

## POLICY DEVELOPMENT COMMITTEE MEETING

OCTOBER 15, 2024

Large Boardroom at 6:30 p.m.

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

**Chairperson: Loretta Durst**

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

### A. Call to Order

- |  |                             |
|--|-----------------------------|
| 1. Opening Prayer  | Board Chairperson MacKenzie |
| 2. Land Acknowledgement  | Trustee Martin              |
| 3. Approval of Agenda  |                             |
| 4. Declarations of Conflict of Interest                            |                             |
| 5. Approval of the Minutes of the Meeting on Tuesday, June 4, 2024 | Page 3                      |
| 6. Business Arising from the Minutes                               |                             |

### B. Recommended Actions/Presentations

- |  |                       |
|--|-----------------------|
| 1. <u>R.A. Revised Directional Policy - DP #200 - Catholic Education</u> | B.1.a) R.A. Page 11   |
| Julie Selby, Superintendent  | B.1.b) Report Page 12 |
|  | B.1.c) DP Page 14     |

### C. Information Items

- |  |                    |
|--|--------------------|
| 1. <u>Administrative Procedures:</u>   | C.1.a) R.A Page 20 |
| C.1.a) Administrative Procedure #208 - Catholic Family Life Education Program      |                    |
| C.1.b) Administrative Procedure #514 - Reporting to Work on Inclement Weather Days |                    |
| C.1.c) Administrative Procedure #814 - Critical Injury/Fatality Reporting          |                    |

- C.1.d) Administrative Procedure # 911 - Mandated Alternate Educational Settings
- C.1.e) Administrative Procedure #1001 - Addressing Parental and Public Concerns
- C.1.f) Administrative Procedure #1203 - Ontario Student Record (OSR) Management
2. 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:
- C.2.a) Administrative Procedure 313, Student Acceptable Use of Technology
- C.2.b) Administrative Procedure 314, Personal Device Network Access
- C.2.c) Administrative Procedure 516, Use of Electronic Communications and Social Media
- C.2.d) Administrative Procedure 909, Code of Conduct
- C.2.e) Administrative Procedure 912, Supporting Positive Student Behaviour: Safety for All

## D. Next Meeting

1. Policy Development Committee meetings for 2024-2025:
  - Tuesday, January 21, 2025, 6:30 p.m.
  - Tuesday, April 8, 2025, 6:30 p.m.
  - Tuesday, June 17, 2025, 6:30 p.m.

## E. Conclusion

1. Closing Prayer Trustee Durst
2. Adjournment



# DRAFT

# Minutes

The Minutes of the Policy Development Committee meeting held on Tuesday, June 4, 2024 at 6:30 p.m. in the Large Boardroom and by Google meet (\*)

## PRESENT

- Trustees: Trustee Durst (Committee Chairperson), Board Chairperson MacKenzie, Trustee Martin, Trustee Tanguay, Trustee Leahy.
- Absent/Regrets: Superintendent Selby, Trustee Connolly, Trustee Gaskell (Senior Student Trustee), Trustee Heitzner (Junior Student Trustee).
- Administration: Director O’Sullivan, Superintendent Armstrong, Superintendent Di Ianni(\*), Superintendent Heuchert, Superintendent Kahler, Superintendent Piggott, Galen Eagle (Communications Manager) (\*).
- Guests:
- Recorder: Mrs. Barker.

## **A. Call to Order**

Chair Durst called the meeting to order at 6:33 pm.

### 1. Opening Prayer

Trustee Leahy led the Policy Development Committee in Opening Prayer.

### 2. Land Acknowledgment

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

**Motion:** Moved by Trustee Martin, seconded by Trustee Leahy, that the Policy Development Committee excuse Trustee Connolly from the June 4, 2024 meeting.

Carried.

3. Approval of Agenda

**Motion:** Moved by Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee accept the Agenda.

Carried.

4. Declarations of Conflicts of Interest

There were no conflicts of interest declared.

5. Approval of the Minutes of the Policy Development Committee on Tuesday, April 30, 2024.

**Motion:** Moved by Trustee Tanguay, seconded by Trustee Martin, that the Policy Development Committee minutes from Tuesday, April 30, 2024 be accepted with amendments discussed.

Carried.

6. Business Arising from the Minutes

There was no business arising from the minutes.

Trustee Durst reminded the committee that AP 313 - Student Acceptable Use of Technology, was expected to be brought back to the committee for this meeting. It was deferred due to changes from PPM128 being sent to the school boards just before the committee's last meeting.

Director Stephen O'Sullivan advised this AP, and other Administrative Procedures and Directional Policies that will need to be reviewed due to the PPM128 announcement will be brought to the June 25, 2024 Board meeting.

**B. Recommended Actions/Presentations:**

1. R.A.: Revised Directional Policy - DP # 900 - Safe and Accepting Schools

Superintendent Di Ianni advised the committee DP 900 has just finished a 3 week consultation on the PVNC Engage Platform. He wanted to thank PVNC Communications Manager, Galen Eagle, for organizing the program. The Directional Policy received 140 views, and 9 comments.

There were minor changes made from the PVNC Engage Platform suggestions. The suggestions included wanting to include staff for professional development with support for safe and accepting schools. There was input around the bi-annual data from our school climate survey. It was discussed how these surveys are great tools and are great opportunities for PVNC Catholic to receive feedback from their school communities.

**Motion:** Moved by Trustee Leahy, seconded by Trustee Martin, that the Policy Development Committee recommend to the Board that the revised Directional Policy #900, Safe and Accepting Schools, be received and posted under the Policy and Procedures for PVNCCDSB.

Carried.

### C. Information Items

#### 1. Administrative Procedures:

- C. 1. a) Administrative Procedure #210 - Naming of Catholic Schools Board Facilities
- C. 1. b) Administrative Procedure #504 - Employee Attendance Support Program
- C. 1. c) Administrative Procedure #507 - Disability Management
- C. 1. d) Administrative Procedure #508 - Workplace Harassment Prevention
- C. 1. e) Administrative Procedure #509 - Workplace Violence Prevention
- C. 1. f) Administrative Procedure #609 - Investment Surplus Funds
- C. 1. g) Administrative Procedure #616 - Honoraria for Trustees

C. 1. h) Administrative Procedure #809 - Occupational Health and Safety

C. 1. i) Administrative Procedure #1202 - Protection of Privacy

C. 1. j) Administrative Procedure #1207 - Freedom of Information

There was discussions regarding moving item C.1.g) Administrative Procedure #616 - Honoraria for Trustees, till the next meeting due to new information received from the conference Trustee Martin recently attended.

There were questions regarding the Trustees role in the C. 1. a) Administrative Procedure #210 - Naming of Catholic Schools Board Facilities. Director Stephen O'Sullivan advised the Trustees still are involved in the final name chosen for a new school.

**Motion:** Moved by Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee postpone item C. 1. g) Administrative Procedure #616 - Honoraria for Trustees, to the October 15, 2024 meeting.

Carried.

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

Carried.

:

C. 1. a) Administrative Procedure #210 - Naming of Catholic Schools Board Facilities

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) Administrative Procedure #504 - Employee Attendance Support Program

That Administrative Procedure #504, Employee Attendance Support Program, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 c) Administrative Procedure #507 - Disability Management

That Administrative Procedure #507, Disability Management, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 d) Administrative Procedure #508 - Workplace Harassment Prevention.

That Administrative Procedure #508, Workplace Harassment Prevention, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 e) Administrative Procedure #509 - Workplace Violence Prevention

That Administrative Procedure #509, Workplace Violence Prevention, be received and posted as revised under Directional Policy #500, Employee Relations.

C. 1 f) Administrative Procedure #609 - Investment Surplus Funds

That Administrative Procedure #609, Investment Surplus Funds, be received and posted as revised under Directional Policy #600, Stewardship Resources.

C. 1. h) Administrative Procedure #809 - Occupational Health and Safety

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) Administrative Procedure #1202 - Protection of Privacy

That Administrative Procedure #1202, Protection of Privacy, be received and posted as revised under Directional Policy #1200, Records and Information.

C. 1. j) Administrative Procedure #1207 - Freedom of Information

That Administrative Procedure #1207, Freedom of Information, be received and posted as revised under Directional Policy #1200, Records and Information.

There were discussions regarding Administrative Procedure #504 - Employee Attendance Support Program. The Committee discussed that the Board needs to take a more compassionate approach to employees while on leave, and offer more support with care and concern.

The Administrative Procedure #509 - Workplace Violence Prevention was brought up for discussion. The Committee discussed how this issue has been raised at all levels. Staff have a right to go to work and feel safe and students have a right to education. When staff are injured by a student, or in the classroom, it is difficult for them to return to the same environment. Violence in schools is an issue in every school board. This issue is human rights against safety, and the committee discussed this as something that needs to be taken into consideration when staff are on a leave.

Communications Manager, Galen Eagle, left at 7:06 pm.

There were brief discussions regarding the Administrative Procedure #616 - Honoraria for Trustees. Once the honoraria has been set by a new panel of Trustees, it can only be voted to be decreased. PVNC Catholic does not implement attendance or the geographical locations of the Trustees for considerations for the honoraria.

**Motion:** Moved by Trustee Martin, seconded by Trustee Leahy that the Policy Development Committee recommend to the Board that item C.1.g) Administrative Procedure #616 - Honoraria for Trustees be received and posted as presented.

Carried.



C. 1. g) Administrative Procedure #616 - Honoraria for Trustees

That Administrative Procedure #616, Honoraria for Trustees, be received and posted as revised under Directional Policy #600, Stewardship Resources.

2. Policy/Program Memorandum 128 Administrative Procedures Discussion

Superintendent Sean Heuchert advised the Committee that the Board received notice of PPM 128 on April 28, 2024. The changes for this PPM are to be in effect for September 1, 2024. This will affect the Directional Policy and Administrative Procedure schedule that PVNC Catholic is currently following. This was the last scheduled Policy Development Committee meeting for the 2023-2024 school year, so this means there will be some Administrative Procedures and Directional Policies brought forward at the June 25, 2024, Board meeting to have them approved before the September 1, 2024 deadline. These AP's and DP's will still be made available in advance for the committee to review before being presented at the Board meeting.

Trustee Durst thanked the Committee for all of their work and preparation this year.

**D. Next Meeting:**

1. Policy Development Committee meetings for 2024-2025:

- Tuesday, October 15, 2024, 6:30 p.m.
- Tuesday, January 21, 2025, 6:30 p.m.
- Tuesday, April 8, 2025, 6:30 p.m.
- Tuesday, June 17, 2025, 6:30 p.m.

