants and RECE | 5,274,255 | 2.4% | 5,343,482 | 2.5% | 4,991,599 | 2.4% |
| Teacher Assistants | 18,424,606 | 8.3% | 17,074,001 | 8.0% | 16,760,696 | 7.9% |
| Early Childhood Educators | 4,333,910 | 2.0% | 4,051,574 | 1.9% | 4,049,918 | 1.9% |
| Textbooks/Supplies | 5,150,713 | 2.3% | 5,566,817 | 2.6% | 5,322,548 | 2.5% |
| Computers | 729,452 | 0.3% | 787,419 | 0.4% | 787,419 | 0.4% |
| Professionals, Paraprofessionals | 5,361,810 | 2.4% | 5,066,560 | 2.4% | 4,860,413 | 2.3% |
| Library and Guidance | 3,516,971 | 1.6% | 3,388,338 | 1.6% | 3,344,969 | 1.6% |
| Staff Development | 916,318 | 0.4% | 1,242,568 | 0.6% | 1,541,299 | 0.7% |
| Department Heads | 300,429 | 0.1% | 288,201 | 0.1% | 281,820 | 0.1% |
| Principals and Vice-Principals | 7,910,173 | 3.6% | 7,852,456 | 3.7% | 7,817,136 | 3.7% |
| School Office - Secretarial and Supplies | 4,920,472 | 2.2% | 4,635,998 | 2.2% | 4,602,760 | 2.2% |
| Coordinators and Consultants | 3,816,897 | 1.7% | 3,546,950 | 1.7% | 3,374,931 | 1.6% |
| Continuing Education | 450,972 | 0.2% | 446,900 | 0.2% | 263,925 | 0.1% |
| Amortization | 965,200 | 0.4% | 1,079,682 | 0.5% | 1,041,017 | 0.5% |
| TOTAL INSTRUCTION | 162,206,131 | 73.1% | 156,462,762 | 73.3% | 156,123,601 | 73.9% |
| ADMINISTRATION | | | | | | |
| Trustees | 156,060 | 0.1% | 149,355 | 0.1% | 148,458 | 0.1% |
| Director and Supervisory Officers | 1,044,388 | 0.5% | 1,043,444 | 0.5% | 1,020,020 | 0.5% |
| Board Administration | 4,874,444 | 2.2% | 4,582,365 | 2.1% | 4,569,718 | 2.2% |
| Amortization | 195,957 | 0.1% | 184,879 | 0.1% | 172,445 | 0.1% |
| TOTAL ADMINISTRATION | 6,270,849 | 2.8% | 5,960,043 | 2.8% | 5,910,641 | 2.8% |
| TRANSPORTATION | | | | | | |
| Pupil Transportation | 15,394,804 | 6.9% | 15,095,344 | 7.1% | 14,437,370 | 6.8% |
| TOTAL TRANSPORTATION | 15,394,804 | 6.9% | 15,095,344 | 7.1% | 14,437,370 | 6.8% |
| PUPIL ACCOMODATION | | | | | | |
| School Operations and Maintenance | 18,408,971 | 8.3% | 17,482,544 | 8.2% | 17,151,813 | 8.1% |
| Other Pupil Accommodation | 1,405,194 | 0.6% | 1,535,786 | 0.7% | 1,286,186 | 0.6% |
| Amortization | 9,336,044 | 4.2% | 9,591,448 | 4.5% | 9,276,172 | 4.4% |
| TOTAL PUPIL ACCOMODATION | 29,150,209 | 13.1% | 28,609,778 | 13.4% | 27,714,171 | 13.1% |
| OTHER | | | | | | |
| School Generated Funds | 5,232,400 | 2.4% | 4,932,752 | 2.3% | 4,650,759 | 2.2% |
| Other non-Operating | - | 0.0% | 245,000 | 0.1% | 100,000 | 0.0% |
| Provision for Contingencies | 3,569,370 | 1.6% | 2,175,724 | 1.0% | 2,321,358 | 1.1% |
| TOTAL OTHER | 8,801,770 | 4.0% | 7,353,476 | 3.4% | 7,072,117 | 3.3% |
| TOTAL EXPENSES | 221,823,763 | 100.0% | 213,481,403 | 100.0% | 211,257,900 | 100.0% |

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Consolidated Expenses by Object**

| Expenses | Budget 2024/25 | | Revised 2023/24 | | Budget 2023/24 | |
|---|--------------------|---------------|--------------------|---------------|--------------------|---------------|
| | \$ | % | \$ | % | \$ | % |
| Salaries and Wages | 141,032,717 | 63.6% | 134,789,777 | 63.1% | 134,239,053 | 63.5% |
| Employee Benefits | 27,551,339 | 12.4% | 26,563,321 | 12.4% | 26,210,234 | 12.4% |
| Staff Development | 709,243 | 0.3% | 928,898 | 0.4% | 1,437,993 | 0.7% |
| Supplies and services | 16,014,889 | 7.2% | 15,849,373 | 7.4% | 15,407,638 | 7.3% |
| Interest | 1,405,194 | 0.6% | 1,535,786 | 0.7% | 1,286,186 | 0.6% |
| Rental | 23,148 | 0.0% | 23,953 | 0.0% | 23,953 | 0.0% |
| Fees and contract services | 20,784,910 | 9.4% | 20,283,837 | 9.5% | 19,500,626 | 9.2% |
| Other, includes PPE, Fees and Memberships | 235,752 | 0.1% | 474,725 | 0.2% | 341,225 | 0.2% |
| Provision for Contingencies | 3,569,370 | 1.6% | 2,175,724 | 1.0% | 2,321,358 | 1.1% |
| Amortization of tangible capital assets | 10,161,849 | 4.6% | 10,529,955 | 4.9% | 10,272,631 | 4.9% |
| Amortization of Asset Retirement Obligation | 335,352 | 0.2% | 326,054 | 0.2% | 217,003 | 0.1% |
| | 221,823,763 | 100.0% | 213,481,403 | 100.0% | 211,257,900 | 100.0% |

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Surplus (Deficit) Available for Compliance**

| | Budget 2024/25 | Revised Budget 2023/24 | Budget 2023/24 | Increase (Decrease) Revised from Budget |
|---|---------------------------|-----------------------------------|---------------------------|--|
| Total Grants and Revenue | 221,458,523 | 216,900,230 | 210,923,636 | 4,558,293 |
| Total Expenses | 221,823,763 | 213,481,403 | 211,257,900 | 8,342,360 |
| Total Surplus (Deficit) | <u>(365,240)</u> | <u>3,418,827</u> | <u>(334,264)</u> | <u>(3,784,067)</u> |
| Less Amount Not Available for Compliance: | | | | |
| Accrued Interest | (25,273) | (23,875) | (23,875) | (1,398) |
| Committed Capital Projects Amortization | 140,603 | 141,140 | 141,136 | (537) |
| Asset Retirement Obligations | 335,352 | 326,054 | 217,003 | 9,298 |
| EDC Revenues Recognized for Land | (360,000) | (5,141,389) | - | 4,781,389 |
| Subtotal | <u>90,682</u> | <u>(4,698,070)</u> | <u>334,264</u> | <u>4,788,752</u> |
| Total Surplus (Deficit) Available for Compliance | <u>(274,558)</u> | <u>(1,279,243)</u> | <u>(0)</u> | <u>1,004,685</u> |

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Capital Expenditures by Funding Source**

| | Budget 2024/25 | Revised Budget 2023/24 | Budget 2023/24 |
|---|---------------------------|-----------------------------------|---------------------------|
| | \$ | \$ | \$ |
| School Renewal | 2,314,574 | 2,224,398 | 2,299,905 |
| School Condition Improvement (SCI) | 5,486,101 | 5,478,159 | 5,478,159 |
| Land funded by Education Development Charges | - | 8,877,180 | - |
| Minor TCA | 971,975 | 845,843 | 823,843 |
| Capital Equipment funded by Donation/School Generated Funds | - | 172,137 | - |
| Subtotal- Various building improvements | 8,772,650 | 17,597,717 | 8,601,907 |
| School Renewal - St Joseph Douro Addition | - | 144,221 | - |
| Subtotal- St Joseph Douro Addition | - | 144,221 | - |
| Total Capital Allocation - Budgeted Spend | 8,772,650 | 17,741,938 | 8,601,907 |

Capital projects are approved throughout the year and may span more than one fiscal period.

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Detail of Accumulated Surplus/(Deficit)
For the year ended August 31, 2025

| | Sept 1, 2024 | Committed Capital Adjustment for Compliance | In-Year Increase (+) / Decrease (-) | Aug 31, 2025 |
|---|-------------------|---|-------------------------------------|-------------------|
| | \$ | \$ | \$ | \$ |
| Available for Compliance - Unappropriated | | | | |
| Operating Accumulated Surplus (previously working & operating funds) | 5,534,685 | | -25,351 | 5,509,334 |
| Total Unappropriated | 5,534,685 | | -25,351 | 5,509,334 |
| Available for Compliance - Internally Appropriated | | | | |
| Other Purposes - Operating | | | | |
| School Activities | 276,159 | | 0 | 276,159 |
| Program Equipment | 173,625 | | 0 | 173,625 |
| IT Software | 166,000 | | -148,132 | 17,868 |
| Holy Cross Field Capital | 120,000 | | 30,000 | 150,000 |
| Committed Capital Projects | 3,468,495 | | -271,678 | 3,196,817 |
| Committed Capital Projects Adjustment | 0 | -140,603 | 140,603 | 0 |
| Other Purposes - Capital: | | | | |
| Facilities/Sites | 121,952 | | 0 | 121,952 |
| Total Internally Appropriated | 4,326,231 | -140,603 | -249,207 | 3,936,421 |
| Total Accumulated Surplus / (Deficit) Available for Compliance | 9,860,916 | -140,603 | -274,558 | 9,445,755 |
| Unavailable for Compliance | | | | |
| Interest to be Accrued | -49,534 | | 25,273 | -24,261 |
| School Generated Funds | 1,910,090 | | 0 | 1,910,090 |
| Revenues recognized for land | 22,348,025 | | 360,000 | 22,708,025 |
| Committed Capital Projects Adjustment | 0 | 140,603 | -140,603 | 0 |
| Asset Retirement Obligations | -4,853,425 | | -335,352 | -5,188,777 |
| Total Unavailable for Compliance | 19,355,156 | 140,603 | -90,682 | 19,405,077 |
| Total Accumulated Surplus/(Deficit) | 29,216,072 | 0 | -365,240 | 28,850,832 |

Trustee Professional Development, Ontario Catholic School Trustees' Association (OCSTA) Fall Regional Meeting, September 19, 2024.

R.A.: that trustees wishing to do so, be authorized to attend the Ontario Catholic School Trustees' Association (OCSTA) Fall Regional Meeting, on September 19, 2024, at the Ottawa Catholic School Board, Nepean, ON.

Joint Health and Safety Committee Semi-Annual Report, June 18, 2024.

R.A. that the Joint Health and Safety Committee Semi-Annual Report to the Director of Education dated June 18, 2024, be received.

JOINT HEALTH AND SAFETY COMMITTEE SEMI-ANNUAL REPORT

To: Stephen O’Sullivan - Director of Education

From: The Joint Health and Safety Committee

Date: June 18, 2024

1 Introduction

Aligned with the Peterborough Victoria Northumberland and Clarington Catholic District Schools Board’s Pillar of Being Well, the Administrative Procedure for Occupational Health and Safety, as well as, the Ontario Occupational Health and Safety Act, PVNCCDSB is committed to providing and maintaining a healthy and safe workplace by complying with all relevant health and safety legislation. In an effort to support the employer with its health and safety commitment, as well as to ensure employee voice in regards to health and safety, the Joint Health and Safety Committee meets five times per school year to review, update and provide guidance on health and safety related matters. All PVNCCDSB properties are inspected monthly by Work Site Inspection Committees.

This report summarizes the health and safety activities undertaken by the Joint Health and Safety Committee during the period January – June 2024 and demonstrates the commitment of the PVNC Catholic District School Board, schools, administrative sites and the committee to be compliant with the requirements of health and safety legislation.

Committee representation is comprised of the following staff members:

| <u>Management</u> | <u>Worker</u> |
|--------------------------|--------------------------------|
| Darren Kahler – Co-Chair | Joe DeVuono (OECTA) – Co-Chair |
| Tom O’Grady | Nora Shaughnessy (CUPE) |
| Derek Abrams (P/VP) | Patricia Taylor (OECTA OT) |
| Karen Spenceley(P/VP) | Kelli Braund (CUPE) |

Melissa Featherstone, Health and Safety Officer (Guest Advisor)

Bart Scollard, OECTA President (Guest Attendee)

David McOuatt, CUPE Vice-President (Guest Attendee)

2 Highlights from January to June 2024

| Meeting Date | New Items | Closed Items |
|--------------|-----------|--------------|
| Oct 19/23 | 4 | 6 |
| Dec 5/23 | 7 | 6 |
| Feb 6/24 | 6 | 7 |
| Apr 16/24 | 4 | 7 |
| Jun 6/24 | 4 | 7 |

- JHSC Audits for the 2023-2024 school year were completed at 6 schools.
St. Michael CES - January 2024
St. Elizabeth CES - January 2024
St. Joseph CES, Bowmanville CES - January 2024
Immaculate Conception CES - January 2024
Monsignor O'Donoghue CES - January 2024
St. Martin CES - January 2024

Common findings during these audits included: items missing (out of date) on safety bulletin boards, fire plans or designated substance reports missing/out of date from Fire Plan Box, missing/incorrect fire exit posters in classrooms. Schools are notified of these deficiencies and given an opportunity to rectify.

- The JHSC will send out an email in June through the Health and Safety Officer, to Work Site Inspection Committee Representatives to remind them of new AP's that should be updated on safety bulletin boards, summer monthly safety inspection requirements, quarterly meeting requirements and code requirements near electrical panels, as well as current MOLITSD campaigns. It is hoped that this reminder will improve timely inspection and WSIC Meeting Minutes submission completions for the remainder of the year.
- Following a 2018 Recommendation to the employer, on April 28 of this year, the PVNCCDSB community again recognized the National Day of Mourning. The JHSC appreciates the employer's commitment to acknowledging this day.
- Asbestos Administrative Procedure/Asbestos Management Program and Asbestos Training - The JHSC reviewed and contributed to the development of the new PVNCCDSB Administrative Procedure and Program for Asbestos Management. PVNCCDSB Project Leads and Type 1 Asbestos Workers received in-class instruction. A new module for staff working near, but not likely to disturb asbestos containing materials was rolled out in Vector online training for staff.

- The Ministry of Labour, Training and Skills Development (MOLTSD) has conducted 3 field visits since January 2024.
 - Jan 10- Phone Visit- RE May 2023 Critical Injury at St. Stephen, no orders
 - Jan 12- Phone Visit- St. Peter- Re-Jan 11 Critical Injury- no orders
 - Jan 30- In-person- St. Catherine- Re Critical injury

3 Upcoming/Ongoing Projects

- The JHSC provided feedback on how to improve the Board’s incident reporting form (HR5). This feedback was used to develop a revised HR5 which will be rolled out in August 2024.
- The JHSC will continue to monitor accident and incident statistics as provided at each JHSC meeting and will recommend preventive measures to the Employer as they are identified.