**E. Conclusion**

1. Closing Prayer

Trustee Tanguay led the committee in closing prayer.



**DRAFT**  
**Minutes**

2. Adjournment

**Motion:** Moved by Board Chairperson MacKenzie, seconded by Trustee Martin, that the Policy Development Committee meeting be adjourned at 7:12 p.m.

Carried.

Trustee Durst  
Committee Chairperson  
/sb

Sean Heuchert  
Superintendent of Business  
and Finance



B.1.a)

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and well-being.*

**Policy Development Committee:**

**Recommended Action:**

That the Policy Development Committee recommend to the Board that the revised Directional Policy #200, Catholic Education, be received and posted under the Policy and Procedures for PVNCCDSB.

# Directional Policy Report to the Policy Development Committee

**Meeting Date:** October 15, 2024

**Presented by:** Julie Selby

**Subject:** DP 200 Catholic Education

## **Background:**

Directional Policy 200: Catholic Education, is being reviewed as part of the customary Policy Development cycle.

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

The key changes to this Directional Policy include:

1. Addition of paragraph related to the promise of Catholic education.
2. Addition of paragraph related to equity: dialogue, identity, diversity.
3. Inclusion of importance of home-school-parish triad.
4. Addition of goals of the PVNC Catholic Pastoral Plan.
5. Addition of content with respect to accompaniment of those on the journey.
6. Addition of content with respect to the call to service: social justice and environmental stewardship.
7. Alignment with 2021-2025 Multi-Year Strategic Plan.
8. Updates to both Board of Trustees and Director of Education Responsibilities section to be in alignment with other recent directional policies.
9. Combined Superintendent responsibilities and renamed their Responsibilities section to be consistent with other recent directional policies.
10. Addition of Adult Faith Formation as a responsibility for Superintendents.



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11. Addition of Chaplains/Faith Ambassadors section.
12. Removal of bullet suggesting staff should be self-directed in their learning.
13. Addition of Guardian(s) to Parents section and updated wording of their responsibilities.
14. Updated wording for Staff and Students sections with respect to participation in prayer and liturgical celebrations.
15. Progress Indicators bullet three updated to change from 'development of' to 'implementation and monitoring of' Pastoral Care Guidelines.
16. Updated references and live links as well as updated definition for Common Good.

**Attachments:**

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

B.1.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
Catholic Education	200

### Title of Directional Policy:

Catholic Education

### Date Approved:

October 15, 2024

### Projected Review Date:

2029

### Policy:

It is understood that the mission of Catholic education includes the religious and moral formation of its students, their personal and social growth, and their call to responsible citizenship (D'Souza, 2016). It is directed toward the common good. The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church within the context of a culturally, religiously, and regionally diverse society.

Our PVNC Catholic schools offer an extraordinary contribution to the social and environmental fabric of our society. In partnership with parents, who bear the primary responsibility for the education of their children, all those who work in Catholic education are called upon to reflect, in a faithful and discerning fashion, God's presence in this world. Within the context of Catholic education, the promise is that a true encounter with Jesus can and does take place, each and every day. We must work together to strengthen our Catholic schools and departments as communities that exemplify, in word and in deed, the Good News of Jesus Christ (Renewing the Promise, 2018).

Dialogue combines attention to one's own identity with the understanding of others and respect for diversity. In this way, the Catholic school becomes an educating community in which the human person can express themselves and grow in their humanity, civic responsibility and learning in a process of relational dialogue, interacting in a

constructive way, exercising tolerance, and understanding different points of view in their formation as a whole person created in the image and likeness of God. (The Identity of the Catholic School for a Culture of Dialogue, 2022).

### **Purpose:**

PVNC Catholic recognizes that Catholic Education requires the collective effort and engagement of the entire system: trustees, staff, students, parents, parishes, priests, and the community - partners that promote a Catholic worldview that is theological, philosophical, social, cultural, moral, and communal (D'Souza, 2016). The cooperation that exists between the home, parish, and school is an integral part of Catholic education. The work of Catholic schools involves initiating, cultivating and maintaining trusting relationships with and among Catholic educational partners.

As reflected in our [PVNC Catholic Pastoral Plan: Ignite Faith, Hope and Love Through Conversation, Celebration and Community to create a culture of belonging](#), this directional policy calls us to invite conversation and silence between community members, making space for the Holy Spirit and leading us to prayer; to celebrate diverse charisms while reflecting on shared identity, hopes and mission; and to see God's presence in each other and in the witnesses found in our community.

Accompaniment is at the core of PVNC Catholic. The art of accompaniment is to take the time to walk alongside one another, to listen and to teach; and in so doing, to transform. Our Catholic schools are communities of accompaniment where the story of our salvation is known and shared, offering the encouragement that comes from knowing that Jesus walks with us. In addition to being places of teaching and learning, our Catholic schools and departments live the Emmaus experience as they bear witness to the Risen Lord. It is important to recognize that people are at different stages on that journey. Jesus provides the model for how our schools and parish communities need to accompany students and families with great respect, patience and love, inviting all to deepen their understanding of Christ and His Church (Renewing the Promise, 2018).

PVNC Catholic schools form disciples with a social conscience who put their faith into action through a call to service. Students and staff help to promote engagement with the local and global community through their many acts of charity and by their witness to social justice and environmental stewardship. Our Catholic schools help to form joyful disciples as hearts and minds are opened to the transforming love of God and to the flame of faith in action. On a daily basis, Catholic schools demonstrate the joy of believing and bear witness of the Good News to the communities that they serve (Renewing the Promise, 2018).

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

The Catholic Education Directional Policy supports our Vision for creating a culture of faith, hope and love to ensure equity and well-being and our Mission to accompany our students as we both strive for excellence in Catholic Education and to educate our students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Directional Policy supports the strategic priority of Inspiring Faith to

strengthen the foundation of Christ in our Catholic schools and spark a call to service in the greater community and the strategic priority of Valuing Relationships to create an environment in all workplaces that has at its core “the art of accompaniment,” keeping Jesus at the centre of our community as we model ministry, acceptance and love.

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

## **Responsibilities:**

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

- setting direction and policy that governs the PVNC Catholic District School Board with care, compassion, and justice;
- reviewing, and considering for approval, the Catholic Education Directional Policy recommended for consideration by the Policy Development Committee;
- assigning responsibility to the Director of Education for ensuring the freedom, autonomy, and distinctiveness necessary to provide Catholic Education (This Moment of Promise);
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Catholic Education Directional Policy.

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

- providing leadership regarding implementation and operational details in the Catholic Education Directional Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Catholic Education Directional Policy;
- promoting collaborative relationships with the Bishop of the Diocese of Peterborough and all of the stakeholders in Catholic Education.

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

- collaboratively leading the development of administrative procedures and practices aligned with the Catholic Education Directional Policy;
- managing and providing leadership in developing the supports and resources to ensure implementation of the Catholic Education Directional Policy;
- building relationships among parents, students, clergy, pastoral teams, educators, staff, and community members, to create an atmosphere of trust, respect and honesty in creating a community able to engage and accompany one another;
- providing leadership and working collaboratively with the Director, Priests, Principals and Vice-Principals, Chaplaincy Team Leads, Managers, Federations, Unions, and non-union groups to build capacity of all staff in their knowledge and



understanding of the Catholic Education Directional Policy and, in doing so, develop educational structures which will mediate a deep respect for every person whom our schools encounter;

- cultivating processes for adult faith formation, particularly among current and emerging leaders, by engaging in open dialogue with one another, facilitated by trained theological and pastoral staff, both lay and religious;
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Catholic Education Directional Policy.

**Managers/Supervisors are responsible for:**

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of the Catholic Education Directional Policy;
- working collaboratively with superintendents to develop administrative procedures that align with the Catholic Education Directional Policy.

**Communication Services is responsible for:**

- working collaboratively with the Senior Administration to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Catholic Education Directional Policy to support its effective implementation.

**Principals are responsible for:**

- providing leadership, management, and support for the members of their school communities in the knowledge, understanding, and implementation of the Catholic Education Directional Policy;
- co-creating the unique character of the Catholic school through commitment to staff, students, and to the Gospel.

**Chaplains and Faith Ambassadors are responsible for:**

- working collaboratively with colleagues to successfully implement the Catholic Education Directional Policy;
- adhering to the administrative procedures that support the Catholic Education Directional Policy;
- adopting a ministry of presence, rooted in words and deeds of encouragement and support, toward creating a community that accompanies;
- providing a welcoming, inclusive environment, rooted in listening, that invites and enables each child to realize their God-given potential;
- co-creating the unique character of the Catholic school through commitment to students and to the Gospel;

- cultivating processes for adult faith formation, particularly among current and emerging leaders, by engaging in open dialogue with one another, facilitated by trained theological and pastoral staff, both lay and religious.

**Staff are responsible for:**

- participating in prayer and the liturgical celebrations of their office or school community;
- working collaboratively with colleagues to successfully implement the Catholic Education Directional Policy;
- adhering to the administrative procedures that support the Catholic Education Directional Policy;
- providing a welcoming, inclusive environment, rooted in listening, that invites and enables each child to realize their God-given potential;
- co-creating the unique character of the Catholic school through commitment to students and to the Gospel.

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

- working in partnership with the school community to nurture and care for their children, and to help their child realize the gifts they have been given by our Creator God;
- considering the opportunities offered by Catholic School Councils in our schools.

**Students are responsible for:**

- participating in prayer and the liturgical celebrations of their school community;
- growing into and developing who they are as created by God and developing the talents they have been given;
- bringing the best of themselves to the society in which they live, in fulfillment of the Catholic Graduate Expectations.

**Progress Indicators:**

- All employees are aware of, and implement, their roles in the Catholic Education Directional Policy and in the related administrative procedures.
- Ongoing review and development of Administrative Procedures for Catholic Education, responding to system and legislative needs.
- Implementation and monitoring of joint guidelines for Pastoral Care in Schools as developed in partnership between the board and the Diocese of Peterborough.

**Definitions:**

- **Common Good:**

Common good is to be understood as the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily ([Catechism of the Catholic Church](#)).

## References:

- [A Catholic Philosophy of Education: The Church and Two Philosophers](#), Mario O. D'Souza, CSB. McGill-Queen's University Press. Montreal & Kingston. 2016
- [Fulfilling The Promise: The Challenge of Leadership. A Pastoral Letter to the Catholic Education Community, Assembly of Catholic Bishops of Ontario, September 21, 1993](#)
- [This Moment of Promise \(1989\): Assembly of Catholic Bishops Statement about the state of Catholic Education](#)
- [Renewing the Promise \(2018\). Assembly of Catholic Bishops Pastoral Letter for Catholic Education](#)
- [Pastoral Care in Schools: Diocesan Board Guidelines, Peterborough Victoria Northumberland and Clarington Catholic District School Board and the Diocese of Peterborough, 2020](#)
- [PVNC Catholic Pastoral Plan: \*Ignite Faith, Hope and Love Through Conversation, Celebration and Community to create a culture of belonging\*](#)

**Policy Development Committee:**

**Administrative Procedures:**

Recommended Action:

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

C.1.a) Administrative Procedure #208 - Catholic Family Life Education Program

That Administrative Procedure #208, Catholic Family Life Education Program, be received and posted as revised under Directional Policy #200, Catholic Education.

C.1.b) Administrative Procedure #514 - Reporting to Work on Inclement Weather Days

That Administrative Procedure #514, Reporting to Work on Inclement Weather Days be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.c) Administrative Procedure #814 - Critical Injury/Fatality Reporting

That Administrative Procedure #814, Critical Injury/Fatality Reporting, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.d) Administrative Procedure # 911 - Mandated Alternate Educational Settings

That Administrative Procedure #911, Mandated Alternate Educational Settings, be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.



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**C.1.e) Administrative Procedure #1001 - Addressing Parental and Public Concerns**

That Administrative Procedure #1001, Addressing Parental and Public Concerns, be received and posted as revised under Directional Policy #1000, Parent and Community Relations.

**C.1.f) Administrative Procedure #1203 - Ontario Student Record (OSR) Management**

That Administrative Procedure #1203, Ontario Student Record (OSR) Management, be received and posted as revised under Directional Policy #1200, Records and Information.



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# Administrative Procedure Report to the Policy Development Committee

**Meeting Date:** October 15, 2024

**Presented by:** Julie Selby

**Subject: AP 208 Catholic  
Family Life Education  
Program**

## **Background:**

Administrative Procedure 208: Catholic Family Life Education Program is being reviewed as part of the customary Policy Development cycle.

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

The key changes to this Administrative Procedure include:

1. Alignment with the Multi-Year Strategic Plan.
2. Revised Background section based on revised curriculum.
3. Addition of a new section entitled 'A Pastoral Approach' based on the new curriculum document.
4. Revised Elementary, Secondary and Elementary Exemption sections based on the new curriculum document.
5. Inclusion of multiple references, where appropriate, to the new *Blessed & Beloved* Family Life Program.
6. Removal of reference to the French Fully Alive program, as this does not exist.
7. Addition of a new section entitled 'Hope Expectations' based on the new curriculum document.



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8. Change from reference to “Theme Three: Created Sexual: Male and Female” throughout the document to “*Strand C: Families: Created in Love, Wonderfully Made*” to reflect the new curriculum language.
9. Addition of live links to all updated curriculum documents and resources.
10. Addition of third bullet within Progress Indicator section related to transitioning to the new program as it becomes available.
11. Removal of ‘Definitions’ section, as this information is now included in the body of the AP.
12. Revised References including live links and new content.
13. Revised Appendix: Change from reference to “Theme Three: Created Sexual: Male and Female” to “*Strand C: Families: Created in Love, Wonderfully Made*” to reflect the new curriculum language.

**Attachments:**

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Catholic Family Life Education Program</b>	<b>208</b>
Directional Policy	
<b>200 - Catholic Education</b>	

**Title of Administrative Procedure:**

Catholic Family Life Education Program

**Date Approved:**

October 15, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

Catholic schools provide all students the opportunity to learn in the context of a Catholic worldview where faith and reason meet. In this pursuit, all students admitted to Catholic schools draw upon the teachings of the Church and, in doing so, the history of Catholic Education in the province of Ontario. The Family Life Education program integrates the formation of the student as a whole person created in the image and likeness of God.

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

The Catholic Family Life Education Administrative Procedure supports our Vision for creating a culture of faith, hope and love to ensure equity and well-being and our Mission to accompany our students as we both strive for excellence in Catholic Education and to educate our students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure supports



the strategic priority of Inspiring Faith to strengthen the foundation of Christ in our Catholic schools and spark a call to service in the greater community.

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

## Action Required:

### Background

Family Life Education in Catholic schools seeks to help students know what it means to be human, what God calls us to in loving relationships and what our vocation is. It reflects a distinctively Catholic view of human life, sexuality, marriage, and family. It incorporates the curriculum expectations set out by the [Ministry of Education's Health and Physical Education Curriculum, from Strand D – Healthy Living, along with the Social Emotional Learning Skills of Strand A](#). The knowledge, skills, attitudes and values acquired in Family Life Education are meant to complement those instilled by families (Institute for Catholic Education, 2023).

### A Pastoral Approach to Family Life Education

Family Life Education addresses matters of deep meaning and practical relevance for how we are called to live our lives: issues relating to sexuality, marriage, physical and emotional well-being, the procreation and raising of children, the nature of the family and its place in human society and the Church. These matters must be taught using a pastoral approach, a disposition of tenderness, which by its nature includes both sensitivity to individual circumstances and respect for the wisdom of the Church, who seeks to proclaim the truth revealed by God and propose what will yield true human flourishing (Institute for Catholic Education, 2023).

### Elementary

The Institute for Catholic Education (ICE), under the guidance of the Assembly of Catholic Bishops of Ontario, develops the [Family Life Curriculum](#) for Catholic schools in Ontario. The learning expectations in Family Life Education are divided into three broad strands:

- Strand A: Families: A Living Communion of Love
- Strand B: Families: Called to be in Relationship
- Strand C: Families: Created in Love, Wonderfully Made.

Currently, the program in place to support this curriculum in Grades 2-8 is named *Fully Alive*. In order to ensure that this program meets the requirements of the revised curriculum, [concordance charts](#) have been developed for each grade.

Beginning in September, 2024, a new program entitled *Blessed & Beloved* will be implemented in a phased approach across 5 years, beginning with Gr. 1. Additional grades will become available in subsequent years. These programs are designed to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

### Hope Expectations for Family Life Education

In Catholic schools, Family Life Education seeks to develop not only knowledge and skills, but also to foster in students the attitudes and values derived from faith and that constitute a Catholic worldview. As such, we are guided by [Hope Expectations](#) which articulate our deep aspirations for students as life-long learners. Hope Expectations are not the list of 'what we teach', rather they are the expression of what we hope students come to value and strive for, what they cherish and appreciate most deeply. Hope Expectations depend on the interaction between God's Spirit and the freedom of the individual student.

The list of [Hope Expectations](#) precedes the overall and specific expectations for each division (primary, junior, intermediate). The Family Life curriculum opens students to a discovery of what the Ontario Catholic School Graduate Expectations say about being Caring Family Members and is meant to inspire wonder to learn about self, God, others and the world, as part of the experience in and of family (Institute for Catholic Education, 2023).

All students of the Board shall have the opportunity to participate in Catholic Family Life Education programs.

- *Fully Alive and Blessed & Beloved* are the approved Family Life Education programs to be used in elementary schools of the Peterborough Victoria Northumberland Clarington Catholic District School Board.
- A summary of the *Fully Alive and Blessed & Beloved* education programs, including an approximate timeline of when specific units are to be taught, shall be communicated with parents annually, and posted on school websites.
- Family Life Curriculum Unit letters shall be made available to parents prior to the beginning of each theme outlining what topics are to be covered, and suggestions for parent involvement.
- Parents will be provided with a list of all Family Life Curriculum expectations by grade.
- Parents will be notified at least twenty school days before the start of the period of instruction related to Strand C: Families: Created in Love, Wonderfully Made.

**Secondary**

- Family Life Education shall be taught as a strand within the Religious Education program using the [Curriculum Guidelines](#) developed by the Institute for Catholic Education in collaboration and with the support of the Assembly of Catholic Bishops of Ontario to support the implementation of the [Secondary Religious Education](#) curriculum policy document (2016).

**Exemptions - Elementary**

- In accordance with the Ministry of Education [Policy/Program Memorandum 162](#), a parent may submit a request in writing to the principal that his/her child be exempted from the entire unit that covers human sexuality (Strand C: Families: Created in Love, Wonderfully Made) no more than five school days before the start of the period of instruction.
- Principals will acknowledge receipt of exemption notice from parents in writing.
- Principals make the final decision about whether a request for an exemption falls within the parameters set out in the Ministry of Education [Policy/Program Memorandum 162](#).
- Principals will work with parent(s)/guardian(s) to provide appropriate supervision for students exempted from Strand C: Families: Created in Love, Wonderfully Made.

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

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

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

- Ensuring the implementation of and compliance with this administrative procedure.

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

- Providing leadership in the provision of Catholic Family Life Education programs;
- Ensuring that principals have access to current copies of the necessary family communication letters which accompany the Family Life Program;
- Ensuring principals are consistent with the application of this administrative

procedure.

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

- Ensuring that educators responsible for Family Life Education Curriculum have access to the necessary *Fully Alive* and *Blessed & Beloved* Program materials and resources for their grade;
- Ensuring that Family Life Education is being provided as part of weekly Religious Education instruction for students from Grades 1-8;
- Following [Policy/Program Memorandum 162](#) in cases where a parent has requested an exemption from instruction from Strand C: Families: Created in Love, Wonderfully Made of the Family Life curriculum;
- Responding in writing to any requests for exemptions;
- Making the final decision about whether a request for an exemption falls within the parameters set out in the Ministry of Education [Policy/Program Memorandum 162](#);
- Working with parents/guardians to provide appropriate supervision for students exempted from Strand C: Families: Created in Love, Wonderfully Made;
- Monitoring the delivery of Catholic Family Life Education programs;
- Working in partnership with teachers in the delivery of Catholic Family Life Education programs.

**Consultant for Religious and Family Life Education is responsible for:**

- Supporting teachers in the delivery of Catholic Family Life Education programs.