4 Learning Opportunities

- Tom O’Grady is in the process of completing Part 1- JHSC Certification

5 Incident Reporting

Incident Type Totals September 2023 – June 2024

For the period of September 2023- June 2024, there have been 1069 total incident reports submitted.

The most reported incident types being:

- (1) Workplace Violence
- (2) Struck or Contact By
- (3) Struck Against
- (4) Falls

Of the 1069 incident reports received in the time period of Sept – June, 53 have resulted in staff having lost-time or seeking health care. These incidents are reported to WSIB as compensable injuries.

29 of these incidents resulted in staff losing time from work beyond the date of injury.

23 of these incidents resulted in health care being sought, but no lost time.

(It should be noted that some of these claims are pending a WSIB claims approval decision.)

Monthly Inspection Completion Rates

| | |
|-----------|------|
| September | 100% |
| October | 95% |
| November | 97% |
| December | 100% |
| January | 92 % |
| February | 92 % |

| | |
|-------|------|
| March | 94 % |
| April | 89% |
| May | 89% |

NOTE- Inspection completion rates historically decline over the summer. The JHSC has been working to raise awareness of the need to continue to submit inspections in summer months. We would appreciate any additional reminders the employer could give to Principals.

6. 2023 -2024 JHSC Goals / Priorities

The Joint Health and Safety Committee has worked towards our 2023-2024 priorities with the following efforts.

- Increased education for workers regarding the Internal Responsibility System in an effort to ensure all employees know their responsibilities as they relate to health & safety.
 - The JHSC supported safety alerts from the employer to ensure employees were aware of significant incidents
- Improve the JHSC's analysis of workplace incidents through an increased focus on the evaluation of risk assessment (probability and severity) of incidents.
 - The JHSC continues to review these incidents at each meeting and review possible recommendations
- Continued focus on the Struck/Contact By Incidents in an effort to mitigate risk in that area.
 - The workplace violence sub-committee will resume its work in the 24/25 school year. This sub-committee will meet in advance of the regularly scheduled JHSC meeting to review incident statistics with an eye to making recommendations to the employer
- Continued focus on improving the skill set and knowledge level of the JHSC members. The JHSC aims to again attend a skill building PD workshop on a relevant and timely topic next school year, as historically has been done each year.
 - The JHSC participated in a professional development session and continues to plan for next years professional development

The members of the Joint Health & Safety Committee thank the Board of Trustees and the Director of Education for their ongoing support of occupational health & safety.

**Recommended Action from the Policy Development
Committee Meeting, June 4, 2024.**

R.A.: Mover: Loretta Durst
that the Board receive the reports and recommendations
from the Policy Development Committee meeting dated
June 4, 2024, for publication and implementation.

Policy Development Committee

June 4, 2024.

Report of the Approved Recommended Actions from the Policy Committee Meeting, June 4, 2024.

1. Revised Directional Policy #900, Safe and Accepting Schools.

Moved by Trustee Leahy, seconded by Trustee Martin, that the revised draft Directional Policy #900, Safe and Accepting Schools, be received and posted under the Policy and Procedures for PVNCCDSB. Motion Carried.

2. Administrative Procedures.

Moved by Trustee Tanguay, seconded by Trustee Leahy, that items C.1 a), through C.1 j), excluding C.1 g) be received and posted as presented:

C. 1 a) that Administrative Procedure #210, Naming of Catholic Schools Board Facilities, be received and posted as revised under Directional Policy #200, Catholic Education.

C. 1 b) that Administrative Procedure #504, Employee Attendance Support Program, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 c) that Administrative Procedure #507, Disability Management, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 d) that Administrative Procedure #508, Workplace Harassment Prevention, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 e) that Administrative Procedure #509, Workplace Violence Prevention, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1 f) that Administrative Procedure #609, Investment Surplus Funds, be received and posted as revised under Directional Policy #600, Stewardship Resources.

C.1 h) that Administrative Procedure #809, Occupational Health and Safety, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1 i) that Administrative Procedure #1202, Protection of Privacy, be received and posted as revised under Directional Policy #1200, Records and Information.

C.1 j) that Administrative Procedure #1207, Freedom of Information, be received and posted as revised under Directional Policy #1200, Records and Information.

Motion Carried.

3. Administrative Procedure#616, Honoraria for Trustees.

Moved by Trustee Martin, seconded by Trustee Leahy, that item C.1 g), Administrative Procedure #616, be received and posted as revised under Directional Policy #600, Stewardship of Resources.

Review of Administrative Procedures affected by Policy/Program Memorandum (PPM) No 128, Provincial Code of Conduct and School Board Codes of Conduct to restrict cellphones and vapes in schools.

R.A.: that the following Administrative Procedures be received and posted as presented:

G.1 a) that Administrative Procedure #313, Student Acceptable Use of Technology be received and posted as revised under Directional Policy #300, Student Achievement and Well-being.

G.1 b) that Administrative Procedure #314, Personal Device Network Access be received and posted as revised under Directional Policy #300, Student Achievement and Well-being.

G.1 c) that Administrative Procedure #516, Use of Electronic Communications and Social Media be received and posted as revised under Directional Policy #500, Employee Relations.

G.1 d) that Administrative Procedure #909, Code of Conduct be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.

G.1 e) that Administrative Procedure #912, Supporting Positive Student Behaviour: Safety for All be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, June 25, 2024

Presented by: Sheila Piggott, Superintendent of Learning

Subject: 313 - Student Acceptable Use of Technology

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.
- Updated to reflect PPM 128

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 |
| Student Acceptable Use of Technology | 313 |
| Directional Policy | |
| 300 - Student Achievement and Well Being | |

Title of Administrative Procedure:

Student Acceptable Use of Technology

Date Approved:

June 25, 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.
- Supporting staff to ensure that students' personal mobile devices are not being accessed during the class time as outlined in PPM 128 and appendices A and B.
- Creating and sharing out a plan for the storage of personal mobile devices

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.
- Collecting personal mobile devices for the instructional day if they are accessed during class time.
- Supporting the Principal in the creation, sharing out, and implementation of the Principal's plan for storage of personal mobile devices

Students are responsible for:

- Using available technology to further their educational goals and promote Catholic teaching.

- Using technology in a way that is not detrimental to others, appropriate to our Catholic learning environment, and is supportive and inclusive of their own well-being and that of others.
- 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.
- Having personal mobile devices stored out of sight and turned off or set to silent during class time as outlined in PPM 128 and appendices A and B
- Following of the school plan for storage of personal mobile devices

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.
- **Personal Mobile Device** - is a device that is both portable and capable of collecting, storing, transmitting or processing electronic data or images. Examples include laptops, tablet PCs, personal digital assistants (PDAs), smart watches and "smart" phones. This definition also includes storage media, such

as USB hard drives or memory sticks, SD or CompactFlash cards, and any peripherals connected to the device.

- **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](#)
- [PPM 128 - The Provincial Code of Conduct and School Board Codes of Conduct](#)

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
- Not use any social media platform at school
- Store my personal mobile device out of view and powered off or set to silent mode throughout the entire instructional day

And 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 (including a cell phone) 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 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.
- I understand my child is not to use any social media platform at school. Personal Mobile Devices are to be stored out of view and powered off or set to silent mode throughout the entire instructional day

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.
- Social media and any type of social media platform is not to be accessed at school.

6.0 Definitions

- Personal Mobile Device - a device that is both portable and capable of collecting, storing, transmitting, or processing electronic data or images. Examples include but not limited to laptops, tablet PCs, personal digital assistants (PDAs), smart watches and "smart" phones. This definition also includes storage media, such as USB hard drives or memory sticks, SD or CompactFlash cards, and any peripherals connected to the device.

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 AP 313 - Student Acceptable Use of Technology and AP 314 - 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.
- Not use any social media platform at school.
- Unless explicitly permitted by a teacher, personal mobile device will be stored out of view and powered off or set to silent mode during class time.

And 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 (including my cell phone) 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.
- I understand my child is not to use any social media platform at school. Unless explicitly permitted by a teacher, my child's personal mobile devices will be stored out of view and powered off or set to silent mode during class time.

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.

STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

TERMS AND CONDITIONS

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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.
- Social media and any type of social media platform is not to be accessed at school.

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.

7.0 Definitions

- Personal Mobile Device - a device that is both portable and capable of collecting, storing, transmitting or processing electronic data or images. Examples include but not limited to laptops, tablet PCs, personal digital assistants (PDAs), smart watches and "smart" phones. This definition also includes storage media, such as USB hard drives or memory sticks, SD or CompactFlash cards, and any peripherals connected to the device.

Modified April 2024



Administrative Procedure Report to the Policy Development Committee

Meeting Date: June 25, 2024

Presented by: Sheila Piggott

Subject: AP 314 - Personal Device Network Access

Background: time to update

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

As we continue down the road of digital privacy, we are reviewing our administrative procedure regarding personal devices accessing our network.

- Change to the title of the AP to: PERSONAL DEVICE NETWORK ACCESS.
- Responsibilities of **IT Superintendent or designate** has been increased by adding Overseeing network access compliance for personal devices with legal and ministry directives
- Responsibilities of **Principals and Vice Principals** has been increased by adding Ensuring students and staff only connect personal devices to the permitted BYOD wireless network
- Responsibilities of **Educators** has been increased by adding Ensuring students only connect personal devices to the permitted BYOD wireless network
- Responsibilities of **staff** has been increased by adding Ensuring personal devices are only connect to the permitted BYOD wireless network

- Responsibilities of **students** has been increased by adding Ensuring personal devices are only connect to the permitted BYOD wireless network
- Responsibilities of **all users** has been increased by adding Ensuring the personal device is on the approved personal device list

Approved Personal Devices:

- Cellphones
- Tablets
- Laptops (students and supply staff only)
- Medical Devices

Prohibited Personal Devices:

- Network Appliances (modems, routers, switches, network attached storage etc.)
- Desktop computers
- Gaming systems
- Smart Devices
- Televisions

Exclusions:

Under special circumstances, the board may approve the use of prohibited personal devices. Use of prohibited devices requires explicit permission from the Superintendent of Information Technology.

Attachments:

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

| BOARD ADMINISTRATIVE PROCEDURE | |
|---|---------------------------------|
| Administrative Procedure | Administrative Procedure Number |
| Personal Device Network Access | 314 |
| Directional Policy | |
| 300 - Student Achievement and Well Being | |

Title of Administrative Procedure:

Personal Device Network Access

Date Approved:

June 25, 2024

Projected Review Date:

2029

Directional Policy Alignment:

This Administrative Procedure aligns with the purpose of the [Student Achievement and Well Being Directional Policy](#) by supporting a learning environment that is anchored in the teachings of the Gospel, Catholic Social Teachings, and the Catholic Graduate Expectations in the context of personal devices used in our classrooms.

Alignment with Multi-Year Strategic Plan:

The Personal Device 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 personal devices. 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 enabling students and employees access to the Board’s network for education related purposes and in a manner that is not detrimental or harmful to the interests of others. The Board will provide this access while maintaining the security and effectiveness of the Board’s network. The Board will provide network access to Personal Devices to further the educational goals of the Board and will at the same time implement controls and processes to protect the integrity of other network connected devices.

The Board will, from time to time and without prior notice to the user, access and/or monitor the Board’s Electronic Information Systems. Principals will be informed of any serious infraction of the Acceptable Use of Technology Policies. Disciplinary actions of a user will be handled in accordance with the discipline policies of the Board and the school.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the [Student Achievement and Well Being Directional Policy](#).
- Reviewing the Personal Device 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:

- Monitoring usage of the board’s network systems.

- Ensuring the use of Personal Devices does not impact the integrity of the Board's technology systems.
- Working with the fire wall providers, to ensure that social media can not be accessed by students through the PVNC Catholic networks.
- Determining, at the Board's discretion, the network access provided for Personal Devices:
 - Suitability of any personal device to be connected to the BYOD network
 - Resources or access restrictions when a device is connected
 - Revoking network access from personal devices
- Monitoring the use of Personal Devices on the Board's network which may include:
 - Monitoring of network activity
 - Filtering and/or throttling traffic to the Device
 - Logging network activity, including internet access, to and from the Device
 - Performing system scans to evaluate the security level of the Device including, but not limited to, the update status of Antivirus, Spyware, and system components.
 - Performing system scans to determine compliance with the Board's Acceptable Use Policies and applicable laws.
 - Authorizing a physical inspection of the Device if deemed necessary.
- Providing digital citizenship and internet safety resources for staff and students.
- Overseeing network access compliance for personal devices with legal and ministry directives

Principals and Vice-Principals are responsible for:

- Ensuring that students or employees using a personal network device (the Device) have completed the Acceptable Use of Technology form and will maintain a copy of the form in the school's files. An electronic acknowledgement of the agreement may also serve as the official record in lieu of a paper copy.
- Ensuring that the provided digital citizenship training is completed by their staff and students.
- Ensuring the use of a personal network device during instructional time is permitted under the following circumstances:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs
- Ensuring student devices are out of sight and set to off or silent for grades K-6 for the entire instructional day, while grade 7-12 student devices must be out of sight and set to off or silent unless they have explicit direction from the teacher.

- Sharing reminders with students they are not to be accessing social media during the school day.
- Ensuring students and staff only connect personal devices to the permitted BYOD wireless network.

Educators are responsible for:

- Ensuring the use of a personal network device during instructional time is permitted under the following circumstances:
 - for educational purposes, as directed by an educator (grades 7-12 only)
 - for health and medical purposes
 - to support special education needs
- Providing students with digital citizenship instruction as outlined in the [Digital Privacy Scope and Sequence](#) per [Administrative Procedure 322 - Digital Privacy](#).
- Ensuring that the guidelines, resources and frameworks developed for board use of digital tools are followed.
- Advising students 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 including those Personal Network Devices used to access the Board's systems.
- Ensuring student devices are out of sight and set to off or silent for grades K-6 for the entire instructional day, while grade 7-12 student devices must be out of sight and set to off or silent unless they have explicit direction from the teacher.
- Sharing reminders with students they are not to be accessing social media during the school day.
- Ensuring students only connect personal devices to the permitted BYOD wireless network.

Staff are responsible for:

- Ensuring that the guidelines, resources and frameworks developed for board use of digital tools are followed.
- Completing on an annual basis the Employee Acceptable Use of Technology Agreement.
- Ensuring they do not use their Personal Device to store "personal information" as defined in the Municipal Freedom of Information and Protection of Privacy Act.
- Ensuring student devices are out of sight and set to off or silent for grades K-6 for the entire instructional day, while grade 7-12 student devices must be out of sight and set to off or silent unless they have explicit direction from the teacher.
- Sharing reminders with students they are not to be accessing social media during the school day.

- Ensuring personal devices are only to connect to the permitted BYOD wireless network.

Students are responsible for:

- Using available technology to further their educational goals and promote Catholic teaching and at the discretion of an Educator.
- Reading, acknowledging and following the Student Acceptable Use of Technology Agreement appropriate for their grade on an annual basis.
- Ensuring their use of a personal network device during instructional time adheres to PPM 128, thus:
 - Students in grades K-6 must have their personal network devices and personal mobile devices are out of sight, turned off or set to silent for the entire instructional day;
 - Students in grades 7-12 without the explicit permission of the Teacher, must have their personal network devices and personal mobile devices are out of sight, turned off or set to silent for instructional time;
- Ensuring personal devices are only to connect to the permitted BYOD wireless network.