**Staff are responsible for:**

- Utilizing the *Fully Alive* and *Blessed & Beloved* programs to support the delivery of the Family Life Education Curriculum;
- Teaching the Catholic Family Life Education program using the prescribed curriculum and resources;
- Integrating Catholic values and teachings in all subject areas;
- Sharing a summary of the *Fully Alive* or *Blessed & Beloved* Family Life Education programs, including an approximate timeline of when specific units are to be taught, with parents annually;
- Sending Family Life Curriculum Unit letters to parents prior to the beginning of each theme, and at least 20 school days prior to Strand C: Families: Created in Love, Wonderfully Made, outlining what topics will be covered and suggestions for parent involvement;
- Giving particular consideration to communication with families of students in Grade 1 and/or those new to a PVNC Catholic school to ensure that they receive all the information about the Blessed & Beloved program prior to its implementation in the classroom;

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

- Becoming familiar with the Family Life Education program in order to enhance their ability to discuss their children's learning;
- Communicating with their children's teachers;
- Reviewing information provided by the school regarding the *Fully Alive* or *Blessed & Beloved* Program;
- Communicating with classroom teachers and school staff when concerns or questions arise;
- Providing written notice to request an exemption from Strand C: Families: Created in Love, Wonderfully Made instruction to the principal at least five (5) school days prior to the commencement of that unit of instruction;

**Progress Indicators:**

- Schools will communicate to parents/guardians the contents of the Family Life Education program by forwarding Family Life Curriculum Unit letters to parents prior to the beginning of each strand;
- Schools will communicate the planned start and end dates of the instruction related to Strand C: Families: Created in Love, Wonderfully Made, at least twenty days in advance;
- Schools will transition from *Fully Alive* to *Blessed & Beloved* as each new grade program becomes available.

**References:**

- [Assembly of Catholic Bishops of Ontario](#)
- [Catholic Association for Religious and Family Life Educators of Ontario](#)
- Institute for Catholic Education, Blessed & Beloved
- [Institute for Catholic Education Elementary Resources](#)
- [Institute for Catholic Education, Fully Alive](#)
- [Institute for Catholic Education Secondary Resources](#)
- [Ministry of Education - Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. \(PPM 162\)](#)
- [Ontario Catholic Elementary Family Life Education Curriculum Policy Document, Grades 1-8, 2023](#)
- [Ontario Catholic Elementary Religious Education Curriculum Policy Document, 2012](#)
- [Ontario Catholic School Kindergarten Program, 2019](#)
- [Ontario Catholic School Trustees Association ~ Respecting Difference, 2012](#)

- [Ontario Catholic Secondary Religious Education Curriculum Policy Document, 2016](#)
- [Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019](#)
- [Renewing the Promise - A Pastoral Letter for Catholic Education](#)

**Resources:**

Appendix A - Exemption from Instruction in Family Life Education - Strand C

DRAFT

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# Administrative Procedure Report to the Policy Development Committee

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**Meeting Date:** October 15, 2024

**Presented by:** Darren Kahler

**Subject:** AP514

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**Background:** This Administrative Procedure is up for review on the regular review cycle.

**Summary of Draft Administrative Procedure:**

The key changes to this Administrative Procedure include:

- Rewording of the directional policy alignment
- Rewording of Alignment with Multi-Year Strategic Plan. Added reference to two strategic priorities
- Amended so that reference to work site is consistently “normal work location”
- Replaced reference to SmartFind Express with automated callout system throughout
- Under Inability to Report to Any Work Site on Inclement Weather Days - amended so that supervisor is responsible for updating automated callout system
- Under Other Absences on Inclement Weather Days - amended so that supervisor is responsible for for updating automated callout system
- Under Progress Indicators added “Schools remain safe and productive learning environments for students during inclement weather days.”



Peterborough Victoria  
Northumberland and Clarington  
Catholic District School Board

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

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**Attachments:**

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





BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Reporting to Work on Inclement Weather Days</b>	<b>514</b>
Directional Policy	
<b>500 - Employee Relations</b>	

**Title of Administrative Procedure:**

Reporting to Work on Inclement Weather Days

**Date Approved:**

October 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

This Administrative Procedure aligns with the purpose of the Employee Relations Directional Policy - 500 by ensuring there is a shared understanding between the Board and employees of the Board's expectations as it relates to requirements on inclement weather days

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

The Reporting to Work on Inclement Weather Days Administrative Procedure supports our vision of Achieving Excellence in Catholic Education by ensuring our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social

Teachings. This Administrative Procedure will ensure employees understand the expectations as it pertains to attending work on inclement weather days. The Reporting to Work on Inclement Weather Days Administrative Procedure supports the strategic priority of Providing Excellence in Teaching and Learning and Maximizing Resources.

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

### **Action Required:**

It is the goal of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to keep schools and other work sites open and staffed appropriately during inclement weather except under extraordinary circumstances as determined by the Director of Education in consultation with administrative staff and appropriate authorities.

It is important to understand that the cancellation of bus services for students has no relation to the requirement for employees to attend work.

### **Reporting to Work on Inclement Weather Days**

Employees are expected to make every reasonable effort to attend their normal work site on a day where there are inclement weather conditions.

In the case of employees who are unable to attend their own work site, there is an obligation to notify their regular supervisor.

### **Predetermined Alternative Work Site on Inclement Weather Days**

If current weather conditions do not allow for the employee to report to their regular work site, they will report to their predetermined alternative work site instead. This predetermined alternative work site is the Board work location closest to the employee's home address and will be recorded by the Board.

When reporting to the predetermined alternative work site, the employee is to report to the office, sign in, and speak with the Principal or designate of the school who will assign the employee to appropriate duties and location.

At approximately 10:30 a.m. the employee, in consultation with their regular supervisor, will determine whether they are able to proceed to their normal work site. If they are not able to proceed to their normal work site, they will remain at the alternate work site for the balance of their regular work day.

**Inability to Report to Any Work Site on Inclement Weather Days**

If current weather conditions do not allow for the employee to report to their normal work site or predetermined alternative work site, they will enter an absence in SmartFind Express with the reason code 'Inclement Weather.' Consultation with their regular supervisor is necessary to determine if a supply is required for the absence.

At approximately 10:30 a.m. the employee, in consultation with their regular supervisor, will determine whether they are able to proceed to their normal work site or their predetermined alternative work site. If the employee does proceed to either their normal work site or predetermined alternative work site, the supervisor will modify the absence in the automated callout system.

**Predicted Inclement Weather**

In the case of predicted inclement weather later in the day employees are expected to go to work as normal and consult with their supervisor to make arrangements for safe travel home. Employees require permission from their supervisor to leave work prior to the end of their regular work day in these cases.

Employees leaving work with their supervisor's permission because of predicted inclement weather must enter an absence in the automated callout system with the reason code 'Inclement Weather.' Consultation with their regular supervisor is necessary to determine if a supply is required for the absence.

**Other Absences on Inclement Weather Days**

If an employee has a scheduled absence on an inclement weather day due to professional learning, medical appointment, etc. and has booked a supply, the supervisor shall review those absences and determine if a supply is required for the absence. If it is determined the supply is no longer required, the supervisor will modify the absence.

Employees scheduled to attend professional learning on an inclement weather day will be notified as to whether the session is happening. If an employee determines they cannot attend the professional learning because of inclement weather, they are to follow the sections as outlined above.

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

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

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

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

**Superintendent of Human Resource Services is responsible for:**

- Implementing and operationalizing this Administrative Procedure.

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

- Ensuring that all employees whom they supervise are familiar with this Administrative Procedure.

**Staff are responsible for:**

- Ensuring familiarity with the Administrative Procedure and requirements for reporting to work during inclement weather days.
- Attending the appropriate work site unless they as individuals determine that safe travel is compromised by weather in which case an employee may be late for work or absent.

**Progress Indicators:**

- Employees will remain safe during inclement weather
- Schools remain safe and productive learning environments for students during inclement weather days.

**Definitions:**

- Inclement Weather - refers to severe weather conditions, including ice, fog, sleet, snow, flood, extreme temperatures, and/or wind, which are considered serious enough to raise concerns regarding the safety of staff.
- Predetermined Alternative Work Site – the work site which is closest to the employee's home address but is not their regular work location.

**References:**

[Education Act](#)

# Administrative Procedure Report to the Policy Development Committee

**Meeting Date:** October 15, 2024

**Presented by:** Darren Kahler

**Subject:** AP814 - Critical Injury / Fatality Reporting

**Background:** This AP is up for review on the regular review cycle.

## Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Updated the definition of critical injury to more clearly reflect the province's guidelines
- Switched the order of who to contact in case of a critical injury/fatality
- On page 3 - changed to remove list and include regulation which now dictates what is shared
- Rephrased duties of Health & Safety Officer
- Under References - replaced reference to Critical Injury Regulation with this new one introduced in 2021

## Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Critical Injury/ Fatality Reporting</b>	<b>814</b>
Directional Policy	
<b>Healthy Schools and Workplaces - 800</b>	

**Title of Administrative Procedure:**

Critical Injury/ Fatality Reporting

**Date Approved:**

October 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

Healthy Schools and Workplaces

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

The Critical Injury/ Fatality Reporting Administrative Procedure supports the Multi-Year Strategic Plan and Vision by strengthening our culture of well-being. This Administrative Procedure aligns with the Board's Pillars of Being Well and Being Community, and in particular our Priorities of Valuing Relationships and Nurturing Mental Health and Well-being by communicating requirements and expectations with respect to ensuring timely and accurate response to, as well as reporting of, critical injuries and fatalities to

the Ministry of Labour, Immigration, Training, and Skills Development (MOLITSD), Joint Health and Safety Committee, Unions, and other parties as applicable/ required under Occupational Health and Safety legislation.

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

### **Action Required:**

This Critical Injury/ Fatality Reporting Administrative Procedure applies in the event of a critical injury or fatality involving any person while on Board premises or Board business including but not limited to Board employees, contractors, sub-contractors, students, parents, volunteers, visitors and guests.

A Critical Injury is an injury of a serious nature that:

- a) places life in jeopardy;
- b) produces unconsciousness;
- c) results in substantial loss of blood;
- d) involves the fracture of a leg or arm but not a finger or toe (for clarity, fracture of a wrist, hand, ankle, foot or more than one finger or toe would be included);
- e) involves the amputation of a leg, arm, hand, or foot but not a finger or toe (for clarity, more than one finger or toe would be included);
- f) consists of burns to a major portion of the body; or
- g) causes the loss of sight in an eye.

Responding to a Critical Injury/ Fatality:

- Assess the scene for your own safety and render immediate assistance to the injured party, summoning medical assistance where necessary.
- Secure the scene to prevent secondary accidents from occurring. Lockout any equipment to prevent further injury. (See [AP815 - Safe Work Procedure: Lock-out/Tag-out of Energy Sources](#))
- The Principal/Supervisor/Manager will determine if the injury meets the definition of a critical injury/ fatality by using the criteria stated in the definition provided in this document.