All users of Personal Network Devices are responsible for:

- Ensuring their Personal Device is updated with software and/or firmware updates as recommended by the manufacturer and that, where applicable, the Device has antivirus software installed and that the definitions for the software are up to date.
- Ensuring personal devices are only connected to the permitted BYOD wireless network.
- Ensuring that the personal device is on the approved personal device list.

Parents 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.

Approved Personal Devices:

- Cellphones
- Tablets
- Laptops (students and supply staff only)
- Medical Devices

Prohibited Personal Devices:

- Network Appliances (modems, routers, switches, network attached storage etc.)
- Desktop computers
- Gaming systems
- Smart Devices
- Televisions

Exclusions:

Under special circumstances, the board may approve the use of prohibited personal devices. Use of prohibited devices requires explicit permission from the Superintendent of Information Technology.

Progress Indicators:

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

Definitions:

- **Board Managed Device** – This refers to any electronic device owned, distributed, and maintained by the Board. Examples include laptops, tablets, desktops, as well as audio-visual equipment like TVs, projectors, and smartboards.
- **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.
- **Educator** - refers to teachers regulated under the Ontario College of Teachers Act, 1996, and early childhood educators regulated under the Early Childhood Educators Act, 2007 per PPM 128.
- **Firmware** – A set of instructions that is embedded in a device at the time of manufacture that allows the device to function. Modern devices often store the firmware in a manner that allows it to be updated periodically.
- **FTP Server** - An FTP Server is a piece of software that is running on a computer and uses the File Transfer Protocol to store and share files. Remote computers can connect anonymously, if allowed, or with a username and password in order to download files from this server using a piece of software called a FTP Client.

- **Gaming System** – An electronic device or console specifically designed for playing video games. These devices typically connect to a TV or monitor and provide powerful graphics and processing capabilities for immersive gaming experiences. Examples include Sony Playstation, Xbox, Nintendo Switch etc.
- **Medical Device** – Any instrument, apparatus, implant, material, or other article intended for use in the diagnosis, prevention, monitoring, treatment, or alleviation of disease, or to affect the structure or function of the body for health or other therapeutic purposes. Examples include Medical monitoring devices, therapeutic devices, assist devices.
- **Multi-radio device** – A network device which employs more than one radio to connect to multiple networks. Some cellular telephones will allow users to choose whether they connect to a cellular network or to a computer network in order to access the internet.
- **Network Device** – Electronic equipment designed to connect devices to a computer network and facilitate communication between them. Examples include routers, switches, modems, hubs, and network attached storage.
- **Nexus** - The umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student’s behavior off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.
- **Personal Mobile Device** is a device that is both portable and capable of collecting, storing, transmitting or processing electronic data or images. Examples include laptops or tablet PCs, personal digital assistants (PDAs), smart watches and “smart” phones. This definition also includes storage media, such as USB hard drives or memory sticks, SD or CompactFlash cards, and any peripherals connected to the device.
- **Personal Device** – A personal device is any electronic equipment you own and manage, like laptops, tablets, or smartphones.
- **Smart Device** – An electronic device with built-in computing capabilities and internet connectivity, allowing interaction with users and other devices. These devices can often be controlled remotely and may collect and share data. Examples include Google Home, Alexa, smart wearables, smart speakers, smart displays etc.
- **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).
- **Web Server** – A computer program that serves the requested files which form web pages to the client's browser

References:

- [Catholic Curriculum Corporation - Ethical and Responsible Use of Information and Communication Technology](#)
- [Bill 13, Accepting Schools Act, 2012](#)
- [Learning Technologies BYOD Guidelines and Supports](#)
- [Learning Technologies Digital Privacy Scope and Sequence](#)
- [Policy/Program Memorandum \(PPM\) 128 “The Provincial Code of Conduct and School Board Codes of Conduct”](#)
- [Board Code of Conduct](#)
- [Student Achievement and Well Being Directional Policy - 300](#)
- [Student Acceptable Use of Technology - AP 313](#)
- [Employee Acceptable Use of Technology - AP 511](#)



Administrative Procedure Report to the Policy Development Committee

Meeting Date: June 25, 2024

Presented by: Sheila Piggott

Subject: AP516-Use-of-Electronic-Communication-and-Social-Media

Background:

Time to update

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

There are no changes to this administrative procedure in terms of PPM 128
Changes have been made to PVNC Catholic Social Media Guidelines for
Employees

- Vision and mission has been updated
- Minor updates regarding social media platforms

Attachments:

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

| BOARD ADMINISTRATIVE PROCEDURE | |
|---|---|
| Administrative Procedure Use of Electronic Communication and Social Media | Administrative Procedure Number 516 |
| Directional Policy 500 - Employee Relations | |

Title of Administrative Procedure:

Use of Electronic Communication and Social Media

Date Approved:

June 25, 2024

Projected Review Date:

2029

Directional Policy Alignment:

Employee Relations

Alignment with Multi-Year Strategic Plan:

The Use of Electronic Communication and Social Media Administrative Procedure supports our Vision to expand technology by supporting employees in their understanding of *professional boundaries and responsibilities in the appropriate use of electronic communication and social media. Electronic communication includes, but is not limited to, messaging or video chat software, websites, apps, email, texting, and blogging. It also includes social media networking platforms such as Facebook, X, Instagram, Snapchat and Youtube.* Given the ubiquitous quality of social media and its ever increasing use as learning technologies in instruction and assessment, this administrative procedure assists employees in maintaining the public trust.

[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 electronic communication and social media by its employees. It does so in keeping with [Ontario College of Teachers’ professional advisory: *Maintaining Professionalism - Use of Electronic Communication and Social Media*](#).

The board acknowledges that social media platforms are and will continue to be increasingly popular with staff, students and families, and within our school communities these platforms are used for the purposes of instruction, assessment, and communication.

It is necessary to provide guidelines that assist our staff in understanding the distinction between the private and professional use of social media. Our employees’ *off-duty conduct, even when not directly related to students, is relevant* in maintaining public confidence.

To that end, the board provides guidelines that include but are not limited to the Employee Acceptable Use of Technology Administrative Procedure and to provide them with the means, information, and skills necessary to accompany them.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Electronic Communication and Social Media 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.

Superintendent of Learning/Innovation Technologies is responsible for:

- In consultation with the Superintendent of Human Resources, overseeing the development of 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 understanding that “communication is part God’s plan for us and an essential way to experience fellowship.” (Pope Francis 2018)

Manager of Communications is responsible for:

- Overseeing the development and revision of electronic and social media guidelines for staff.
- Monitoring and supporting staff in the areas of electronic communication.

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

- Overseeing the development and revision of guidelines and resources for staff and students.
- Monitoring and supporting staff in the areas of electronic communication.

Principals and Vice-Principals are responsible for:

- Notifying staff about the Electronic and Social Media Administrative Procedure.

Staff are responsible for:

- Maintaining electronic and social media practices in keeping with the advisory of the Ontario College of Teachers and this administrative procedure.

Parents are responsible for:

- Modeling appropriate use of electronic and social media practices in keeping with their responsibilities under the Provincial Code of Conduct and the Board Code of Conduct.

Progress Indicators:

- Yearly completion of Employee Acceptable Use of Technology Agreement, which includes review of the employee guidelines for electronic and social media.
- Yearly completion and review of these guidelines through Safe Schools Online Training.

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:

- [Message of His Holiness Pope Francis for World Communications Day, January 24, 2018](#)
- [Catholic Curriculum Corporation - Ethical and Responsible Use of Information and Communication Technology](#)
- [Employee Acceptable Use of Technology AP 511](#)
- [Ontario College of Teachers Professional Advisory: Electronic and Social Media, September 2017](#)
- Personal Network Device Policy - 314
- [PPM 128 The Provincial and School Boards Code of Conducts](#)



Social Media Guidelines for Employees



Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

Purpose:

These guidelines are intended to help Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board staff understand and navigate their professional boundaries and responsibilities in the appropriate use of electronic communication and social media.

This document is based on the Ontario College of Teachers (OCT)'s professional advisory: [Maintaining Professionalism - Use of Electronic Communication and Social Media](#) and we make use of the important insights highlighted in the advisory to assist our own staff.

The PVNC Catholic Social Media Guidelines apply to all PVNC Catholic staff with the goal of helping our staff use digital tools in a safe, responsible manner while leveraging social media as a powerful communications tool that can support student achievement, education, school success, parent engagement and Deep Learning in our classrooms.

Definition:

For the purpose of these guidelines, electronic communication includes, but is not limited to, messaging or video chat software, websites, apps, email, texting, and blogging. It also includes social media networking platforms such as Facebook, X, Instagram, Snapchat and Youtube.

Introduction:

Social media creates exciting new educational and communication opportunities for educators and school Board staff; however, the scope of the technology also creates potential risks.

It is our hope that these guidelines will assist our staff in understanding the distinction between the private and professional use of social media as an employee's off-duty conduct, even when not directly related to students, is relevant in maintaining public confidence.

Electronic communication and social media tools provide exciting opportunities to learn, teach and communicate with students, parents/guardians and to engage with other educators and school communities both within our Board and beyond.

This technology serves a range of purposes from helping students and parents access assignments and resources to connecting with communities all over the world. PVNC Catholic staff also use the Internet and social media sites as instructional tools, seeking resources to develop lesson plans and information to enhance their professional practice.

For the public, social media can be a window into our vibrant Catholic school communities and an opportunity for community members to understand and appreciate the innovative learning taking place every day in our classrooms.

These tools provide powerful new ways for employees to collaborate and dialogue with others, expand their professional network and continue their professional learning. Used thoughtfully and appropriately, new technologies offer opportunities to model digital citizenship for students and deliver the curriculum in innovative and engaging ways.

However, some of the most popular social media platforms were not created specifically for educational purposes and their use can expose PVNC Catholic staff to risk when it comes to maintaining professionalism.

While employees should be cautious when communicating electronically and online, this does not mean it must be avoided altogether. Keep interactions professional, as you would in the classroom, and build a positive online presence. Know and respect proper professional boundaries with students, even when students initiate electronic interaction.

Professional vs Private Social Media Conduct

All PVNC Catholic staff should treat professional social media space, whether it be electronic communication or social media platforms set up in a classroom, school or through the Board, like a classroom or professional workplace. The standards we expect from our employees in their professional settings also apply to professional social media accounts.

There is a distinction between the professional and private lives of our staff members; however, the nature of education means PVNC Catholic staff hold public positions and are important role models in the communities where they work.

That means off-duty conduct matters and sound judgment and due care must be exercised when posting, commenting or sharing social media content both privately and professionally.

Ontario teachers, for example, must “maintain a sense of professionalism at all times – in their personal and professional lives,” according to the Ontario College of Teachers.

GUIDELINES FOR ALL PVNC Catholic EMPLOYEES

Professional Use of Social Media

- Exercise responsibility, caution, sound judgment and common sense when using professional social media accounts in the classroom, school or on behalf of the Board.
- Professional social media accounts should be used to enhance classroom learning, promote school initiatives and success and engage positively with parents/guardians and the broader community for which our schools serve. Posts should remain positive and make a link to student achievement and well-being as much as possible.
- Do not post comments, or share material that would be inappropriate in the professional setting or would bring disrepute to colleagues, the school, the Board, Catholic Education or the broader education sector.
- When setting up professional social media sites, staff should responsibly consider the intended audience and the appropriate level of privacy.
- Accounts should include language that clearly identify them as professional sites.
- Professional social media communications must comply with PVNC Catholic policies and applicable laws on the disclosure of confidential information, cyberbullying, student privacy, the use of threatening language and other Safe Schools concerns.
- Notify parents and your school administrator before using social networks for classroom activities.
- Principals must securely maintain the administrative logins for school social media accounts.
- Communications Services and IT will keep back-ups of school social media administrative

logins to access in case of an emergency and to assist with social media resets when a principal or designated employee is transferred.

- Principals must be aware of and maintain a list of social media accounts connected to their schools.
- Media inquiries received on school accounts should be referred to Communication Services.

Personal Use of Social Media

- PVNC Catholic employees should exercise caution, common sense and professionalism when using personal social media accounts.
- Employees should consider that their personal social media conduct reflects on their professional reputation.
- Staff should never share information with students in any environment that they would not willingly and appropriately share in a school or school-related setting or in the community.

Interact with students appropriately

- Model the behaviour you expect to see from your students online.
- Teach students appropriate online behaviour and the proper use of comments and images.
- Maintain professional boundaries by communicating with students and others electronically at appropriate times of the day and through established education platforms and Board email.
- Avoid exchanging private texts, phone numbers, personal email addresses, videos or photos of a personal nature with students.
- Do not issue or accept “friend” or “follow” requests from students. Consider the privacy implications of accepting those requests from parents/guardians.

Understand privacy concerns

- Respect the privacy and confidentiality of student information and others in your school community.
- Ensure consent has been given before posting on social media, or posting any student work, digital pictures or other identifying information on social media or websites.
- Check frequently the privacy and security settings of photos and other content on social media accounts as they may change without your notice. Remember, your privacy on these digital platforms is never guaranteed.
- Use privacy settings for their intended audiences. Limitations to privacy settings exist; however, PVNC Catholic employees should be aware that social media sites can change their default privacy settings and other functions at any time.

Act Professionally

- Exercise responsibility, caution, sound judgment, and common sense when using social media sites.
- Seek the principal’s approval before creating social media accounts for classes and community groups.
- Cross-collaborate with PVNC Catholic social media accounts using relevant hashtags.

- Maintain a reasonable and positive alignment with the mission and strategic priorities of PVNC Catholic and content shared on social media.
- Maintain your professionalism by using a formal, courteous and professional tone in all communications with students and parents/guardians.
- Avoid online criticism about students, colleagues, your employer, the Ministry of Education or others within the school community.
- Avoid impulsive, inappropriate or heated comments.

Pause and ask yourself important questions

1. When interacting with students, am I using electronic communication and social media to enhance their learning or for personal reasons?
2. What are my reasons for sharing this information with a student? Are they professional or are they personal?
3. Is this picture or comment something I would be comfortable with my students, their parents, my supervisor, my family or the media seeing?
4. Would my peers or supervisors consider what I have posted as reasonable and professional?
5. Would I write this/post this knowing it can never be truly erased and may remain in the public domain indefinitely?
6. Would I communicate this way in my community?
7. Am I keeping current in my awareness and knowledge of social media technology developments to protect myself from misuse?
8. How does my online presence – that which I control and that which is posted by others – reflect my professionalism? How does it reflect on my profession?

**PETERBOROUGH VICTORIA NORTHUMBERLAND
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Administrative Procedure Report to the Policy Development Committee

Meeting Date: June 25, 2024

Presented by: Jonathan Di Ianni

Subject: AP 909 - Code-of-Conduct

Background:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct, AP 909 sets clear standards of behavior for all individuals in the school community.

The Board Code of Conduct is being updated to align with the recently update PPM 128

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Updates to reflect recently revised PPM 128 - **The Provincial Code of Conduct and School Board Codes of Conduct**
- Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs
- Enforcement of Restrictions to Student Personal Mobile Device Use

Attachments:

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



| BOARD ADMINISTRATIVE PROCEDURE | |
|---|---|
| Administrative Procedure Code of Conduct | Administrative Procedure Number 909 |
| Directional Policy 900 – Safe and Accepting Schools | |

Title of Administrative Procedure:

Code of Conduct

Date Approved:

June 25, 2024

Projected Review Date:

2029

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our students feel safe and secure and that our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments.

Alignment with Multi-Year Strategic Plan:

The Code of Conduct Administrative Procedure supports the Board’s Mission to educate students in faith-filled, safe, inclusive learning communities. This Administrative Procedures also supports the strategic priority to lead by fostering critical thinking, creativity, collaboration, and communication to enable all students to realize their God-given potential.

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

Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct sets clear standards of behavior. The Code of Conduct lays out a foundation for the establishment of a positive school climate that supports the achievement and well-being of all students and respects all human rights. Therefore, the Code of Conduct applies to the entire school community; this means that, the Code of Conduct applies to all individuals whether they are on school property; on school buses; in a virtual learning environment; at school-related events or activities; or in other circumstances that could have an impact on the school climate or on the mission of Catholic education. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and members of various community groups.

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct shall be the Code of Conduct for each Catholic school of the Board to:

- a) to promote the development of faithful students who seek to model their behaviour with consideration for the common good and models of faith;
- b) to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- c) to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- d) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- e) to encourage the use of non-violent means to resolve conflict;
- f) to promote the safety of people in the schools;
- g) to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis;
- h) to prevent bullying in schools;
- i) to ensure alignment with the teachings, traditions, and principles of the Roman Catholic Church.

Standards of Behaviour*Respect, Civility, and Responsible Citizenship*

All members of the Catholic school community must:

- a) respect and comply with all applicable federal, provincial, and municipal laws including the teachings and principles of the Roman Catholic Church;
- b) comply with all Ministry of Education, school board and school policies;
- c) demonstrate honesty and integrity;
- d) treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference;
- e) respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- f) respect the rights of others;
- g) show proper care and regard for school property and the property of others;
- h) take appropriate measures to help those in need;
- i) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- j) refrain from using abusive language or swearing at another person;
- k) respect the needs of others to work in an environment that is conducive to learning and teaching;
- l) not use personal mobile devices during instructional time except under the following circumstances:
 - for educational purposes, as directed by an educator;
 - for health and medical purposes; and
 - to support special education needs.

Safety

All members of the Catholic school community must not:

- a) engage in bullying behaviours, including cyber-bullying;
- b) commit sexual assault or sexual harassment;
- c) traffic in weapons or illegal drugs;
- d) commit robbery or theft;
- e) be in possession of any weapon, including firearms;
- f) threaten or intimidate another person;
- g) be in possession of alcohol, cannabis, and illegal drugs
 - including, possession of electronic cigarettes (vaping), tobacco and nicotine products
- h) use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products

- i) provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- j) inflict or encourage others to inflict bodily harm on another person;
- k) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- l) commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community; or
- m) record, take or share non-consensual recordings or photos of members of the school community

Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs

The [Smoke-Free Ontario Act, 2017](#) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

- The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

At minimum, in the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the educator or administrator. Principals have discretion under PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour and PVNC Catholic Administrative Procedures 908 and 910 to consider a range of responses to address this behaviour including suspension.

School Board Policy on Enforcement of Restrictions to Student Personal Mobile Device Use

For students in grades 7 to 12, their personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except

when their use is explicitly permitted by the educator under the circumstances outlined in policy.

- If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator or principal.

For students in grades 6 and below their personal mobile devices must be stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the educator or principal.

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy on personal mobile device use.

If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour and PVNC Catholic Administrative Procedures 908 and 910 to consider a range of responses to address this behaviour including suspension.

Responsibilities:

The Board of Trustees is responsible for:

- ensuring alignment with the Safe and Accepting Schools Directional Policy; and
- reviewing the Code of Conduct 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;

Superintendent of Safe Schools is responsible for:

- reviewing and revising this administrative procedure as necessary; and
- ensuring the Board's Code of Conduct is published on the Board's website so that it is available to students, parents, members of the school staff, community members, volunteers and school bus drivers/operators.

Superintendents of Learning and System Portfolios are responsible for:

- supporting the implementation of this administrative procedure.

Managers and Supervisors are responsible for:

- ensuring all individuals whom they supervise, whether directly or indirectly, are aware of this administrative procedure.

Principals and Vice-Principals are responsible for:

Under the direction of Board, principals take a leadership role in the daily operation of their school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community; and
- ensuring the Board's Code of Conduct is published annually (eg. student agenda book) and available to students, staff, and parents (eg. School website).

Teachers and Staff are responsible for:

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standards of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;

- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community; and
- prepare students for the full responsibilities of citizenship.

Students are responsible for:

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others; and
- follow the established rules and take responsibility for his or her own actions.

Parents are responsible for:

- Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:
- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child

Police are responsible for:

The police play an essential role in making our schools and communities safer.

The police provide support and investigate incidents in accordance with the 2016 Police/School Board Protocol based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

The police services and the Board will cooperate and coordinate their efforts to create and sustain safe learning environments that respects the legal rights of all students and staff at all times.

Progress Indicators:

- Board's Code of Conduct is implemented at all Board sites.
- Board's Code of Conduct is published on the Board's website so that it is available to students, parents, members of the school staff, community members, volunteers, and school bus drivers/operators.
- School climate surveys indicate that students, parents, and staff feel safe and secure and that our schools are welcoming, safe, respectful, equitable, inclusive, and accepting learning and teaching environments.
- School based discipline data reflects positive trends in student behavior.

Definitions:

Cyber-bullying - Bullying by electronic means, including,

- a) creating a web page or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Local Police/School Board Protocol - At the direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services, school boards and police services are to establish a protocol for the investigation of school related occurrences. This document was to be modelled after the Provincial Model for a Local Police/School Board Protocol.

Nexus – The umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student’s behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

Personal Mobile Device - Any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch, PCs, personal digital assistants (PDAs). Further, it is a device that is both

portable and capable of collecting, storing, transmitting or processing electronic data or images. This includes storage media, such as USB hard drives or memory sticks, SD or CompactFlash cards, and any peripherals connected to the device.

Provincial Code of Conduct - The Provincial Code of Conduct referenced in this Policy was released by the Ministry of Education on October 4, 2007 and most recently revised on April 28, 2024 - with an effective date of September 1, 2024. It is contained in Policy and Program Memorandum 128. The provincial Code of Conduct provides the framework for the School Board's Code of Conduct.

PVNC Code of Conduct - The Code of Conduct of the Peterborough Victoria Northumberland and Clarington Catholic District School Board aligns with the Provincial Code of Conduct found in Ministry of Education Policy/Program Memorandum 128, dated October 4, 2007 and most recently revised on April 28, 2024.

School Climate - School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

School Climate Survey - A School Climate Survey is an evaluative tool used to measure two closely related topics – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at a school. The results of the surveys are used by principals and staff to help promote an environment of respect, safety, and belonging for all students.

The Ministry of Education mandates that schools in Ontario administer a School Climate Surveys once every two years.

Virtual Learning Environment - A web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities and interactions within a course structure and provide for the different stages of assessment.

References:

- [Bill 13 – Safe and Accepting Schools Act – 2012](#)
- [Bill 157 - Keeping Our Kids Safe at School – 2009](#)
- [Bill 212 - Behaviour, Discipline and Safety – 2007](#)
- Ministry of Education Policy/Program Memoranda (PPM):
 - 120, “[Reporting Violent Incidents to the Ministry of Education](#)”
 - 128, “[The Provincial Code of Conduct and School Board Codes of Conduct](#)”
 - 141, “[School Board Programs for Students on Long-Term Suspension](#)”
 - 142, “[School Board Programs For Expelled Students](#)”
 - 144, “[Bullying Prevention and Intervention](#)”
 - 145, “[Progressive Discipline and Promoting Positive Student Behaviour](#)”
- [Provincial Model for a Local Police/School Board Protocol, 2015](#)
- [Local Police/School Board Protocol - 2016](#)
- [Ontario Education Act](#)
 - 265 (1) Duty of Principal, (m) Access to school or class
 - [Ontario Regulation 37/01 - Expulsion of a Pupil](#)
 - [Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Pupils](#)
 - [Ontario Regulation 521/01 - Collection of Personal information](#)
- [Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario's Equity and Inclusive Education Strategy, 2009](#)
- [Ontario Human Rights Code](#)
- PVNCCDSB Safe Schools Resources and Procedures Manual
- PVNCCDSB Records Management Manual

RELATED ADMINISTRATIVE PROCEDURES

- [AP 910, Safe Schools - Suspension, Expulsion, and Appeal](#)
- [AP 908 Safe Schools - Progressive Discipline and Promoting Positive Student Behaviour](#)



Administrative Procedure Report to the Policy Development Committee

Meeting Date: June 25, 2024

Presented by: Jonathan Di Ianni

Subject: AP912-Supporting-Positive-Student-Behaviour-Safety-for-All

Background:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board believes that students are best served in safe and caring classrooms with supportive and planned responses to address academic, social/emotional, behavioural, and medical needs. PVNC AP 912 articulates the road map to address individual learning needs.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Updates to timelines regarding BMS re-certification.

Attachments:

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



| BOARD ADMINISTRATIVE PROCEDURE | |
|--|---------------------------------|
| Administrative Procedure | Administrative Procedure Number |
| Supporting Positive Student Behaviour: Safety for All | 912 |
| Directional Policy | |
| 900-Safe & Accepting Schools | |

Title of Administrative Procedure:
Supporting Positive Student Behaviour: Safety for All

Date Approved:
June 25, 2024

Projected Review Date:
2029

Directional Policy Alignment:
Safe and Accepting Schools

Alignment with Multi-Year Strategic Plan:
The Supporting Positive Student Behaviour: Safety for All Administrative Procedure supports the Board’s Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board’s Multi-Year Strategic Plan to Value Relationships, Provide Excellence in Teaching & Learning, Nurture Mental Health and Well-being and to Ensure Equity.

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

Action Required:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board believes that students are best served in safe and caring classrooms with supportive and planned responses to address academic, social/emotional, behavioural, and medical needs. The PVNCCDSB also believes in providing equitable and inclusive learning opportunities that identify and remove systemic barriers to student achievement, participation and well-being, and that foster a learning and working environment free from oppression, discrimination, and harassment. The PVNCCDSB is committed to the Universal Design for Learning Framework that ensures all learners can access and participate in meaningful and challenging learning opportunities. The PVNCCDSB is also committed, as part of a shared responsibility with all employees, to provide a safe and healthy work environment as outlined in the Occupational Health and Safety Act.

There are some students who may develop a pattern of unsafe, and possibly injurious, behaviour and who present a risk of injury to themselves, other students, and/or those who support them. Some students require instruction and support to develop the skills necessary to self-regulate and strategies to manage their behaviour and maintain safety. For most of these students, well-planned prevention and safety intervention strategies, and an ongoing review of programs, will significantly reduce or eliminate unsafe behaviour and the risk of injury.

This administrative procedure outlines a process to follow when a student demonstrates unsafe behaviour. Principals are expected to ensure a safe, caring, equitable, and inclusive school environment for all while committing to the student's right to an appropriate education and supporting employees in creating and maintaining a safe and healthy work environment. The administrative procedures in this document will assist school principals with meeting the needs of all students while ensuring the safety of all.

Guidelines:**1. Staff and Student Safety: Positive Behaviour Supports**

Progressive discipline requires that positive behaviour supports be used as an approach to working with challenging behaviour. Using positive behaviour supports implies that staff:

- Understand and support students in their behaviour change process by utilizing specific teaching strategies, e.g. Applied Behavioural Analysis strategies, personalized self-regulation plans, Restorative Practices, etc.;

- Apply a methodical approach of observation and data collection (eg. ABC tracking);
- Analyze the relationship between the behaviour and the context to determine the motivation behind (i.e. function of) the behaviour;
- Attempt to discern the antecedents of the behaviour and potential triggers;
- Analyze the stressors impacting on the student across the 5 domains of regulation (biological, emotional, cognitive, social and pro-social);
- Reduce potential triggers and overall stress load on the student in the environment in certain settings and during certain events (eg. transitions); and,
- Model, teach and support the student to adopt alternative behaviours

The following are integral components of a positive behaviour support approach:

a) Behaviour Data Tracking

A behaviour data tracking tool is one in which entries can be made quickly, yet one that provides enough information for evaluation and improvement of the student's program. Tracking tools should contain basic information, such as the date and time of the incident, an analysis of the student's overall stress load, the antecedent (what occurred immediately before the behaviour), a brief description of the behaviour, the duration of the behaviour, the intervention used, who was involved, and the consequence(s) of the behaviour (what occurred immediately after the behaviour).

The principal will ensure that accurate and up-to-date behaviour data tracking is maintained and analyzed. Behaviour data tracking is to be considered during a review/debrief after a reported incident on the Violent Incident Form 17 (see Appendix A), during each reporting cycle and whenever the Individual Education Plan (IEP), if applicable, is updated. Behaviour data tracking is essential in determining appropriate student programming (including IEPs, support staff allocation, Safety Support Plans) and staff Safety Support Planning.

b) Safety Support Plan

The Safety Support Plan (see Appendix C) is a response plan developed for students whose unsafe behaviour presents a risk of injury to self and/or others. Principals are responsible for ensuring that Safety Support Plans are data-driven, realistic, developed collaboratively with school staff members, and that consultation with parents/guardians/caregivers occurs as part of the process. Consultation can also include Board professional staff, and external

professionals and/or agencies involved with the child, where appropriate, and where consent has been obtained. However, final decisions on IEPs, Safety Support Plans, and school procedures remain the responsibility of the school principal to ensure implementation.

When a Safety Support Plan is first developed for a student, the school personnel should ensure that the Safety Support Plan information is updated in SEOS on Form 32a (see Appendix C). While Safety Support Plans are unique for each student, they generally include the following information:

- a description of the observable safety concern(s);
- critical proactive supports, a description of the escalation cycle and responsive support provided;
- communication procedures for all staff;
- necessary Personal Protective Equipment (PPE).

Initiated by the principal, existing Safety Support Plans are to be reviewed at a minimum once in each term/semester, and concurrently with a student's IEP, if applicable. Safety Support Plans are working documents, to be revised as necessary. A Safety Support Plan should be reviewed and updated when there is a change in behaviour that could increase the potential for violence, and when there is a violent incident involving a student. If a staff member working with the student, or the parent/guardian feels that the student's Safety Support Plan needs to be reviewed, he/she may bring that request to their principal/vice-principal's attention at any time. It is the principal's responsibility to address safety concerns in the workplace, on behalf of the Board.

Parent(s)/guardian(s) will be consulted during the creation and/or review of the Safety Support Plan and/or if updates are considered during the school year. All staff members who work regularly with the student will be involved in the development and/or review of the Safety Support Plan.

Safety Support Plans are no longer required where the school team has evidence that the unsafe behaviours no longer exist. The evidence would show a period of time, to be determined by the school team, without any incident of unsafe behaviour with the potential to cause a risk of injury to self and/or others, as outlined in the Safety Support Plan. This decision is supported by behaviour data tracking. Parents/Guardians will be consulted regarding the removal of a Safety Support Plan. When a Safety Support Plan is no longer required, school personnel should update the information in SEOS on Form 32a. While consultation is required, whether or not staff or parents may agree, it is the principal's decision to initiate or remove a Safety Support Plan.