- Preserve the scene. Where a person is killed or critically injured, the Occupational Health and Safety Act stipulates that no person shall interfere with, disturb, destroy, alter or carry away any wreckage, article or thing at the scene of or connected with the occurrence until permission to do so has been given by the Ministry of Labour, Immigration, Training and Skills Development (MOLITSD) Inspector, except for the purpose of:
  - a. saving a life or relieving human suffering;
  - b. maintaining an essential public utility service or a public transportation system; or
  - c. preventing unnecessary damage to equipment or other property.
- Where wreckage is present, and it is necessary for the reasons outlined above to disturb the accident scene, record details of the original scene through notes, sketches and/or photographs, where feasible.
- Immediately notify the following by telephone or other direct means:
  - Where applicable, Emergency Services (eg. 911)
  - Principal/Supervisor/Manager responsible for the worker
  - Health and Safety Officer (or Human Resource Services designate) at 705-748-4861 ext 1290 or 705-761-0148 (cell)

NOTE: The Health and Safety Officer will be the primary contact, and will immediately notify the following noted parties. If the Health and Safety Officer or designate cannot be reached, a Principal, Supervisor or Manager would immediately contact the following:

- Joint Health and Safety Committee (Worker Co-Chair and Certified Representative for applicable union)
  - applicable Union President for the injured employee (if applicable)
  - MOLITSD call centre 1-877-202-0008
- Where a Critical or Fatal injury is identified, the Health and Safety Officer or designate will forward a written report of the critical injury/ fatality occurrence to the Ministry of Labour, Immigration, Training and Skills Development within 48 hours as required by the Occupational Health and Safety Act and associated Regulations. Content of the report will include the information required by Ontario Regulation 420/21 as amended.



- Where an employee is critically or fatally injured the Principal/ Supervisor/ Manager will ensure the appropriate Employee Incident Injury Report (HR5) is completed within 24 hours. The Supervisor Investigation portion of the report shall be completed, including investigation details, contributing factors, root causes, and identifying corrective action(s) taken.
- For students/ visitors, the Principal/ Supervisor/ Manager will ensure the student emergency contact is contacted (where applicable) and the Ontario School Boards' Insurance Exchange (OSBIE) Incident Report Form (where applicable) is completed. Where necessary, in circumstances where the injured person is admitted to the hospital or fatally injured, the facility will ensure that OSBIE Claims Department is immediately notified by telephone at 1-800-668-6724.

#### Additional Reporting Obligations:

- Elevating Devices- [Ontario Regulation 209/01, Section 36](#) identifies additional reporting requirements should an incident involve an elevating device. Please refer directly to the regulation.
- Serious Electrical Incident- The [Ontario Electrical Code Rule 2-007](#) requires that any serious electrical incident be reported within 48 hours after the occurrence. It also requires that the scene be held until permission to release the scene is given by an inspector. The phone number to report these incidents is 1-877-ESA-SAFE or 1-877-372-7233.

#### Responsibilities:

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

- Ensuring alignment with the Healthy Schools and Workplaces Directional Policy.
- Reviewing the Critical Injury/ Fatality Reporting Administrative Procedure as part of its regular policy and procedures review cycle.

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

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

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

- Ensuring Principals are consistent with the application of this Administrative Procedure.
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.
- Completing necessary notifications in the event the Health and Safety Officer or designate cannot be reached.
- Contacting the emergency contact for a student or staff member (where necessary), to notify them of the injury.
- Ensuring the applicable Employee Incident (HR5) or OSBIE report for the incident is filed in a timely manner.
- Ensuring the timely completion of the supervisor investigation portion of the Employee Incident HR5 report, including investigation details, contributing factors, root causes, and identification of corrective action(s) taken.

**Health and Safety Officer or designate is responsible for:**

- Ensuring notifications required by this Administrative Procedure occur, as per legislated requirements, in a timely manner.
- Ensuring reports required by this Administrative Procedure occur, as per legislated requirements, in a timely manner.
- Providing support to Principals, Vice-Principals, Managers, Supervisors and the Multi-Site Joint Health and Safety Committee in accident investigations and identification of corrective actions.
- Attending the investigation of a critical injury/fatality with the Multi-Site Joint Health and Safety Committee representative.

**Multi-Site Joint Health and Safety Committee is responsible for:**

- Conducting an investigation of Critical Injuries and Fatalities as per the requirements outlined in the current Multi-Site Joint Health and Safety Committee Terms of Reference.

**Staff are responsible for:**

- Reporting injuries and incidents , within 12 hours of occurrence, through the designated incident reporting software.
- Maintaining an awareness of this Administrative Procedure.

- Preserving the scene of the incident where required by this Administrative Procedure.

### **Progress Indicators:**

- Critical injuries and fatalities will be reported promptly and accurately as applicable/ required under Occupational Health and Safety legislation.

### **Definitions:**

A Critical Injury is an injury of a serious nature that:

- a) places life in jeopardy;
- b) produces unconsciousness;
- c) results in substantial loss of blood;
- d) involves the fracture of a leg or arm but not a finger or toe (for clarity, fracture of a wrist, hand, ankle, foot or more than one finger or toe would be included);
- e) involves the amputation of a leg, arm, hand, or foot but not a finger or toe (for clarity, more than one finger or toe would be included);
- f) consists of burns to a major portion of the body; or
- g) causes the loss of sight in an eye.

A critical injury must be reported where the fatality or critical injury occurred where a worker was working or might reasonably be expected to work and there is a reasonable connection between the hazard that led to the death or critical injury and worker health and safety.

### **References:**

- [Occupational Health and Safety Act](#)
- [Industrial Establishment Regulation](#)
- [Ontario Regulation 420/21](#) - Notices and Reports Under Sections 51 to 53.1 of the Act – Fatalities, Critical Injuries, Occupational Illnesses and Other Incidents
- Ontario Electrical Safety Code
- [Elevating Devices Regulation - Ontario Regulation 209/01](#)
- PVNCCDSB Multi-Site Joint Health and Safety Committee Terms of Reference
- [PVNC Catholic District School Board Vision, Mission and Strategic Priorities](#)

# Administrative Procedure Report to the Policy Development Committee

**Meeting Date:** October 15, 2024

**Presented by:** Jonathan Di Ianni,  
Superintendent of Learning

**Subject:** AP 911 - Mandated  
Alternate Educational Settings

## Background:

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

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a safe learning and working environment for all students and staff.

## Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Overall updates to align with the new Administrative Procedure format
- Language to align with 2021-2025 Multi-Year Strategic Plan
- Updates to current Ministry of Education reporting guidelines
- Responsibilities updated and refined where applicable
- References updated to current links

## Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Mandated Alternate Educational Settings</b>	<b>911</b>
Directional Policy	
<b>900 - Safe and Accepting Schools</b>	

**Title of Administrative Procedure:**

Mandated Alternate Educational Settings

**Date Approved:**

October 15, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

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

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

The Mandated Alternate Educational Settings Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-Being, Ensure Equity and Maximize Resources. Moreover, this Administrative Procedure supports the development of welcoming and engaging school environments

that respect the dignity of all students and foster the conditions for members of the school community to become caring and responsible citizens.

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

### **Action Required:**

The Peterborough-Victoria- Northumberland and Clarington Catholic District School Board believes that effective learning environments must be safe for students, staff, parents/guardians, clergy, volunteers and visitors. In some cases the principal may need to prevent students from accessing the school or classes to ensure a safe environment for all, while maintaining appropriate programming and support for all students.

Section 265(1)(m) of the Education Act R.S.O. 1990 indicates that one of the duties of the Principal is: “subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils”.

Program and Policy Memorandum 145 stipulates that Section 265 (1) (m) of the Act, frequently referred to as the “exclusion” provision, is not to be used as a disciplinary measure but is a short term measure to ensure the safety of students, staff and parents in the school.

Exclusion under Section 265(1) (m) is subject to appeal to the Board of Trustees.

Reasons for exclusion from school could/may include medical conditions, physical or mental health conditions, behavioural or other reasons.

**Medical Conditions:** In the case of exclusion due to a specific medical condition, community partners and medical experts (physician, etc.) are essential when making this determination. The local Public Health Unit may exclude a student from school and notify the school principal that such an action has already been decided, for example, in the case of communicable diseases.

**Physical or Mental Health Conditions:** Examples of mental health conditions could be anxiety, depression or a broad set of underlying mental health difficulties that may present outwardly in school. A physician or other community partners may provide input/consultation or written notification regarding the student's conditions.

**Behavioural:** Extreme behavioural concerns sometimes stem from needs that require exclusion of a student until more information is collected (e.g., report from a physician or psychologist) in order to plan an educational program that meets the student's needs. Sometimes there needs to be successful intervention from healthcare professionals before the student can return to school.

Excluding students based on behavioural or mental health conditions is not to be confused with the disciplinary provisions found in Part XIII of the Education Act. PPM145 (Progressive Discipline and Promoting Positive Student Behaviour) stresses

the need to build on strategies to maintain student behaviours that are conducive to learning and that do not place anyone in the school at risk.

When considering exclusion, there must be conditions outlined in an exclusion letter ([Appendix A](#)) to parents/guardians/adult students to facilitate the student's return to school or another appropriate placement and/or programming. The conditions need to be reasonable, realistic and in the best interest of the student. In some cases, the conditions can be modified as more information, for example a report from a medical practitioner, is received. The school team, in communication with parents, is encouraged to meet frequently to review the status of the conditions. In some cases, the exclusion may overlap the end of one school year and the beginning of another school year, or may begin prior to entering school.

While the student is excluded from school, the school is still responsible to provide an educational program for that student. Schools will consult with the student (where appropriate), the parents/guardians and the Family of Schools Superintendent to explore options for alternative programming which could include out of school instruction or e-learning.

In order to appeal the decision to exclude a student, the parent/guardian or adult student must write to the Superintendent of Learning – Safe Schools, to include the specific reasons for the appeal, including why they believe that the exclusion should not have been imposed.

### Appeals

- The adult-student or the student's parent/guardian/adult representative may appeal an exclusion. All exclusion appeals will be received by the Superintendent of Learning – Safe Schools.
- An appeal of an exclusion does not stay the exclusion.
- A person who intends to appeal an exclusion must give written notice of his/her intention to appeal the exclusion within ten (10) school days of the commencement of the exclusion.
- The Board of Trustees (the Board) must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- The parties in an appeal to the Board shall be the principal and the Family of Schools Superintendent (administration), and the adult student or the parent/guardian/adult representative (appellant).
- Exclusion appeals will be heard orally, in camera, by a committee of the Board of Trustees. An appellant may bring legal counsel, an advocate, or support person with them to the appeal.
  - The appellant will proceed first by making oral submissions regarding the reason for the appeal and the result desired.
  - The student will be asked to make a statement on their own behalf.

- The administration and/or legal counsel will make oral submissions on behalf of the Board, including a response to any issues raised in the appellant's submissions.

The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.

- The Board may ask any party, or the student, where appropriate, questions of clarification.
- The Board may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal.
- Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
- The Board will consider, based on the submissions of both parties, whether the decision to exclude was reasonable in the circumstances, and shall either:
  - Confirm the exclusion and its conditions; or
  - Confirm the exclusion and modify its conditions, as necessary; or
  - Quash the exclusion; or
  - Make an alternate appropriate order.
- The decision of the Board is final. The decision shall be communicated to the appellant in writing.

## **Responsibilities:**

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

- Ensuring the alignment of the Mandated Alternate Educational Settings Administrative Procedure with the Safe and Accepting Schools Directional Policy;
- Ensuring trustees who are in direct conflict of interest, or who have had any personal involvement in the matter prior to the appeal, excuse themselves from the Appeal Committee;
- Reviewing the Mandated Alternate Educational Settings Administrative Procedure as part of its regular policy and procedure review cycle.

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

- Providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.



**Superintendent of Learning - Safe Schools is responsible for:**

- Receiving exclusion appeals;
- Upon receipt of written notice of the intention to appeal the exclusion:
  - advising the school principal of the appeal;
  - advising the adult student or the parent/guardian that a review of the exclusion will take place, and invite the adult student or parent/guardian to discuss any matter respecting the incident and/or appeal of the exclusion;
  - reviewing the exclusion (reason, duration, and any mitigating or other factors), in consultation with the principal and Family of Schools Superintendent;
  - will initiate communication with the parent/guardian or adult student and the principal to narrow the issues and try to effect a settlement;
  - where a settlement is not reached, will communicate with the parent/guardian or adult student to provide notice of the review decision;
  - arranging a date for the appeal before the Board;
  - coordinating the preparation of a written report for the Board. This report will contain at least the following components:
    - A report of the rationale for exclusion and the program currently in place for the student, as prepared by the principal;
    - A copy of the original exclusion letter;
    - A copy of the letter requesting the exclusion appeal; and
    - A copy of the correspondence with respect to the exclusion review;
  - informing the parent/guardian or adult student of the date of the exclusion appeal, providing a copy of this administrative procedure, a copy of the documentation that will go to the Board, and ensuring that the item is placed on the Board agenda.

**Superintendent of Learning - Family of Schools are responsible for:**

- Assisting principals in the discernment process around the need to exclude;
- Assuring that principals have followed the Mandated Alternate Educational Settings Administrative Procedure;
- Upon receiving written notice of the intention to appeal, reviewing the exclusion (reason, duration, and any mitigating or other factors), in consultation with the principal and Superintendent of Safe Schools;
- Attending appeal hearings with the school principal.

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

- Implementing this administrative procedure in accordance with the parameters outlined;
- Providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure;

- Considering the school based and community based resources available, prior to determining that an exclusion is necessary. While the decision is ultimately the principal's, the input of information from the school team is vital;
- Consulting with their Family of Schools Superintendent and other Superintendents as required;
- Communicating with the parents/guardians to discuss the process including reasons, conditions of return, the education plan, and review date of the exclusion;
- Writing the exclusion letter and copying it to recipients as outlined in the template letter;
- Providing for instruction. Students who are being excluded may require instruction in an alternate location. Transportation, if necessary, is the parent/guardian's responsibility.
- Regularly monitoring the status of the conditions as set out in the exclusion letter, keeping the lines of communication open with the parents/guardians, providing follow-up documentation to parents/guardians, if necessary;
- When conditions are met, planning to have the student return to the school with an appropriate transition plan as determined in consultation with the members of the school team and the Superintendent;
- Sharing the transition plan with the student, where appropriate, and the parents/guardians;
- Maintaining ongoing communication with all parties involved throughout the process.

**Staff are responsible for:**

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- Supporting the implementation of this administrative procedure, including collaborating with other staff in fostering a safe, welcoming, inclusive, accepting learning environment;
- Providing timely and tiered intervention and program to support all PVNC students;
- Ensuring that the school principal is aware of all interventions to support students, to allow for the most effective decisions to be made for the student and for the school community.

**Students are responsible for:**

- Fulfilling their responsibilities as outlined in the conditions for re-entry to the school;
- Being an active participant in collaborating with parents/guardians and the school administration on a school transition plan.

**Parents are responsible for:**

- Fulfilling their responsibilities as outlined in the conditions for their child's re-entry to the school;
- Keeping the school's administration apprised of any changes which would affect the student's re-entry plan to the school.

**Progress Indicators:**

- Members of the school community are aware of their rights and responsibilities in the Mandated Alternate Educational Settings Administrative Procedure;
- Use of the right to exclude under the Education Act is appropriate, consistent and transparent across all PVNC schools.

**Definitions:**

**Adult Student** means a pupil of the Board who is 18 years old or older or a pupil who is 16 or 17 and has withdraw from parental control.

**Appellant** means an individual who has been refused admission to a school or classroom in a school pursuant to section 265(1)(m) of the Education Act and who has filed an appeal or that individual's parent/guardian or adult representative where the individual who has been refused admission is a pupil of the Board, but not an adult pupil.

**In camera** means not in public; private.

**References:**

[Education Act: Section 265\(1\) \(m\)](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)

[APPENDIX A – Template – Exclusion Letter](#)



Peterborough Victoria  
Northumberland and Clarington  
Catholic District School Board

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# Administrative Procedure Report to the Policy Development Committee

**Meeting Date:** Oct. 15, 2024

**Presented by:** Galen Eagle

**Subject:** AP - 1001 - Addressing  
Parental and Public Concerns

## Background:

This AP had to be updated to reflect new Ministry expectations under [Policy/Program Memorandum 170](#) with respect to the timely response to parent/guardian inquiries.

## Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

This paragraph has been added to the guidelines section in accordance with PPM 170:

Staff responding to parent/guardian concerns shall endeavor to acknowledge an inquiry within two business days from the time of receipt, but for exceptional circumstances. Staff shall make best efforts to provide an estimated date of response if a parent/guardian inquiry cannot be fully addressed within five business days of receipt.

## Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure <b>Addressing Parental and Public Concerns</b>	Administrative Procedure Number <b>1001</b>
Directional Policy <b>1000 - Parent and Community Relations</b>	

**Title of Administrative Procedure:**

Addressing Parental and Public Concerns

**Date Approved:**

October 15, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

The *Addressing Parental and Public Concerns Administrative Procedure* aligns with the Board's Parent and Community Relations Directional Policy by outlining the process by which the Board responds to concerns raised by stakeholders and parents/guardians.

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

The *Addressing Parental and Public Concerns Administrative Procedure* supports the [Board's Multi-Year Strategic Plan](#) to value relationships, ensure equity and maximize resources.

**Purpose:**

The *Addressing Parental and Public Concerns Administrative Procedure* formalizes the process for addressing concerns and questions that are within the jurisdiction of the Board.

The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board is committed to building strong relationships with staff, parents, trustees, parishes and the larger community.

Strong relationships and meaningful dialogue are essential to improving student achievement and well-being, providing excellence in educational programs, ensuring effective stewardship of resources and enhancing confidence in publicly funded Catholic education.

**Guidelines:**

Questions or concerns from parents/guardians, community stakeholders or members of the public shall be addressed at the onset at the level closest to the issue in a fair, respectful and effective manner that reflects the Board's vision and strategic priorities.

Staff responding to parent/guardian concerns shall endeavour to acknowledge an inquiry within two business days from the time of receipt, but for exceptional circumstances. Staff shall make best efforts to provide an estimated date of response if a parent/guardian inquiry cannot be fully addressed within five business days of receipt.

PVNC Catholic is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential, and sensitive information entrusted to them. As such, there are matters that trustees and staff members are unable to discuss with parents/guardians (including parent/guardian representatives) and the public including but not limited to personal information (including information related to other students), employee relations (including staff disciplinary matters) and legal matters.

This policy does not apply to media inquiries, which are covered under the Board's [\*Administrative Procedure 1103 – Media Relations\*](#).

**Action Required:****Parent/Guardian Concerns:**

If a parent/guardian has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian.

**Step 1: Classroom Level**

Parents/guardians should review the issue with the staff member directly involved such as the child's classroom teacher and early childhood educator at a mutually convenient time.

**Step 2: Principal Level**

If the parent/guardian and the teacher/staff member are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to address the matter in a timely manner.

**Step 3: Superintendent Level**

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Education. The Superintendent will review the matter as it relates to established policies and procedures and will respond to the parent/guardian about their concern in a timely manner.

**Step 4: Director of Education Level**

If the parent/guardian and the Superintendent are not able to resolve the issue, the parent/guardian may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and respond to the parent/guardian about the concerns in a timely manner.

**Representatives of Parent Guardian**

Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff as additional support to address their child's interests. Parents/guardians who wish to invite a representative to support them must notify the principal and/or staff member in advance of a school meeting as to who is anticipated to be in attendance. Any costs/expenses associated with such a representative are the responsibility of the parent/guardian.

**Community Stakeholder/Public Concerns:**

Issues or concerns raised by members of the public that are not school-based shall be directed to the appropriate school Board department. Issues that cannot be resolved at the department level may be referred to the Director's office.

**Role of the Trustee in addressing parental and public concerns:**

Parents/guardians and members of the public may contact trustees at any time. A trustee's role within this administrative procedure is to facilitate the communication process between the parent/guardian or member of the public and the appropriate staff and provide information and direction.

Trustees shall direct the parent/guardian or member of the public to the process which should be followed in addressing any concerns or to the appropriate person or step in the process (dependent on the steps the parent/guardian or member of the public has already undertaken to address the concerns at the time the trustee is contacted). A trustee's role is to provide information and/or facilitate communication but trustees shall not act as a direct representative of the parent/guardian or member of the public.

**Role of Catholic School Councils in addressing parental and public concerns:**

School councils have been established to advise principals on school matters but are not forums to discuss issues related to individual parents/guardians, school staff or students. Any of these matters brought to a school council member or any school council meeting shall be referred to the principal to address.

For more information on the role of Catholic School Councils, refer to [Administrative Procedure 1003 – Catholic School Councils](#).