2. Assessment of Risk

When a staff member at a school identifies unsafe student behaviour that is likely to cause a risk of injury, the following process will be followed:

- The staff member communicates the details of the behaviour to the school principal or vice principal;
- If the identified behaviour meets the definition of workplace violence under [Administrative Procedure 509 : Workplace Violence Prevention](#), then the employee will complete and file a Workplace Violence Incident Form (see Appendix A);
- The principal arranges for a meeting to discuss these behaviours. The meeting should include a review of any Ontario Student Record (OSR) documentation, including the IEP, if applicable, and relevant assessments that may support understanding of the nature and causes of the behaviour. The action items resulting from this meeting will include procedures for staff members to summon assistance, including alternate arrangements if the first contact is not available, as well as other measures that may reduce the incidents of unsafe behaviours. Some form of behaviour tracking will also be put in place after this meeting. When a meeting cannot be scheduled promptly, the principal should organize and communicate procedures for staff members to summon assistance as well as other measures that may reduce the behaviour;
- The meeting should also identify positive behaviour supports, including strategies to promote self-regulation skills, which may be outlined in the Safety Support Plan and/or IEP;
- Where the behaviour causing a potential risk-of-injury is of significant frequency or intensity, the principal may determine that a formal Safety Support Plan needs to be put in place immediately. The procedures for communication to staff will also need to be put into place following completion of the Safety Support Plan;
- A safety audit of the classroom and school environment (see Appendix J) may be conducted as part of, or after, this meeting;
- A referral for central special education support may also be sought after the meeting, as per the PVNC Intervention Checklist (see Appendix K);
- A follow-up meeting will be scheduled. This meeting will review the behaviour tracking data as well as the impact of any positive behaviour supports;
- The principal may determine that a Safety Support Plan is not required at that time, but that the staff supports, positive behaviour supports and continued behaviour tracking are sufficient;
- In the case of a risk to safety, the principal will consider whether a Violent Threat Risk Assessment (VTRA), is appropriate, and if necessary, consult with the Superintendent of Schools, as per the [PVNCCDSB VTRA protocol](#);

- Meeting minutes will be recorded on Case Conference SEOS Form #4 (see Appendix H).

Where a Safety Support Plan is in place, the level of risk will be reviewed on an ongoing basis, and at a minimum once each term, by appropriate staff to determine if prevention and intervention strategies are working.

During the assessment of risk and as part of the ongoing review, the school team (e.g. principal, Special Education Resource Teacher [SERT], classroom teacher, Educational Assistant [EA]) will consider the following:

- A review of existing medical/neurological/developmental professional assessment information by appropriate professionals (e.g. physicians, psychology, social work, speech-language pathology, occupational therapy, physical therapy), where available;
- Whether the unsafe behaviour(s) is/are a manifestation of an identified exceptionality or diagnosed medical condition;
- A review of the current IEP, if applicable, with respect to appropriate programming and accommodations;
- A review of the Safety Support Plan as needed with respect to appropriate intervention and emergency response procedures;
- A review of current in-school staffing needs to ensure a caring and safe school environment for students and staff (this includes the staff training required (e.g. Behaviour Management Systems Training [BMS] training, Applied Behaviour Analysis (ABA) strategies, self-regulation skills), along with an analysis whether available staff can safely carry out the necessary interventions;
- A safety audit (Appendix J) of the classroom and school environment, which also considers self-regulation supports;
- A review of the protective and/or safety equipment required to ensure a safe working environment for the students and staff;
- A review of community agency support for the student and family, or the need for parent/guardian referral assistance in obtaining support.

3. Confidentiality and Safety

Education programs and services are subject to the provisions of privacy legislation including, but not limited to, the Education Act, Municipal Freedom of Information and Privacy Protection Act (MFIPPA), the Child and Family Services Act (CFSA) and the Personal Health and Information Protection Act (PHIPA). Student information, including programs, services, and supports are private and confidential. That may include, but is not limited to, discussions, correspondence, and meeting notes for

students whose unsafe behaviour may present a risk of injury. Staff are required to obtain appropriate informed consent prior to sharing this information.

In the event that there is a risk of workplace violence from a person/student with a history of violence, disclosure of information may be necessary to assist in preventing incidents where there is potential for injury. In this situation, a principal will share pertinent personal information with affected workers without informed consent. This may include providing them with a copy of the pertinent student Safety Support Plans. These plans are to be kept confidential and in a secure location at all times. The Ontario Occupational Health and Safety Act (OHSA), Section 25(2)(A), states that, “an employer shall provide information, instruction and supervision to a worker to protect the health and safety of the worker” and shall, “advise a worker of the existence of any potential or actual danger to the health and safety of a worker of which a supervisor is aware”. Further to that, in compliance with OHSA (Section 32.0.5 [4]), the supervisor shall not disclose more personal information than is reasonably necessary to protect the worker from injury.

a) Work Experience

Students benefit from various forms of experiential learning opportunities, including work experience, cooperative education, and school-work transitions. Experiential learning programs provide all students, including those with special education needs, a valuable opportunity to complement academic programming and are a valuable component of a student’s comprehensive education and career/life planning program regardless of their post-secondary destination. With regard to potential safety concerns, the employer and/or supervisor will be made aware of the student’s behaviour needs prior to the start of the placement. In all cases, disclosure of a student’s personal information shall be limited and narrow to fulfil the stated purpose. In cases where there is a concern of sharing personal information with a student’s employer and/or supervisor, school staff should consult with their principal and/or Family of Schools superintendent, as well as obtain parent/guardian consent permitting the sharing of personal information, prior to the start of the placement.

b) Transportation

Students, including those that could present a risk of injury to self and/or others, may be provided with transportation to and from school and/or as part of their academic program. With regard to potential safety concerns while being transported, the transportation provider, such as the Student Transportation Services of Central Ontario (STSCO) or the Trillium Lakelands District School Board in the City of Kawartha Lakes, will be made aware of the student’s behaviour needs and/or safety requirements to reduce the risk of injury to self

and/or others prior to the service being provided. In all cases, disclosure of a student's personal information shall be limited and narrow to fulfil the stated purpose. The school staff will obtain parent/guardian consent permitting the sharing of personal information, prior to transportation being provided. If parents refuse to share this information, then transportation may be withheld.

c) Childcare Centres in Schools

Students, including those who could present a risk of injury to self and/or others, may attend a before- or after-school childcare program which is housed in the school building. There could be important information about the student's activities and experiences, which would be beneficial to share between the settings in the interests of safety. The school and the childcare will obtain parent/guardian consent permitting the sharing of personal information about the child in the other setting.

4. Admission of Students with a Current Pattern of Unsafe Behaviour

a) From Another School Within PVNCCDSB

Ongoing, comprehensive behaviour and risk of injury management is part of the student transition process, and involves collaboration among school and board professionals, along with parents/guardians and community professionals. It is essential that information about students whose unsafe behaviours pose a safety risk, be responsibly shared between administrators of sending and receiving schools/programs. When the sending PVNC principal is aware that a student with a history of unsafe behaviour is moving to another PVNC school, it is imperative that the principal of the sending school alert the principal of the receiving school before the student arrives at the new school. The receiving principal will then share the information on these behaviours with those staff who might be interacting with the student. When a student arrives to be registered from another school in the board, schools may contact the previous school to discern if the student had any unsafe behaviours that posed a risk of injury. If the student was on a Safety Support Plan in the sending school, this plan should continue at the receiving school, with appropriate modifications, until it is determined that the plan is no longer necessary.

b) From Outside of the Board

When a student is registering to attend a PVNCCDSB school (whether from another board, a specialized program, or is beginning school for the first time),

the principal has the right to request to communicate with the previous school's administration and/or external agencies involved with the student. Permission is granted for this communication with the previous school through the parent signature on the [PVNCCDSB registration form](#). Successful and timely entry into the school is dependent upon the receipt of all relevant information to plan the student's program. Once the principal is aware of any behaviour needs, which could impact safety, entry procedures include, but are not limited to, the following:

- The principal or designate asks parents to complete a registration form;
- The student does not begin in the classroom until the principal or designate initiates an intake meeting, which involves parents and relevant PVNCCDSB central staff, such as the Special Education Consultant, and possibly external agency personnel;
- Understanding that the request for the OSR occurs after enrolment, and that OSRs do not always arrive in a timely manner, efforts should be made to gather information from the OSR to include, where available:
 - Documentation on current/existing health information, including diagnoses and medications;
 - Current behaviour tracking, Safety Support Plan, IEP, if applicable;
 - Previous Safe Schools reporting forms (suspension, expulsion, violent incidents);
 - Current support staff allocation, if applicable;
 - Current/existing assessment information from professional staff (e.g., psychology, social work, speech/language, attendance, physiotherapy, occupational therapy, Intensive Behavioural Intervention (IBI)/Applied Behaviour Analysis (ABA) providers);
 - Current/existing assessment information from involved community agencies/services;
 - Identification Placement and Review Committee (IPRC) decision information, including a history of the student's strengths and needs, if applicable;
 - Parent/guardian interventions and prevention strategies;
 - A current safety audit (Appendix J) of the new board classroom and school environment which also includes self-regulation supports;
 - Information regarding progressive discipline or probation/police, as appropriate.

Actions may include, but are not limited to:

- Completing a School Entry Form #37 (see Appendix F);
- Conducting a Violent Threat Risk Assessment (VTRA);

- Communicating the entry timeline to staff and parents/guardians. Entry may be reasonably delayed until a Safety Support Plan is completed and staff is made aware of the contents of the Safety Support Plan;
- Informing all relevant staff of the level of risk;
- Identifying staff needs (qualifications, training, and equipment requirements) to ensure a safe school environment;
- Identifying alternative measures to be implemented in case of staff absence;
- Designating the staff who are to be involved in revising/preparing the Safety Support Plan (will include the classroom teacher and support staff, if applicable);
- Involving community agencies/services during the entry process (pre-observation, consultation, transition supports, and follow-up);
- Identifying which additional Board services, if any, could be provided or recommended to the family;
- Identifying needed community agency/service supports (if not already present) for the student/family during the referral process.

If a principal from another school board is requesting information about a student who was formerly enrolled in a PVNC school, and that information would not reside in the student's OSR, then consent from the student's parents, or the student if over the age of 18, will be obtained.

5. Notification of Risk of Injury

The Occupational Health and Safety Act requires that employers inform workers of any hazard in the workplace (OHS Act 1990, 25(2) (d), 32.0.5). The Ministry of Labour, Occupational Health and Safety, in its interpretation of this clause, has included risk of injury from students with a history of unsafe behaviour. Accordingly, school principals will ensure that all employees who have regular contact with students with a current history of unsafe behaviour in school are informed of any risk of injury when interacting with these students prior to working with the student. The duty to inform employees is limited and applies only when: (a) the employee can be expected to encounter the person in the course of his or her work; and (b) the risk is likely to expose the employee to injury.

Accordingly, principals will ensure that appropriate Safety Support Plans are in place and implemented. The principal will also ensure that staff is informed of any student whose unsafe behaviour presents a risk of injury to staff or other students, and that staff are informed of all safety strategies and interventions that are in place or are to be

implemented. Staff will be informed that they must report concerns of unsafe student behaviour to the principal.

Others who are likely to encounter a student whose unsafe behaviour could cause a risk of injury, such as central PVNCCDSB staff, occasional personnel, parent volunteers, etc., should also be provided with the necessary information and instruction, as appropriate. The recipients of this information will keep it confidential.

6. When an Employee is Threatened, Put at Risk of Injury, or Injured

When an employee is threatened, put at risk of injury, or injured, the following procedures will occur:

- The employee will summon immediate assistance if required;
- The employee will report the circumstances to his or her supervisor and notify the principal immediately;
- An Employee Incident/Injury Report Form 5 (see Appendix E) will be used to document the circumstances of any harm caused by a student. It will be signed by the employee and sent to Human Resource Services within 24 hours;
- If the incident is violent in nature, the employee will also complete a PVNC Workplace Violence Incident Form 31 (see Appendix F) , and submit to the principal, as well as a Safe Schools Form (see Appendix B), and submit it to the principal;
- The principal will assist the employee who has been subject to aggressive or violent behaviour in seeking medical intervention and will report to the area;
- The principal will investigate the circumstances, mitigating and otherwise, surrounding the incident and inform Human Resource Services if any injury occurs. Based on the findings of the investigation, the principal will determine the appropriate response, including actions to prevent a recurrence;
- The principal will hold a post-incident debrief (see Appendix G) with all staff involved as soon as possible after the incident. The principal will decide the most appropriate time to hold the debrief;
- If there has been a violent incident, the principal will ensure that Violent Incident Form 17, is completed, copied appropriately, and stored in the student's OSR;
- If a physical intervention has been used, school staff will, within 24 hours, attempt to contact the parent/guardian, and will complete the Physical Intervention Report Form 32c (see Appendix C), in collaboration with the principal;
- The Human Resources (HR) Department will notify PVNC's Multi-site Joint Health and Safety Committee if Form 5's or Form 31's are submitted to HR;

- A Safety Support Plan will be developed (if not already in place) if behaviour needs more extensive interventions. Central staff will be consulted, as part of the development of such plan;
- Any staff member or parent/guardian who feels that an aggressive or violent incident has not been addressed effectively may request a review by the Family of Schools Superintendent;
- The principal will make staff aware of resources for support including the Employee Family Assistance Plan (EFAP) and services that can be provided by PVNCCDSB's Staff Wellness Coordinator.

7. Staff Absences

Prior planning for staff absences with the regular school staff is essential, particularly when it has implications for staff working with students who have behaviour needs. Occasional teachers, Special Education Support Staff (SESS), Registered Early Childhood Educators (RECEs), Teachers in Charge (TICs) and other staff will receive plans for their assignment as written and left by those whom they are replacing. These documents contain, where applicable, copies of IEPs, Safety Support Plans, and a list of students who have Safety Support Plans with whom the occasional staff member may work.

Principals will develop contingency plans with staff for those situations in which occasional employees are not available. This planning should be done before the student begins a program and will include alternative safety measures to be implemented in case of staff absence. Alternatives could include temporary reassignment of existing site staff, or temporarily placing the student in another classroom or safe location in the school. In planning for these situations, it would be advisable that (where possible) students who are requiring contingency plans have opportunities to interact with those staff members in the school who are part of the contingency plan, prior to enacting the plan. Contingency plans may be communicated to parents of those students who require more intensive support, as appropriate. Support Staff will maintain up-to-date emergency supply plans to be kept in a central location, such as the Main Office or the Resource Room, if applicable.

8. Personal Protective Equipment (PPE)

The Occupational Health and Safety Act (OHSA) and Education Act requires that the PVNCCDSB, as an employer, assess risk to personal safety regularly and respond to reduce the risk for all students and staff. The OHSA requires that, where safety risks can be eliminated or reduced through the use or wearing of PPE, this equipment will be provided to, and used by, staff, including occasional staff. PPE is used in conjunction with, not in place of, the implementation and teaching of social-emotional

and self regulation skills and/or behaviour management strategies, as part of a Safety Support Plan and possibly an IEP.