**Responsibilities:**

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

- Ensuring alignment of this administrative procedure with the Parent and Community Relations Directional Policy
- Reviewing the *Addressing Parental and Public Concerns Administrative Procedure* as part of its regular policy and procedure review cycle
- Using this administrative procedure as a framework for assisting parents/guardians or constituents in addressing school board concerns or issues

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



- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure
- Addressing parent/guardian issues or issues raised by members of the public that have escalated to the Director of Education level
- Communicating the outcome(s) of concerns raised with local trustees
- Apprising the Chair of the Board of any local concerns that may have system-wide implications or may require a system response or Board motion

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

- Providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and implementation of this administrative procedure
- Addressing parent/guardian issues or issues raised by members of the public that have escalated to the Superintendent level
- Apprising the Director of Education of any local concerns that may have system-wide implications or may require a system response or Board motion

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

- Providing leadership and supports for staff in their knowledge, understanding, and implementation of this administrative procedure
- Addressing parent/guardian issues or issues raised by members of the public at the school level

**School staff members are responsible for:**

- Addressing parent/guardian issues at the school and/or classroom level

**Parents/guardians and members of the public are responsible for:**

- Engaging in respectful dialogue while raising issues and concerns with school board staff

**Progress Indicators:**

- Increased awareness and understanding of the *Addressing Parental and Public Concerns Administrative Procedure*



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# Administrative Procedure Report to the Policy Development Committee

**Meeting Date:** Oct. 15, 2024

**Presented by:** Galen Eagle

**Subject:** AP 1203 - OSR Management

## Background:

This AP is being updated prior to its regular review cycle to address an operational need.

The OSR Management AP has been updated to ensure consistent practice with respect to school communication with students and families when a student turns 18.

## Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

The following section has been added to the AP. No other changes have been made.

### Age of Majority:

When a student turns 18, the age of majority, they are legally considered an adult, and they have the right to control access to their personal information. This means that the school must obtain the student's explicit consent before sharing any



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information with their parents/guardians including the Ontario Student Record and other information collected by the school such as attendance and report cards.

To comply with MFIPPA when a student turns 18, schools shall take the following steps:

- **Notification:** Inform students and their parents/guardians before the student turns 18 about the changes in information sharing practices. [A sample letter is provided here.](#)
- **Consent:** Provide an opportunity for the student to consent to ongoing information sharing with their parents/guardians using the form: [Consent for Information Sharing – Student at the Age of Majority.](#)
- **Record:** File signed consent forms in the OSR and record it in the student information system. A student who has reached the age of majority can revoke consent in writing at any time. If this occurs, ensure documentation is retained in the OSR and noted in the student information system.
- If a consent form is not received when the student turns 18, information sharing with parents/guardians must cease.

**Attachments:**

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>OSR (Ontario Student Record) Management</b>	<b>1203</b>
Directional Policy <b>1200 - Records and Information</b>	

**Title of Administrative Procedure:**

Ontario Student Record (OSR) Management

**Date Approved:**

October 15, 2024

**Projected Review Date:**

2029

**Directional Policy Alignment:**

The Ontario Student Record (OSR) Management Administrative Procedure aligns with Directional Policy 1200 – Records and Information Management by establishing a consistent procedure to manage Ontario Student Records in accordance with relevant provincial legislation.

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

The Ontario Student Record (OSR) Management Administrative Procedure supports the Board's Multi-Year Strategic Plan to maximize resources.

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

## Action Required:

### 1.0 Background

An Ontario Student Record (OSR) is a collection of records documenting a student's academic career for elementary and secondary education in Ontario. One OSR will be established for every enrolled student including international, out of province, and exchange students.

The Education Act and the Ministry of Education's Ontario Student Record Guideline, 2000 obligates school boards to create and maintain an OSR for every student. These authorities set out the policies of the Ministry of Education with regards to the establishment, maintenance, use, retention, transfer and disposal of the OSR.

Additionally, these authorities set out minimum content for OSRs and direct school boards to identify further student information "conducive to the improvement of instruction and other education" to be retained in the OSR.

Actions impacting the collection, access or use, disclosure or destruction of student information contrary to federal or Ontario legislation and this Administrative Procedure are prohibited.

### 2.0 Content

OSR content is personal and subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and, in some cases, the Personal Health Information Protection Act (PHIPA).

Ministry Directed Content:

1. OSR Folder
2. Report Cards
3. Ontario Student Transcript
4. Documentation File (when records exist)
5. Office Index Card (an associated record not filed in the OSR)

6. Accumulated instruction in French as a Second Language in elementary school
7. Behaviour, Discipline and Safety

Board Directed Content:

1. Achievement/Assessment
2. Biographical information
3. Communications/Consents
4. Enrolment
5. Scheduling
6. Program

The OSR Content Directory, a supporting document of this Administrative Procedure, includes the complete list of records to be retained in the OSR, should they exist, and prescribes the organization, retention, format and transferability of the records. The content of this directory is also recorded in the Board's Records Classification and Retention Schedule (CRS). The OSR content directory may be subject to change and significant changes will be communicated to appropriate staff through a Board memo.

### 3.0 Security

Mechanisms for the security and confidentiality of OSRs must be adhered to. These include:

1. Storing OSRs in locked cabinets or rooms
2. Logging out of online platforms  
(e.g. the student information system when not in use)
3. Adhering to a sign-out procedure for OSR access
4. Returning all OSRs to locked storage at the end of each work day
5. Restricting access as described in this procedure
6. Transporting OSRs using mechanisms that ensure security and confidentiality  
(e.g. carefully sealing mailing envelopes and marking them "confidential")

#### **4.0 Access**

Every person shall preserve confidentiality in respect of the content of all student information, including the OSR and other student information that comes to the person's knowledge in the course of the person's duties or employment and no such person shall communicate any such knowledge to any other person except where right of access is determined.

The Board will provide parents and legal guardians with access to information about a child's education, health and welfare while at school unless a written separation agreement, parenting order or other court document to the contrary has been provided by either parent or legal guardian or if another law does not permit it.

Right of access to OSRs is established in Ontario acts of legislature, Board procedure and Ministry directives.

Right of access:

In the school:

1. Student
2. Parents/legal guardians (if student is a minor), unless a parenting order or other court issued document or other law that does not permit it, e.g. MFIPPA s.38, revokes access to information. Where no court orders or agreements exist and parents live separate and apart, access by both parents will continue as if they were still living together until such time as documentation states otherwise
3. Principals, teachers, secretaries, early childhood educators, and special education consultants and safe schools teachers assigned to the school

Within the Board:

1. Superintendents
2. Board staff with responsibilities associated with the management of student information such as information technology, records and information management, freedom of information and protection of privacy and administrative assistants

3. Board staff who have a signed form OSR-4-Consent to Access the OSR in place

External:

1. The police can access a student's OSR in exigent circumstances without a warrant, under section 487.1.1 of the Criminal Code. Section 32 (g) of MFIPPA expressly permits a school board to disclose confidential information to the police to aid in an investigation undertaken with a view to where a law enforcement proceeding is likely to result.
2. Children's Aid Society
3. The Office of the Information and Privacy Commission of Ontario
4. In response to a court order, subpoena or search warrant and as outlined in s.266 of the Education Act
5. The Medical Officer of Health with respect to certain information as outlined in s.266 of the Education Act
6. Lawyers representing the Office of the Children's Lawyer

Access with written permission:

1. Parents and legal guardians of students aged 18 or older. The parent or guardian of a pupil who is not mentally capable will retain the right to access the records relating to that student after they have reached 18 years of age
2. Parents and legal guardians when a pupil, between the ages of 16 to 18, has withdrawn from parental control.
3. Special educational support staff of the board (e.g. social workers, educational assistants, speech and language pathologists and psychometrists).
4. Anyone granted permission by a legal guardian who has court assigned decision-making responsibility.

No right of access:

1. Parents or guardians of a student over the age of 18, unless the student has provided consent.



2. Parents or guardians where a court assigned parenting order has revoked access to information rights.
3. Foster parents unless confirmed as legal guardians
4. Volunteers
5. Trustees

#### Age of Majority:

When a student turns 18, the age of majority, they are legally considered an adult, and they have the right to control access to their personal information. This means that the school must obtain the student's explicit consent before sharing any information with their parents/guardians including the Ontario Student Record and other information collected by the school such as attendance and report cards.

To comply with MFIPPA when a student turns 18, schools shall take the following steps:

- **Notification:** Inform students and their parents/guardians before the student turns 18 about the changes in information sharing practices. [A sample letter is provided here.](#)
- **Consent:** Provide an opportunity for the student to consent to ongoing information sharing with their parents/guardians using the form: [Consent for Information Sharing – Student at the Age of Majority.](#)
- **Record:** File signed consent forms in the OSR and record it in the student information system. A student who has reached the age of majority can revoke consent in writing at any time. If this occurs, ensure documentation is retained in the OSR and noted in the student information system.
- If a consent form is not received when the student turns 18, information sharing with parents/guardians must cease.

### **5.0 Responding to requests for student records**

Schools and the Board receive requests to access student records from both active students and retired students. The following guidelines should be followed in determining whether access should be facilitated at the school level or the central level (Records and Information Management Services).

- 1) Elementary and secondary schools are to facilitate access requests for all students actively enrolled in school.

- 2) Secondary schools are to process access requests for any retired students five years post-graduation, with the exception of Ontario Student Transcript requests (see below). Schools shall refer access requests from students who have graduated more than five years ago to Records and Information Management Services.
- 3) Secondary schools are to process requests for Ontario Student Transcripts for active students.
- 4) Records and Information Management Services is to process all other requests for Ontario Student Transcripts centrally.

### **6.0 Collecting Fees**

Fees associated with processing student record requests are to be collected in accordance with the Fees Guide for Student Record Requests.

### **Responsibilities:**

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

- Ensuring alignment with the Records and Information Directional Policy.
- Reviewing the Ontario Student Record (OSR) Management Administrative Procedure as part of its regular policy and procedures review cycle.

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

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

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

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirement and adhere to the confidentiality and security requirements afforded the OSR.
- Assist the school principal with responsibilities and duties as assigned.
- Rule on disagreements with respect to parent requests to alter OSR records.

**Principals are responsible for:**

## A. Overseeing the management of OSRs at the school as follows:

1. Ensure the creation, acquisition, maintenance, retention, transfer and disposition of OSRs is in accordance with legislation, Board procedure and Ministry instruction.
2. Ensure security, access and content of OSRs is in keeping with Ministry guidelines and this Administrative Procedure.
3. Delegate responsibilities as necessary to vice principals, teachers, guidance teachers and secretaries.