The need for PPE will be determined collaboratively by the school team and central staff. When the school principal, through discussion with the staff who support a student and through examination of the behaviour tracking data, believes that the student's behaviour presents a risk of injury that could be mitigated through the use of PPE, a request shall be made to the Facilitator of Special Education Support Staff, who will then communicate with the Health and Safety Officer. If the student has special needs, then the Special Education Consultant for the school shall be made aware of the request as part of the Intervention Checklist. This measure should also be included in the student's Safety Support Plan.

As part of the ongoing consultation process, parents/guardians will be informed when PPE is going to be accessed as a safety measure. If requested, parents/guardians will be shown the equipment and understand the purpose and circumstances in which it is being accessed.

The use of PPE will be documented on Personal Protective Equipment and Staff Safety Support Plan Form 60 (see Appendix I), and attached to the student Safety Support Plan. The form indicates when the equipment needs to be worn or accessed. In some cases, the expectation will be that the equipment must be worn at all times. While it is preferable that PPE is only accessed when necessary, considerations such as the potential for injury and the ability to access equipment during an escalated situation are also important.

When PPE is accessed to lessen the potential risk-of-injury, its ongoing use will be monitored through behaviour data tracking in order to discern the continued need for the equipment.

9. Physical Intervention with Students

a) Training

The use of physical intervention on the part of appropriately trained staff may be required to protect students or themselves from behaviour which could cause injury. The principal will ensure that staff members assigned to work with students who present an ongoing risk of injury to self and/or others are adequately prepared for the assignment. Adequate preparation includes awareness of the unique behavioural needs of specific exceptionalities and diagnoses, training in prevention and intervention, and professional knowledge

regarding the preparation of Safety Support Plans and IEPs. The Special Education Department staff can support schools in this training and support.

Staff members who work on a regular basis with students whose unsafe behaviour presents a risk of injury to themselves or others are required by PVNCCDSB to have up-to-date training in managing behaviour that presents the risk of injury; BMS Training is the current PVNCCDSB approved safety training. It focuses on the identification and prevention of behaviour that can escalate into crisis and the teaching of non-verbal, verbal, and physical intervention techniques that will enable staff to effectively defuse escalating behaviour. BMS recertification occurs on a biennial basis. Staff who have received BMS Training will respond to escalating or violent student behaviour by using the safest and least intrusive interventions before proceeding to more intrusive and physical interventions as the situation requires.

Where the above referenced staff members do not have qualifications in the current board-approved safety training (i.e. BMS), the principal is to arrange for training on the next available training session, or earlier, if necessary. The Superintendent of Learning: Special Education Services should be contacted if ongoing risk of injury management strategies identify that further student-specific training is required or when training should occur prior to the next available training date.

b) Planning

Details involved in the use of planned physical intervention with a student will be identified in the student's Physical Intervention Plan (SEOS Form 32b - see Appendix D). A Safety Support Plan that includes planned physical intervention will outline the following details/ procedures:

- indicators that the student's unsafe behaviour presents an imminent safety risk and that physical intervention is required;
- who will assist in containing the student;
- a contingency plan for staff absences;
- containment techniques to be used, following BMS protocols;
- safety/protective equipment needed;
- how the student's condition will be monitored;
- how it will be determined when to discontinue the physical intervention;
- communication with school administration.

Employees of the Board are not required to intervene in any situation if intervention would cause immediate physical harm to himself or herself or to a student or another person. This eventuality needs to be specifically addressed in the student's Safety Support Plan.

Under the Occupational Health and Safety Act (OHSA), workers have a right to refuse work or do particular work where the worker has reason to believe that workplace violence is likely to endanger themselves. However, *Regulation 857 - Teachers*, made under the OHSA, states that this right does not apply to teachers, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy. In alignment with [AP 809](#) Occupational Health and Safety, the Board, along with all of its employees, in recognizing the Internal Responsibility Systems Philosophy, will take every reasonable precaution under the circumstances to protect the health and safety of the employee.

10. School Safety Audit for Supporting Positive Student Behaviour

As part of ongoing safety management in the school, the principal will conduct a classroom and school safety audit, using the School Safety Audit Checklist for Supporting Positive Student Behaviour (see Appendix J), which includes a review of self-regulation supports, specific to the needs of students with unsafe behaviour. Potential threats to the student's own safety, or to others in the general school environment and school yard, need to be identified by staff, and precautionary procedures established. As unsafe behaviours emerge, safety audits would occur more frequently in order to address potential safety concerns in a timely manner.

11. Use of designated self-regulation spaces outside of the classroom

Self-regulation strategies in the classroom that support a variety of regulation needs, that assist students to remain in their regular classroom should be the first approach. These strategies are best employed as part of a systematic and comprehensive program to support safe, caring, equitable, and inclusive classroom environments.

Where these in-class strategies are not successful or where they need to be supplemented, the focus moves to providing the student with opportunities to self-regulate through activities outside of the classroom, connecting with a preferred adult, performing physical tasks or moving to a different classroom or other learning space. The student should be supervised during these activities under the continued programming, and continued assessment of the classroom teacher.

Only after these strategies have been attempted and the behaviour tracking demonstrates that they are not entirely successful should a designated self-regulation space outside of the classroom be considered as a part of a self-regulation strategy and it must/should be done in conjunction with the observations of, recommendations of, and collaboration with an Occupational Therapist (OT), Physical Therapist (PT), or other relevant professional.

The use of a designated self-regulation space outside of the classroom is based on the concept of reducing environmental and body triggers, as well as stressors, as a coping strategy for students in elevated and/or depressed emotional states of arousal. The main purpose of the area is to support the student in the implementation of self-regulation strategies, resulting in the reduction of challenging behaviour as recommended by OT, PT, or other relevant professionals. The space may contain materials to assist the student in regulating methods (e.g. fidget toys, visual supports that provide options/instructions, mats for reclining, calming music, etc.) as recommended by the OT, PT, or other relevant professional. A student in a designated self-regulation space outside of the classroom must be supervised by a staff member at all times while continuing to be programmed for, and assessed by, the classroom teacher.

The Safety Support Plan should state when and for what purpose the designated self-regulation space outside of the classroom will be used by the student and follow OT recommendations. The parent/guardian should be informed and agree to the use of the designated self-regulation space for the student; further, they should be given the opportunity to see the space if requested.

The use of a designated self-regulation space outside of the classroom is not necessarily a long-term strategy and needs to be re-evaluated when the Safety Support Plan is reviewed at a minimum. If the student has an IEP, it should be re-evaluated as a strategy each time that the IEP is reviewed, which is minimally once in each term/semester. The school team, in consultation with the parents, should consider the amount of time the student uses the space, the impact on other learning goals, the impact on social interaction and, where a student is transitioning to a different placement, possible lack of access to these spaces in other environments.

12. Calling 9-1-1

Calling 9-1-1 for emergency assistance by police and/or medical services should be given primary consideration where the unsafe behaviour(s) and/or physical attributes of the student pose imminent risk of harm with the potential for substantial physical injury to self and/or others (such that BMS techniques cannot alleviate the risk of substantial injury).

The principal may choose to share information with the school's Community Police Liaison Officer to reduce the potential risk-of-injury, in order to proactively identify and outline additional supports the police are prepared and able to offer, with respect to implementing violence-prevention strategies in the school. In all cases, disclosure of information shall be limited to fulfil the stated purpose. Principals shall consult with the [Joint Police School Board Protocol](#), and possibly with their respective Family of Schools superintendent, when considering what personal information should be released to law enforcement officials.

13. Debriefing Incidents

BMS protocol states that debriefing incidents where there was a significant safety risk serves both as an immediate response and as a component in developing new prevention/intervention strategies.

All unsafe behaviour incidents involving students place considerable stress on staff and students. A debrief allows those involved to express their reactions, become aware of school and board-based supports, what worked well, what could be improved, and the subsequent next steps as a school team. Those involved in the incident can make the decision to have a debrief as a team.

Post-incident staff debriefing is most effective when:

- It is scheduled as soon as possible following the incident;
- There is a facilitator who can remain objective;
- Confidentiality is respected among team members and in the extent of information shared;
- Everyone is allowed to talk about what happened and how they felt during and after the incident;
- Everyone is informed about what is happening with the student involved (consequences/follow-up actions);
- Feelings are validated (each person's experience is unique and normal);
- There is no judgement/no criticism of actions or emotions (not a sign of weakness or incompetence);
- There are no platitudes (cliché statements such as "it's not worth worrying about", "you'll feel better tomorrow", etc.);
- Counselling is left to the professionals;
- Additional help is discussed (Board professionals, Employee Family Assistance Program (EFAP));
- Individual strengths are recognized.

Principals can refer to the Post-incident Staff Debrief Form (see Appendix G) at the time of the debrief for guidance. Information includes who was involved, the nature of the interventions, a description of the incident, an analysis of what worked well, and suggestions for next steps.

14. Students with Special Needs

Principals are responsible for ensuring that IEPs, behaviour data tracking tools, and Safety Support Plans are developed collaboratively by all school staff involved with a student with special needs, and that consultation with centrally-based special education staff and outside agencies are included in the process where appropriate. Parents/guardians shall be consulted in these processes under the Education Act.

The Ministry of Education's [*Caring and Safe Schools in Ontario*](#), 2010 document outlines specific conditions and other factors affecting behaviour in order to help educators better understand their students' needs. From a progressive discipline perspective, this information is important in promoting positive behaviour and in addressing inappropriate behaviour: "Where the nature and severity of student behaviour point to the need for suspension, consideration of mitigating circumstances and other factors is mandatory. If a decision in favour of suspension is ultimately made, mitigating circumstances and other factors must also be taken into account in determining the duration of the suspension." (p.50)

Mitigating circumstances applicable to the student when considering progressive discipline are:

- The student does not have the ability to control his or her behaviour (as a function of a medical condition, for example).
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour (as a function of cognitive development, for example).
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

In the case of a student for whom an Individual Education Plan (IEP) has been developed, other factors to consider are:

- whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
- whether appropriate individual accommodation has been provided;
- whether the suspension or expulsion is likely to result in an aggravation or

worsening of the student's behaviour or conduct.

For a student with special needs who is demonstrating unsafe behaviours, the IEP should identify alternative curriculum expectations in one or more of the areas of social skills, self regulation and social communication, along with appropriate teaching strategies and evaluation methods. The IEP will include:

- Articulated needs in the areas of self regulation, social-emotional skills, and/or social communication that are linked to assessment;
- Accommodations and/or modifications appropriate to the needs identified that support proactive strategies;
- The student's current level of achievement, including recurring behaviours that interfere with school achievement or success as sourced from assessment data (e.g. report cards, professional reports, etc.) and/or behaviour data tracking;
- Alternative learning expectations to address the areas of need identified;
- Positive behaviour support strategies geared to meeting the alternative goals and expectations;
- Assessment tools, appropriate for measuring improvement, e.g., behaviour data tracking tools.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this administrative procedure to ensure its alignment with the Safe and Accepting Schools Directional Policy;
- Reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring that the Safe and Accepting Schools Directional Policy and all Administrative Procedures falling under it are in line with, and expressive of, the PVNC Multi-year Strategic Plan: Vision, Mission and Strategic Priorities;
- Overseeing implementation of this Administrative Procedure.

Superintendents of Learning – Special Education Services is responsible for:

- Overseeing delivery of Special Education Services;
- Overseeing safety training, program adjustments and staff/resource needs that may be required to balance the safety and learning needs of students with special education needs.
- Reviewing and revising this administrative procedure as necessary.

Superintendents of Learning – Human Resource Services is responsible for:

- Acting as a resource for, and ensuring compliance with, the *Occupational Health and Safety Act* and to communicate with the Ministry of Labour, and/or the Joint Occupational Health and Safety Committee where appropriate;
- Assisting with procedures for employee support, deployment, and communication to union affiliates and response to concerns.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting principals in the implementation of this administrative procedure.
- Ensuring principals are supported in following the procedures & strategies as outlined in this administrative procedure and communicating expectations as required.

Principals and Vice-Principals are responsible for:

- Ensuring the safety of staff and students at the school through the facilitation of supportive and planned responses to address academic, social/emotional, and developmental behavioural and safety needs;
- Reviewing with all staff annually all emergency procedures, including those for summoning immediate assistance when required;
- Reviewing with all staff early in the school year their obligations to report unsafe behaviour, and the forms which facilitate this reporting;
- Conducting an investigation into all potential and reported incidents of unsafe behaviours and establish a school plan to alleviate the safety concern;
- Using progressive discipline and mandated alternate settings appropriately, including consideration of all mitigating factors;
- Reporting incidents of workplace violence requiring medical attention to their Family of Schools Superintendent, as well as to the PVNC Health and Safety Officer, within 4 days;
- Ensuring that all those who work regularly with students demonstrating unsafe behaviours are notified of any risk-of-injury, the nature of the behaviour that could present a risk-of-injury, the intervention strategies in place to prevent injury, the expected staff response should the behaviour occur and the specific incident reporting procedures;
- Establishing and communicating clear processes for the development, review and communication of Safety Support Plans, including Physical Intervention Plans;
- Initiating the review of Safety Support Plans;

- Ensuring that parents are informed of positive behaviour supports in place for their children, and that they are consulted in the development of Safety Support Plans, including Physical Intervention Plans;
- Ensuring that preventive programming and instructional interventions are implemented to respond to unsafe student behaviours.
- Ensuring that staff, permanent and occasional, are provided with the required information and instruction related to a Safety Support Plan, including a Physical Intervention Plan, to work with students who are likely to demonstrate unsafe behaviour;
- Ensuring that personal protective equipment (PPE), if required, is provided, monitored and used in accordance with this administrative procedure;
- Promoting staff awareness and acceptance of Behaviour Management Systems (BMS) principles;
- Promoting staff awareness and understanding of practices that promote positive mental health and well-being;
- Encouraging all staff to approach student behaviour in the same cyclical method as improvement in academic skills – gather information, set goals, implement, review progress, modify plans accordingly;
- Being familiar with relevant documentation, legislation and issues of confidentiality, and sharing this information with staff, parents, and community members, as appropriate;
- Facilitating a school and classroom safety audit specific to supporting student needs including available self-regulation supports;
- If a student transfers out of their school into another PVNC school, communicating appropriately with the receiving PVNC principal any relevant information around safety concerns;
- Ensuring that tracking of behaviour has been initiated, where appropriate;
- Ensuring that an IEP, including alternative program page(s) in one or more areas of social-emotional skills, self-regulation and social communication, has been developed and implemented for special needs students exhibiting unsafe behaviours;
- Ensuring that post-incident debriefs occur, when required, as per this administrative procedure.
- Ensuring that the use of alternative spaces for self-regulation needs are designed with the recommendations of an Occupational Therapist, Physical Therapist or other relevant professional, that the need for the space is re-evaluated along with the safety support plan, and that the student remains to be programmed for and assessed by the classroom teacher.

Staff are responsible for:

- Implementing early, ongoing, preventive, supportive and planned interventions to address students' academic, social/emotional, and developmental behavioural and safety needs, as per the PVNC tiered Intervention Checklist;
- Deliberate planning of the classroom and school environment to support students' social-emotional and self-regulation needs, as appropriate;
- Bringing safety concerns to the attention of the principal;
- Following procedures laid out in the student's Safety Support Plan, including the Physical Intervention Plan;
- Co-creating the Safety Support Plan if the staff member works directly with the student on a regular basis;
- Providing copies of student's Safety Support Plan, including the Physical Intervention Plan, for occasional staff when absent;
- Contributing to a post-incident debrief, when necessary;
- Wearing PPE as required;
- Maintaining the confidentiality of student information.

Students are responsible for:

- Contributing to a caring and safe school environment at all times to the best of their abilities;
- Learning to advocate for their needs in an appropriate manner;
- Contributing to decisions about their individual programs, where applicable.

Parents are responsible for:

- Providing school staff with all relevant information in order to program appropriately for the student;
- Being knowledgeable about, and/or contributing to, a student's Safety Support Plan, including the Physical Intervention Plan, if applicable;
- Being knowledgeable about, and/or contributing to, a student's IEP;
- Supporting the school staff in implementing the Safety Support Plan and/or IEP.

Progress Indicators:

- Students are served in classrooms that have caring and safe climates with preventive, supportive and planned responses to address academic, social/emotional, and developmental behavioural and safety needs;
- Incidents of unsafe behaviour decrease;
- Staff feel a sense of self-efficacy in addressing unsafe behaviours;
- School climate surveys indicate that staff and students feel safe, included and supported in their learning and work environments respectively.

Definitions:

Behaviour Data Tracking

This is ongoing daily tracking of behaviours, including self-regulation needs. It is an important component in identifying patterns in the student's behaviour, modifying or adjusting intervention strategies, and evaluating the success of the Safety Support Plan and possibly the IEP. Since it details ongoing behaviour and self-regulation needs, it is also an important tool when communicating with parents/guardians/ caregivers, community agency support services, school administration, and special education services involved in the management of unsafe behaviours.

Imminent Risk of Harm

An immediate and impending threat of a person causing substantial physical injury to self or others.

Intervention Checklist

The PVNCCDSB Intervention Checklist is a tiered intervention approach for supporting students. Tier 1 outlines classroom-level supports which are good for all students. Tier 2 outlines school-level supports which address the needs of students who require more targeted support. Tier 3 outlines Board- and agency-level supports which are required for a few students who require more intensive interventions. The Intervention Checklist is to be consulted as school staff determine support required for student needs on a progressive continuum.

Physical Intervention

Physical intervention refers to a preventive procedure employed in exceptional circumstances where there is an imminent risk that a student may physically injure herself/himself or others. Intervention may involve the use of physical containment which limits a student from performing the injurious action.

Physical Containment

- Small Student Containment - to be used when a student's height is at a staff member's chest level or lower. Two staff members are required for small student containment: one to perform the containment, and one to monitor the student.
- Large Student Containment - to be used when a student is taller than chest level. Three staff members are required for large student containment: two to perform the containment, and one to monitor the student.

Safety Support Plan

This is a predetermined plan of action developed by staff, in consultation with parents/guardians/caregivers (and may involve student feedback/voice/input). A Safety Support Plan will be written for students whose behaviour is a safety risk for themselves and/or others. A current copy of the Safety Support Plan is kept in the OSR.

Unsafe Behaviours

The behaviour of a student is unsafe when:

- It presents a risk-of-injury to self and/or others;
- The behaviour is current and occurs on an ongoing basis (as documented in a behaviour data tracking tool, or anecdotal records);
- The behaviour is of such intensity that injury to self and/or others has occurred or is likely to occur;
- The behaviour is of such intensity that intervention is required to prevent or minimize injury to self and/or others and includes flight risks.

Violent Threat Risk Assessment (VTRA)

The overriding goal of this assessment is risk reduction and violence prevention to promote the safety of students, parents/guardians, school staff, community members, the school or other buildings or property. A VTRA is facilitated by intentional communication of relevant student information between school and community partners, as per an agreed-upon protocol. Information is shared on a confidential basis and is to be used solely for the purposes of the assessment or for actions directly related to or flowing from the assessment. The VTRA follows a three-step process:

- 1) data collection and immediate risk reducing interventions;
- 2) multidisciplinary risk evaluation;
- 3) comprehensive multidisciplinary intervention.

Workplace Violence

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

References:

[Caring and Safe Schools In Ontario – Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)

[CASA Guide for Educators](#)

[Child and Family Services Act \(CFSA\)](#)

[Effective Educational Practices for Students with Autism Spectrum Disorders, 2007](#)

[Education Act](#)

[Joint Police-School Board Protocol](#)

[Law Insider Dictionary](#)

[Municipal Freedom of Information and Privacy Protection Act \(MFIPPA\)](#)

[Occupational Health and Safety Act, and Bill 168 - Violence and Harassment in the Workplace](#)

[Ontario Human Rights Code](#)

[PPM 145 \(2012\) Progressive Discipline and Promoting Positive Student Behaviour](#)

[The Personal Health and Information Protection Act \(PHIPA\)](#)

[Workplace Violence & the Law](#)

OCSTA: News Release: Province Introduces New High School Graduation Requirements for a Stronger Ontario Diploma

OCSTA - Natalye Mete <nmete@ocsta.on.ca>
To: OCSTA - Natalye Mete <nmete@ocsta.on.ca>

Thu, May 30, 2024 at 10:44 AM



Ontario Catholic School Trustees' Association

May 30, 2024

MEMORANDUM

TO: Chairpersons and Directors of Education

- All Catholic District School Boards

CC: OCSTA Directors and Staff

Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President

SUBJECT: **Province Introduces New High School Graduation Requirements**

Please refer to the attached Ontario News Release for more details.



Attachment: News Release – Province Introduces New High School Graduation Requirements

OCSTA IS MOVING... Effective Monday, June 24, 2024, please take note of the new address as follows:

NATALYE METE | Ontario Catholic School Trustees' Association | 1510-2 Sheppard Ave. E., Toronto, ON, M2N 5Y7 | 416-932-9460
Ext. 234 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *We are called to love*



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 **May 30 2024- Province Introduces New High School Graduation Requirements for a Stronger Ontario Diploma.pdf**
130K

NEWS RELEASE

Province Introduces New High School Graduation Requirements for a Stronger Ontario Diploma

Suite of reforms will modernize requirements for a secondary school diploma for the first time in 25 years

May 30, 2024

[Education](#)

TORONTO — The Ontario government is modernizing the Ontario Secondary School Diploma (OSSD) requirements for the first time in 25 years, and launching consultations with parents, job creators, educators and stakeholders on what skills students need to be better prepared for life beyond the classroom through the reintroduction of modernized home economics education.

The province is introducing a suite of reforms to ensure Ontario’s diploma embraces the back-to-basics agenda, including:

- A **new financial literacy graduation requirement** to ensure students exit Ontario’s school system with both literacy **and** practical financial literacy skills.
- Consulting on important **life skills** and the return of **home economics** education.
- Ensuring **new teachers hold basic competency in math**. Teacher applicants to the Ontario College of Teachers must pass the **Math Proficiency Test** beginning in February 2025.
- For the first time in 13 years, a wholesale **revitalization of guidance and career education** to support students’ understanding of local labour market needs and pathways to good careers.
- **Up to \$14 million** in 2024-25 to **launch career coaching** for Grade 9 and 10 students and to explore **new opportunities** into STEM and skilled trades.
- Return of the **student exit survey** to benchmark success and **garner feedback** on the impact of reforms with an emphasis on guidance.

“Too many parents, employers and students themselves tell me that students are graduating without sufficient financial literacy and basic life skills,” said Stephen Lecce, Minister of Education. “As we go back-to-basics in the classroom, we will introduce Ontario’s first financial literacy graduation requirement, along with the return of modernized home economics education. By elevating life skills in the classroom, along with better career education and higher math standards on educators, we are setting up every student for life-long success. Our bottom line: ensuring students graduate with practical learning that leads them to better jobs and bigger paycheques.”

Ontario will be introducing a new financial literacy assessment as a graduation requirement to ensure students have the skills and knowledge to create and manage a household budget, save for a home, learn to invest wisely, and protect themselves from financial fraud. Starting in 2025, students will be required to score 70 per cent or higher to meet the financial literacy graduation requirement in their Grade 10 math course. Furthermore, the province will standardize making EQAO Grade 9 Math scores 10 per cent or more of a student’s final mark, a practice already used by the majority of teachers.

Students will also benefit from modernized career education programming in their schools with more exposure to the skilled trades and priority economic sectors. The government is investing up to \$14 million in 2024-25 for career coaching for Grade 9 and 10 students in the publicly funded education system. In partnership with the Ministry of Children, Community and Social Services, this funding will also provide resources and tools to help at-risk youth, individuals in youth justice facilities, and students in other publicly funded educational settings outside of regular classrooms. Through shared agreements with school boards and other existing structures, this career coaching will help young people succeed and become positive members of their communities.

“All children and youth in Ontario deserve to have the resources and supports they need to succeed and thrive,” said Michael Parsa, Minister of Children, Community and Social Services. “Today’s announcement is an important step as we work to empower youth-at-risk and those involved in the justice system with the tools they need to get their life on the right track. Together, we can help them build a brighter future for themselves and their communities.”

The government is also working with the Ontario College of Teachers to support aspiring guidance counsellors by revising Additional Qualification guidelines. New changes will update guidance counsellor qualifications and impose annual training to deliver meaningful value to students. School boards will be required to provide opportunities for guidance counsellors to keep current on labour market trends and work with local employers to support skilled young people to find career opportunities in the communities where they were raised.

Ontario will begin consultations this fall with parents and experts on what practical life skills students should learn in school to build a strong foundation that sets them up for success. This can include the mandatory inclusion of life skills like nutritious cooking, changing a tire, sewing a button, using first aid, personal responsibility and basic economics, all of which can prove valuable throughout a student’s lifespan. This places an emphasis on personal development, decision-making and intrapersonal skills, all of which are in demand by employers across the economy.

Quick Facts

- The last major overhaul of the Ontario Secondary School Diploma was in 1999 with the removal of OAC (Grade 13) and introduction of community involvement hours.
- According to a 2022 Royal Bank of Canada poll, nearly 83 per cent of young Canadians reported needing more information and support on money management, and 68 per cent reported feeling overwhelmed and needed help.
- Ontario is [Making It Easier to Enter Skilled Trades](#) by introducing new policy and legislative measures to attract more young people to the skilled trades, including adding a new apprenticeship pathway and an online job matching platform.
- [The Ontario government has opened grant applications for the Ontario Learn and Stay Grant for the 2024-25 academic year](#). Postsecondary students who want to pursue a career in nursing, paramedicine or medical lab technology can now apply for the grant.

Quotes

"Our government recognizes the need to prepare the next generations of Ontarians with the right tools necessary to help build the best possible financial future for themselves and our whole province. We will not take the wellbeing of young Ontarians for granted. This is a step in the right direction to ensure our children and grandchildren learn the basics of financial literacy and responsibility that will help them prepare for the future."

**- Peter Bethlenfalvy
Minister of Finance**

"Ontario's new financial literacy graduation requirement is a major step forward for our high school students. By prioritizing financial education, we are equipping our next generation with the foundation they need to make informed financial decisions, build a secure future and contribute to a robust and resilient economy. "

**- MPP Billy Pang
Parliamentary Assistant to the Minister of Education**

"Modernizing the Ontario Secondary School Diploma requirements will provide secondary school students with a more relevant and comprehensive education that better prepares them for the challenges of the future. This approach will benefit students by contributing to the development of a more skilled and adaptable workforce, incorporating life skills such as financial literacy into graduation requirements that will prepare students to become well-rounded adults. These skills are crucial for personal and professional success."

**- MPP Natalie Pierre
Parliamentary Assistant to the Minister of Education**

"Financial literacy is an essential life skill that gives young people the tools they need to plan for the future. Part of that planning also involves preparing for their careers, so it's equally important that school counsellors work collaboratively with local employers to provide students with the most informed guidance possible."

**- Goldy Hyder
President and CEO, Business Council of Canada**

"The Canadian Foundation for Economic Education (CFEE) would like to commend the Minister, and the Ministry of Education in Ontario, for taking a leadership position on such important areas of learning for our children's future – their financial literacy and capability, their essential life skills that will be addressed in a long-needed new approach to home economics, and their ability to navigate a pathway to a career for which they have interest and passion and that can lead to meaningful employment or self-employment. We have long needed such leadership, not only in this province but throughout the country. We wish the Minister and his team much success and will do all we can to support their efforts."

**- Gary Rabbior
President, Canadian Foundation for Economic Education**

"The Ontario Chamber of Commerce has long advocated for a stronger talent pipeline between our education system and key industries with market need — and for graduates with financial literacy and life skills. Today's announcement promised to give Ontario's young talent a greater understanding of diverse career pathways and the skills to succeed in the economy of the future."

**- Daniel Tisch
President and CEO, Ontario Chamber of Commerce**

"CPA Ontario applauds the Ministry of Education for taking important steps to prioritize financial literacy among Ontario's high school students. Making financial literacy a graduation requirement will empower our youth with essential life skills and help them navigate an increasingly complex economy. With our mandate to protect the public, we understand the vital role financial literacy plays in securing Ontario's future."

- Carol Wilding
President and CEO, Chartered Professional Accountants of Ontario

"We applaud the government and Minister Lecce for these positive steps that will help students succeed in school, in their careers and in life. These are valuable and much needed skills that will greatly benefit those in secondary school and help them deal with the changing times and economy."

- Ian Howcroft
CEO, Skills Ontario

"By introducing a financial literacy graduation requirement, the Ontario government is taking a bold step to equip students with an essential life skill. It will ensure high school students have the knowledge they need to successfully manage their finances, from budgeting to investing. We will need a future workforce that is financially savvy and resilient, capable of making informed decisions and contributing to a stronger economy."

- Giles Gherson
President and CEO, Toronto Region Board of Trade

"The new OSSD requirements in financial literacy, the consultation on a new life skills course and a refreshed approach to career exploration and work readiness support youth to gain the skill set and mindset they need to realize their boundless potential. JA's approach to immersive, experiential learning brings curriculum off the page and into real world application. We look forward to collaborating with the ministry and our educator partners to fuel student success in these subjects."

- Jennifer Holmes Weier
President & CEO, JA Central Ontario

"By equipping our youth with financial knowledge, we are empowering them to navigate life's financial landscape with confidence and competence. This investment in their education not only secures their future but also lays the groundwork for a stronger, more prosperous Ontario. As a financial wellness educator, I echo the sentiments of Minister Lecce and commend the Ford government for championing this essential step towards equipping our students with the tools for lifelong success."

- Saijal Patel
Founder & CEO, Saij Wealth Consulting Inc.

"JUMP Math looks forward to supporting all efforts to further Ontario students' financial literacy skills, foundational skills and broaden their pathways into STEM and skilled trades to support our provincial labour market needs. We also welcome the opportunity to expand new Ontario teachers' math knowledge through our suite of evidence-based math education tools and resources."

- Ken Aucoin
CEO, JUMP Math

"FIRST Robotics Canada enthusiastically supports the Ontario government's initiative to modernize the Ontario Secondary School Diploma requirements. Integrating financial literacy, life skills and enhanced STEM education will equip students with essential tools for success in a rapidly evolving technological landscape. These reforms will not only foster critical thinking and innovation but also prepare students for meaningful careers, driving economic growth and prosperity. They also align well with the goals we have at FIRST Robotics Canada with respect to STEM skills and the Skilled Trades, effectively preparing our students for the future!"