## B. Overseeing the accuracy of biographical information of each student as follows:

1. Delegate responsibility to verify date of birth, legal name, gender, and assigned identification numbers using appropriate identity documents and confirming the verification by initialing the OSR folder.
2. Delegate responsibility to update biographical information at the start of each school year. This includes home address, contact information, and parent information.
3. Accept a “repute” name where it is in the best interest of the student to do so, i.e. the student has been known by the repute name exclusively. The legal surname remains recorded on the OSR in parentheses following the repute name. Both names are recorded in the student information system. The Ontario Education Number (OEN) remains the same.
4. Accept a new legal name or change in gender designation when presented with new identity documentation from the Ontario Registrar General e.g. Birth Certificate. Keep a record of verification of documentation. Update the OSR and student information system accordingly; both the active and inactive record.

## C. Ensuring proper access as follows:

1. Permit access by those who have a right of access and deny access to those with no right of access. Refer to parenting order, separation agreement or other court document, where they exist, for direction.

School Principals will notify their School Superintendent when requests for access are made by law enforcement or lawyers.

2. Enforce the use of the Consent to Access the OSR form when permission is required.
  3. Make access to information decisions based on the best interests of student safety in all instances.
  4. Communicate to students and parents about the OSR and their access rights as follows:
    - i. Students or parents, once parental custodial rights have been confirmed (acquire and file a copy of the current court documents, where they exist, in the OSR), can examine the OSR under supervision by the principal or delegate so that content can be explained.
    - ii. Should parents or students request the removal or correction of a record, the principal will decide the request based upon the accuracy and date of the record, how the record assists in the improvement of instruction, what other policy obligations exist, and statutory retention requirements.
    - iii. Should the principal agree to remove or correct a record, both the OSR record and the electronic record (where it exists) must be equally adjusted.
    - iv. Should the principal disagree with the removal or correction of a record, the matter may be referred to the family of schools superintendent.
    - v. If the superintendent rules that a record should remain in the OSR against the wishes of a student or parent, allow a statement of disagreement to be attached to any record that a student or parent wishes corrected or removed.
  5. Create and file in the OSR a notation of any copies taken of OSR content. Use Form OSR-6-OSR Copy Tracking Log.
  6. Contact the school superintendent when served with a search warrant or a court subpoena, prior to complying.
- D. Reviewing or delegate the review of the OSR to update and remove expired records:
1. At the end of each elementary division (primary and junior).
  2. Upon transfer.
  3. Prior to promotion to secondary school.

4. Five years post retirement before the OSR is transferred centrally to the Record and Information Management Office.
- E. Ensuring the confidentiality of the OSR is protected at all times and reporting breaches to Communication Services.
- F. Transferring single OSRs as follows:
1. Within the Board – upon receipt of a written request from the receiving school and using the Board courier system in a sealed envelope marked “confidential.”
  2. Outside of the Board to another Ontario school board – upon receipt of a written request from the receiving school and using a commercial courier.
  3. To a First Nation school, a federally or provincially operated school (a demonstration school), or a private school (inspected by the Ministry of Education) upon receipt of written requests from the receiving school and the parents and using a commercial courier.
  4. Out of Ontario – upon receipt of written requests from the receiving school and the parents, provide copies only. The original OSR must be retained.

And further,

- i. Record the transfer in the student information system.
- ii. Retain a record of the transfer for two full school years.
- iii. Transfer in hard copy form (do not fax or email).
- iv. Return an OSR to the sending school if the student does not arrive as expected.
- v. Do not transfer the Office Index Card. Retain for five years, filed by year of retirement and then transfer to Records and Information Management central storage.

G. Transferring of OSRs for Grade 8 transition to secondary school as follows:

1. In June, secondary schools send a list of students who have registered for September to feeder schools.
2. Elementary schools transfer the appropriate OSRs by the end of June.
  - a) The elementary school staff person will use the OSR Transfer label, filling it out completely and adhering one to each box.

- b) Regular board courier will be used to deliver the boxes.
  - c) The elementary school staff person will advise the contact at the secondary school once the boxes have been picked up for delivery.
  - d) The contact at the secondary school will confirm receipt of the proper number of boxes with the sending elementary school by email. The OSR boxes will be placed in a secure, locked room until records can be filed in the school's OSR cabinets.
3. OSRs of students who do not begin classes by Friday of the first week of school in September are returned to the elementary school to await an official OSR request from the secondary school at which the student has registered.

#### H. Education outside of the normal classroom setting:

1. When a student is actively enrolled in a PVNCCDSB day school and attends a Continuing Education program, the OSR remains with the PVNCCDSB day school. Information on credits completed is forwarded to the PVNCCDSB day school for inclusion in the Ontario Student Transcript (OST). The Continuing Education Program includes night school and summer school.
2. When a student has retired from a PVNCCDSB day school and registers in program of continuing education offered externally to PVNCCDSB, the program will request in writing that the OSR be transferred. Schools and Central Records will transfer the OSR and maintain a record of the transfer.
3. When a student is provided with instruction out of school; receiving home schooling, or is attending New Leaf (a program for suspended or expelled students), the school at which the student is currently or last enrolled is responsible for the management of the OSR. When the student reaches secondary school age, the elementary school will transfer the OSR to the secondary school that the parent declares the home schooling status to each year. The OSR shall remain at the school until five years post retirement, at which point it shall be transferred centrally to the Record and Information Management Office.

#### I. Overseeing the response to a lost OSR as follows:

1. Search thoroughly to confirm the OSR is lost.
2. Inform the parent/student of the loss and contact the Communications Manager.

## 3. Create a replacement OSR by:

- a) Noting that this is a replacement OSR on the folder.
- b) Referencing the Office Index Card for biographical data and completing the succession of schools attended.
- c) Accessing the student information system for information for inclusion in the OSR.
- d) Collecting special education and information from other sources in the Board.

## J. In the event of a school closure;

1. OSRs for active students are forwarded to the school(s) where the students enrol.
2. OSRs for inactive students and Office Index Cards for all students will be sent to Records and Information Management central storage.

K. Collecting fees in accordance with the Fees Guide for Student Record Requests.**School Staff are responsible for:**

1. Retaining and managing the content of each OSR in accordance with this procedure, the OSR Content Directory and as instructed by the school principal.
2. Ensuring the confidentiality of OSR content and maintaining OSRs securely.
3. Organizing retired OSRs chronologically by year of retirement in the school for five years. At the end of the five years, the OSR will be purged at the school and then transferred to Records and Information Management central storage for the remaining 50 years of legal retention.
4. When a student moves out of province, recording the last date attended and that the student "moved out of province" in the retirement section of the OSR jacket and in the student information system and print a final office index card.
5. When the right to access the OSR or other student information is uncertain, directing the requester to the school principal.
6. Providing support in the management of active OSRs.
7. Centrally storing inactive OSRs.
8. Shredding purged OSR content under the authorization of the school principal.
9. Returning an OSR to the appropriate school should a student re-enrol.
10. Auditing the management of OSRs.

**Computer Technology Staff are responsible for:**

1. Maintaining electronic student records.

**Progress Indicators:**

OSR Compliance Checklist

**Definitions:*****Ontario Student Record (OSR)***

The Ontario Student Record is the official record required by the Ministry of Education that documents the educational progress of the student such as achievement results, credits earned, and other information important to the education of the student. It is a legal record that can be used for identification purposes.

It serves to guide instructional decisions and to provide the student, parents and educators with important information about the student's progress. For the purpose of access, the content of an OSR can be retained in paper and in electronic formats.

***Active OSR***

The official student record maintained at the school while the student is actively enrolled at that school.

***Inactive OSR***

The official student record retained by the school for five years after the student retires from school. Parts of the record are retained a further 50 years in Records and Information Management central storage. After 55 years, the records are destroyed under written authorization by the school principal.

***Legal Guardian***

A legal guardian is a person with legal custody of a person under the age of 18 which can be proven by the provision of a written court document. This includes biological parents where custody has not been revoked by a court of law; anyone granted legal



custodianship by a court of law such as Power of Attorney for Personal Care; and child welfare agencies staff where the student is their legal ward. Custody and decision-making responsibility means full right to make decisions regarding the child's health, education and welfare and to have access to their information maintained by the school.

### ***Legal Name***

A legal name is the full name given for the purpose of birth registration and which then appears on a birth certificate identifying a person for legal, and other official purposes. It includes given names (first and middle) and surnames. The legal name appears on all documents produced by the Board.

### ***Repute Name***

A repute name is one by which a person is generally referred. It is not a legally changed name and does not legally or officially replace a legal name.

### ***Retired***

A student is considered retired when they leave a publicly-funded school in Ontario. The OSR is retired when the student graduates, leaves Ontario, drops out of school or dies.

### ***Demonstration School***

Provincial demonstration schools are unique facilities for learning by deaf, blind, deafblind and/or severely learning-disabled students that are operated by the Ministry of Education.

### ***Student Information System.***

The board's electronic database containing student information and achievement data.

### **References:**

- [Education Act R.S.O. 1990, Chapter E.2](#)
- [The Ontario Student Record \(OSR\) Guideline 2000](#), Ontario Ministry of Education

- [Municipal Freedom of Information and Protection of Privacy Act R.S.O. 1990, Chapter M.56](#)
- [Personal Health Information Protection Act S.O. 2004, Chapter 3, Schedule A](#)

## Supporting Documents

Fees Guide for Student Record Requests

[OSR Content Directory](#)

[OSR Content Directory Quick Reference](#)

[Records Classification and Retention Schedule \(CRS\)](#)

## Resources

[PVNC Records and Information Management Website](#)

[www.ontario.ca/page/changing-your-sex-designation-your-birth-registration-and-birth-certificate](http://www.ontario.ca/page/changing-your-sex-designation-your-birth-registration-and-birth-certificate)

## Forms

OSR-1 Consent to Transfer OSR

(located in custom report section of student information system)

[OSR-2 Consent to Share Information with Third Parties](#)

[OSR-3 Consent for Information Sharing- Students at the Age of Majority](#)

[OSR-4 Consent to Access the OSR](#)

[OSR-5 Request to Alter an OSR](#)

[OSR-6 OSR Copy Tracking Log](#)

[OSR-7 Declaration of Withdrawal from Parental Control](#)

## Related Policy and Procedure

DP1200 Records and Information Management

AP1201 Records and Information Management

AP1202 Protection of Privacy

AP1207 Freedom of Information