- Arti Javeri
Vice President, Partnerships, First Robotics Canada

Additional Resources

- [Modern, Relevant and Skills Focused: A Stronger Ontario High School Diploma](#)
 - [High school graduation requirements](#)
 - [Education and career planning](#)
 - [Financial literacy in schools](#)
 - [Parent guides and resources](#)
-

Related Topics

Education and Training

Learn about Ontario's early years, education and training systems. Includes information on child care, elementary schools, secondary schools, colleges, universities, skills training and financial aid. [Learn more](#)

Media Contacts

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[437-225-0321](tel:437-225-0321)

OCSTA Memo: Celebrating National Indigenous History Month

OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>

Tue, Jun 4, 2024 at 9:33 AM



Ontario Catholic School
Trustees' Association

June 4, 2024

MEMORANDUM

TO: All Catholic School Trustees
- Ontario Catholic District School Boards

CC: Directors of Education
Board Secretaries and Administrative Assistants
OCSTA Staff

FROM: Michael Bellmore, President

SUBJECT: Celebrating National Indigenous History Month

As you know, June is National Indigenous History Month in Canada, and this level of recognition provides an opportunity to learn about the unique cultures, traditions and experiences of First Nations, Inuit and Métis. It is also a time to honour the stories, achievements and resilience of Indigenous Peoples, who have lived on this land since time immemorial and whose presence continues to impact the evolving Canada.

The House of Commons designated June as National Aboriginal History Month in 2009. The name was changed to National Indigenous History Month in 2017.

National Indigenous Peoples Day

For generations, many Indigenous groups and communities have celebrated their culture and heritage on June 21 or around that time of year because of the significance of the summer solstice as the longest day of the year.

National Aboriginal Day, now National Indigenous Peoples Day, was announced in 1996 by then Governor General of Canada, Roméo LeBlanc, through the [Proclamation Declaring June 21 of Each Year as National Aboriginal Day](#). This was the result of consultations and statements of support for such a day made by various Indigenous groups:

- in 1982, the National Indian Brotherhood, now the Assembly of First Nations, called for the creation of National Aboriginal Solidarity Day
- in 1995, the Sacred Assembly, a national conference of Indigenous and non-Indigenous people chaired by Elijah Harper, called for a national holiday to celebrate the contributions of Indigenous Peoples
- also in 1995, the Royal Commission on Aboriginal Peoples recommended the designation of a National First Peoples Day

On June 21, 2017, the Prime Minister issued a [statement](#) announcing the intention to rename this day National Indigenous Peoples Day.

National Indigenous Peoples Day is part of the [Celebrate Canada](#) program, which also includes Saint-Jean-Baptiste Day on June 24, Canadian Multiculturalism Day on June 27 and Canada Day on July 1.

The Ontario Catholic School Trustees' Association and our member boards honour this day, the cultures, languages and contributions of First Nation, Métis and Inuit peoples through "active listening, prayer and right action."

We deeply appreciate the leadership of the Indigenous Trustees who serve on the OCSTA First Nation Trustees' Advisory Council and Catholic school boards across Ontario. We offer our prayers and greetings to all First Nation, Métis and Inuit students, parents, teachers and communities on this day of celebration.

A handwritten signature in black ink, consisting of several loops and a vertical line, positioned at the bottom left of the page.



Ontario Catholic School Trustees' Association

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Michael Bellmore, *President*
Marino Gazzola, *Vice President*
Nick Milanetti, *Executive Director*

June 6, 2024

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Michael Bellmore, President

SUBJECT: Premier Ford's new Cabinet Ministers

On Thursday June 6, 2024, Premier Ford announced his new Executive Counsel or Cabinet. Below is the list of the members of his new Cabinet:

- Premier Doug Ford remains Minister of Intergovernmental Affairs
- Sylvia Jones remains Deputy Premier and Minister of Health
- Peter Bethlenfalvy remains Minister of Finance
- Paul Calandra remains Minister of Municipal Affairs and Housing
- Raymond Cho remains Minister of Seniors and Accessibility
- Stan Cho becomes Minister of Tourism, Culture and Gaming, with responsibility for OLG
- Doug Downey remains Attorney General
- Jill Dunlop remains Minister of Colleges and Universities
- Vic Fedeli remains Minister of Economic Development, Job Creation and Trade
- Rob Flack becomes Minister of Farming, Agriculture and Agribusiness
- Michael Ford remains Minister of Citizenship and Multiculturalism
- Mike Harris becomes Minister of Red Tape Reduction
- Michael Kerzner remains Solicitor General
- Andrea Khanjin remains Minister of Environment, Conservation and Parks
- Natalia Kusendova-Bashta becomes Minister of Long-Term Care
- Stephen Lecce becomes Minister of Energy and Electrification
- Neil Lumsden becomes Minister of Sport
- Todd McCarthy becomes Minister of Public and Business Service Delivery and Procurement, with responsibility for Supply Ontario
- Caroline Mulroney remains President of the Treasury Board and Minister of Francophone Affairs
- Michael Parsa remains Minister of Children, Community and Social Services
- David Piccini remains Minister of Labour, Immigration, Training and Skills Development
- George Pirie remains Minister of Mines

- Greg Rickford becomes Minister of Indigenous Affairs and First Nations Economic Reconciliation and remains Minister of Northern Development
- Prabmeet Sarkaria remains Minister of Transportation
- **Todd Smith becomes Minister of Education**
- Graydon Smith becomes Minister of Natural Resources
- Kinga Surma remains Minister of Infrastructure
- Lisa Thompson becomes Minister of Rural Affairs
- Stephen Crawford becomes Associate Minister of Mines as part of the Ministry of Mines
- Trevor Jones becomes Associate Minister of Emergency Preparedness and Response as part of Treasury Board Secretariat
- Sam Oosterhoff becomes Associate Minister of Energy-Intensive Industries as part of the Ministry of Energy and Electrification
- Nolan Quinn becomes Associate Minister of Forestry as part of the Ministry of Natural Resources
- Nina Tangri remains Associate Minister of Small Business as part of the Ministry of Economic Development, Job Creation and Trade
- Vijay Thanigasalam becomes Associate Minister of Housing as part of the Ministry of Municipal Affairs and Housing
- Michael Tibollo remains Associate Minister of Mental Health and Addictions as part of the Ministry of Health
- Charmaine Williams remains Associate Minister of Women's Social and Economic Opportunity as part of the Ministry of Children, Community and Social Services

Next Steps:

The Premier has adjourned the Legislature now until October 21, 2024. OCSTA is in the process of arranging meetings with the new Minister of Education, Finance and Treasury Board as well as several key PC, NDP and Liberal MPPs. We will continue to advocate for the priorities of our Catholic boards and build trusting, positive relationships with MPPs in all political parties.

If you have any questions or concerns, please contact me at mbellmore@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca.

Sincerely,



Michael Bellmore
President



Ontario Catholic School Trustees' Association

June 14, 2024

MEMORANDUM

TO: Trustees, Student Trustees & Directors of Education

FROM: Nick Milanetti, Executive Director

SUBJECT: 2024 Fall Regional Meetings Registration

OCSTA's Fall Regional Meetings are scheduled as follows:

| | |
|---|---|
| <p style="text-align: center;"><u>CENTRAL</u> Tuesday, September 17 9:30 a.m. – 2:30 p.m. Hosted by: Toronto CDSB Catholic Education Centre – 3rd Floor Meeting Room 80 Sheppard Ave. East Toronto, ON M2N 6E8</p> | <p style="text-align: center;"><u>EAST</u> Thursday, September 19 9:30 a.m. – 2:30 p.m. Hosted by: Ottawa CSB Location: Catholic Education Centre 570 West Hunt Club Road Nepean, ON K2G 3R4</p> |
| <p style="text-align: center;"><u>WEST</u> Tuesday, September 24 9:30 a.m. – 2:30 p.m. Hosted by: Waterloo CDSB Location: Boardroom Catholic Education Centre 35 Weber Street West – Unit A Kitchener, ON N2H 3Z1</p> | <p style="text-align: center;"><u>NORTHEAST</u> Saturday, September 28 8:30 a.m. – 2:30 p.m. Hosted by: Nipissing-Parry Sound CDSB Location: St. Joseph-Scollard Hall CSS 675 O'Brien Street North Bay, ON P1B 9R3 <i>A reception for delegates and guests will be held on the evening of Friday, September 27 at the Best Western, North Bay</i></p> |
| <p style="text-align: center;"><u>NORTHWEST</u> Friday, October 4 9:30 a.m. – 2:30 p.m. Hosted by: Thunder Bay CDSB Location: Catholic Education Centre - Boardroom 459 Victoria Ave. W. Thunder Bay, ON P7C 0A4</p> | |

OCSTA's Regional Meetings provide an opportunity for regional networking and discussion while ensuring that OCSTA Directors and staff are informed about current local priorities and perspectives.

QUESTIONS FOR GROUP DISCUSSION

Boards are asked to review the following questions in advance of the meeting and **email written responses to cdemelo@ocsta.on.ca one week prior to the meeting**. Please be prepared to have the Chair or designate deliver the responses at the meeting.

1. Please provide an update on the status of local collective bargaining.
2. Please share any challenges your board may be experiencing.
3. Please highlight points of celebration / successes / achievements at your board to be delivered at the meeting by the Chair or designate.

REGISTRATION

Meetings are open to trustees, student trustees and senior board personnel (both academic and finance). The registration fee is \$146.90 (\$130.00 + \$16.90 HST).

Please click on the following Links to register:

September 17 – [CENTRAL Meeting](#)

September 19 – [EAST Meeting](#)

September 24 – [WEST Meeting](#)

September 28 – [NORTHEAST Meeting](#)

A reception for delegates and guests will be held on the evening of Friday, September 27. Please see attached invitation.

October 4 – [NORTHWEST Meeting](#)

Deadline for refunds due to cancellation is 2 weeks prior to each meeting. After that date, no refunds will be issued, under any circumstances – substitutions are welcomed.

ACCOMMODATION

If your delegates require overnight accommodation, please make your reservations directly with the hotel as soon as possible.

Central – September 17

Novotel Toronto North York

3 Park Home Avenue, Toronto, ON M2N 6L3

Distance from Catholic Education Centre 0.8 km

[Novotel North York](#)

East – September 19[Sandman Signature Ottawa Airport Hotel](#)

250 W. Hunt Club Road

[Hampton Inn](#)

2869 Gibford Drive

[Holiday Inn Express & Suites Ottawa Airport](#)

2881 Gibford Drive

West – September 24**The Walper Hotel - JDV by Hyatt**https://www.hyatt.com/en-US/hotel/canada/the-walper-hotel/yyzjd?src=corp_lclb_gmb_seo_yyzjd

Distance from Catholic Education Centre: 550 m – 2 min drive or 3 min walk

Crown Plaza Kitchener-Waterloo<https://www.ihg.com/crowneplaza/hotels/us/en/kitchener/ykfcphotel/detail>

Distance from Catholic Education Centre: 850 m – 4 min drive or 9 minute walk

Courtyard by Marriott Kitchener<https://www.marriott.com/en-us/hotels/ykfcck-courtyard-kitchener/overview/?scid=f2ae0541-1279-4f24-b197-a979c79310b0>

Distance from Catholic Education Centre: 5.5 KM – 11 min drive (not walkable)

DoubleTree by Hilton Kitchenerhttps://www.hilton.com/en/hotels/yhmcmdt-doubletree-kitchener/?SEO_id=GMB-AMER-DT-YHMCMDT&y_source=1_MTMymTE5MDktNzE1LWxvY2F0aW9uLndlYnNpdGU%3D

Distance from Catholic Education Centre: 5.6 KM, 10 Min Drive (not walkable)

Northeast – September 28

A block of rooms has been reserved at the Best Western in North Bay for the evening of September 27, 2024.

Best Western (click here for website)

700 Lakeshore Drive, North Bay

705-474-5800

\$139.99/night for 1 queen OR 2 doubles

\$159.99 for 1 king

Quote “OCSTA” for the group rate

Any rooms that are not booked in the block by **August 27th** will be released. Anyone calling after that date will not be guaranteed the above group room rate.

North West – October 4[Valhalla Hotel & Conference Centre](#)

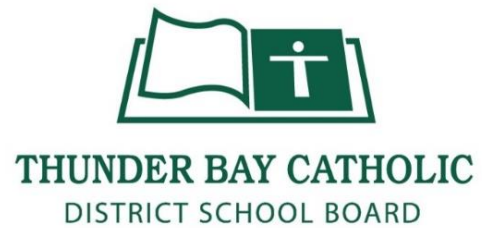
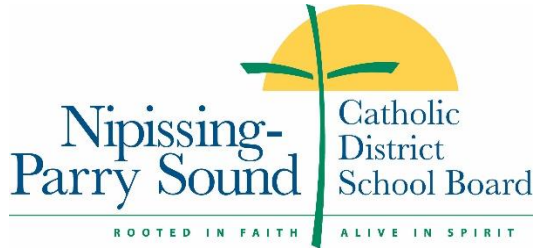
1 Valhalla Inn Road, Thunder Bay, ON P7E 6J1 (900)964-1121 or (807)577-1121

[Valhalla Hotel & Conference Centre - True Northern Hospitality](#)[Hampton Inn and Suites](#)

760 Arthur St. West, Thunder Bay, ON P7E 5R9 (807)577-5000

[Hampton Inn and Suites Thunder Bay, Ontario Hotel \(hilton.com\)](#)**Attachments:** Program, Regions Chart & Northeast Region Reception Invite

OCSTA extends gratitude to the Trustees and Staff of the Catholic District School Boards hosting our 2024 Regional Meetings:





AGENDA

- 9:30AM REGISTRATION
- 10:00AM WELCOME
Michael Bellmore, President, OCSTA
- GATHERING PRAYER
Chair, Host Board
- LAND ACKNOWLEDGEMENT
OCSTA Director (from the Host Region)
- PRESIDENT'S REPORT
Michael Bellmore, President, OCSTA
- 10:45AM CATHOLIC IDENTITY: CHRISTIAN SERVICE
Anne O'Brien, Director of Catholic Education, OCSTA
- 11:45AM LUNCH, INFORMAL DISCUSSION & NETWORKING
- 12:30PM CATHOLIC EDUCATION WEEK 2025: PILGRIMS OF HOPE – JUBILEE YEAR
Anne O'Brien, Director of Catholic Education, OCSTA
- 1:00PM DIRECTOR OF CATHOLIC EDUCATION PERFORMANCE APPRAISAL
Nick Milanetti, Executive Director, OCSTA
Anne O'Brien, Director of Catholic Education, OCSTA
- 2:00PM QUESTIONS FOR GROUP DISCUSSIONS
1. *Please provide an update on the status of local collective bargaining.*
 2. *Please share any challenges your board may be experiencing.*
 3. *Please highlight points of celebration / successes / achievements at your board to be delivered at the meeting by the Chair or designate.*
- 2:30PM ADJOURNMENT
Michael Bellmore, President, OCSTA



Ontario Catholic School
Trustees' Association

OCSTA REGIONS

| AREA | BOARDS/OCSTA REGION # |
|------------|--|
| West | Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor/Essex (5) |
| East | Algonquin & Lakeshore (10) Eastern Ontario (10) Peterborough-Victoria-Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka (9) |
| North East | Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1) |
| Central | Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (13) Hamilton-Wentworth (11) Niagara (11) Toronto (6) York (8) |
| North West | Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2) |