

Agenda

Policy Development Committee Meeting

Tuesday, October 4, 2022

6:30 – 8:30 p.m.

Catholic Education Centre – Large Boardroom

<https://meet.google.com/eyt-bhzx-sdo>

Chairperson: Kevin MacKenzie

Trustees who are unable to attend are asked to please notify
Michelle Kennedy Administrative Assistant at
mkennedy@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer.
Braden Leal
2. Land Acknowledgement.
3. Approval of the Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the minutes of the Policy Development Committee held on May 17, 2022. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: New Administrative Procedure – AP #512, Electronic Monitoring. Page 11
Sean Heuchert, Manager of Information Technology.
2. R.A.: Revised Administrative Procedure – AP #1204, Custody Access to Students. Page 17
Galen Eagle, Manager of Communications.
3. R.A.: Revised Administrative Procedure – AP #1205, Copyright Protected Acts. Page 28
Galen Eagle, Manager of Communications.
4. R.A.: Remove [Board Policy](#) and [Administrative Procedure](#) –#309, Historical Archives. Page 36
Galen Eagle, Manager of Communications.

5. R.A. New Administrative Procedure – AP #201, Promoting Catholicity in Schools. Page 37
Jeannie Armstrong, Superintendent of Learning.

6. R.A. New Administrative Procedure – AP #202, Board Diocesan Relations. Page 44
Jeannie Armstrong, Superintendent of Learning.

C. Information Items:

D. Next Meeting:

1. Tuesday, November 1, 2022, 6:30 p.m.

E. Conclusion:

1. Closing Prayer
Loretta Durst.

2. Adjournment.



Minutes

The Minutes of the Policy Development Committee Meeting held on Tuesday, May 17, 2022 at 6:30 p.m.

Present

* = (via video conference)

Trustees: Linda Ainsworth, David Bernier, Loretta Durst, Braden Leal (Board Chairperson)*, Kevin MacKenzie (Committee Chairperson)*, Siobhán Marie (Junior Student Trustee).

Administration: Jeannie Armstrong, Joan Carragher, Jonathan Di Ianni, Stephen O'Sullivan, Sheila Piggott*, Julie Selby*.

Guests: Galen Eagle, Communications Manager.
Laura Di Ianni, Vice Principal CTCC / ECPP of Special Education Services*.
Mante Molepo, Equity Advisor Consultant*.
Julianne Charette, Principal, St. Teresa Catholic Elementary School.

Regrets: Helen McCarthy, Isabel Grace.

Recorder: Andrea Bradley.

A. Call to Order:

Kevin Mackenzie, Committee Chairperson, called the meeting to order.

1. Opening Prayer.

Kevin MacKenzie, Committee Chairperson, called the meeting to order at 6:31 p.m. and asked Braden Leal to lead the Opening Prayer.

2. Kevin MacKenzie, Committee Chairperson, acknowledged that the Policy Development Committee Meeting was taking place on the traditional territory of the Mississauga Anishinaabeg.

3. Approval of Policy Development Committee Meeting Agenda.

Motion: Moved by Linda Ainsworth, seconded by Braden Leal, that the Policy Development Committee Agenda be accepted as amended, moving item B.4. Revised Directional Policy #700 – Equity and Inclusive Education to be the first presentation of the evening.

Carried.

4. Declarations of Conflicts of Interest.

There were no conflicts of interest.

5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on Tuesday, March 29, 2022.

MOTION: Moved by Braden Leal, seconded by Loretta Durst, that the Minutes of the Policy Development Committee Meeting held on Tuesday, March 29, 2022, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising from the minutes.

B. Recommended Actions / Presentations:

1. R.A. Draft Administrative Procedure – Revised AP #1203 (includes Old AP #1204)

Ontario Student Record (OSR) Management

Galen Eagle, Communications Manager

Galen Eagle, Communications Manager, made a presentation to the Policy Development Committee highlighting the updates to AP #1203. Galen also shared some of the most important questions he receives from Principals regarding access and answered questions from Trustees.

MOTION: Moved by David Bernier, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board revised and newly formatted Administrative Procedure – **#1203 – Ontario Student Record (OSR) Management**, be received and posted as amended under Directional Policy – **#1200 – Records and Information**, and that old Policy and Administrative Procedure – **#1204 (#303) – Parental and Guardian Access to Student Information** be deleted.

Carried

2. R.A.: Draft Administrative Procedure – Revised AP #506

Reporting Absences from Work

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services, made a presentation to the Policy Development Committee. Stephen informed the committee that AP #506 remains largely unchanged but there have been significant changes to reporting medical and dental appointments. Stephen also answered questions from Trustees.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal that the Policy Development Committee recommend to the Board revised and newly formatted Administrative Procedure – **#506 – Reporting Absences from Work**, be received and posted as amended under Directional Policy – **#500 – Employee Relations**.

Carried

3. R.A.: Draft Administrative Procedure – New AP #515

Disconnecting from Work

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services, made a presentation to the Policy Development Committee. Disconnecting from Work requirements were added to the Employment Standards Act, 2000 (ESA) on December 2, 2021. There is a special rule that applies in the first year of the requirement. Employers that employ 25 or more employees on January 1, 2022 have until June 2, 2022 to have a written policy on Disconnecting from Work in place. Stephen answered a number of questions from Trustees.

MOTION: Moved by Braden Leal seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#515 – *Disconnecting from Work***, be received and posted under Directional Policy – **#500 – *Employee Relations***.

Carried

4. R.A.: Directional Policy – Revised DP #700

Equity and Inclusive Education

Jeannie Armstrong, Superintendent of Learning / Special Education Services
Mante Molepo, Equity Advisor Consultant

Jeannie Armstrong, Superintendent of Learning / Special Education Services, introduced Mante Molepo, Equity Advisor Consultant, to the Policy Development Committee. Mante proceeded to make a presentation to the committee highlighting the changes from the original Directional Policy and the key aspects featured in the new DP #700. Jeannie and Mante answered questions from Trustees.

Joan Carragher, Director of Education, thanked Mante on behalf of the Board and the Board of Trustees for her tireless commitment during her contract position as Equity Advisor Consultant with the Board, which will come to a close May 31, 2022.

MOTION: Moved by Loretta Durst, seconded by Braden Leal that the Policy Development Committee recommend to the Board revised and newly formatted Directional Policy – **#700 – Equity and Inclusive Education**, be received and posted as amended.

Carried

5. R.A.: Draft Administrative Procedure – Revised AP #912

Supporting Positive Student Behaviour: Safety for All

Jeannie Armstrong, Superintendent of Learning / Special Education Services

Laura Di Ianni, Vice Principal CTCC / ECPP of Special Education Services

Jeannie Armstrong, Superintendent of Learning / Special Education Services, introduced Laura Di Ianni, Vice Principal CTCC / ECPP of Special Education Services, to the Policy Development Committee. Laura proceeded to make a presentation to the committee highlighting the main changes to AP #912. Jeannie answered questions from Trustees.

MOTION: Moved by David Bernier, seconded by Braden Leal that the Policy Development Committee recommend to the Board revised and newly formatted Administrative Procedure – **#912 – Supporting Positive Student Behaviour: Safety for All**, be received and posted as amended under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried

6. R.A.: Draft Administrative Procedure – New AP #907

Anti-sex Trafficking Protocol

Jonathan Di Ianni, Superintendent of Learning / Student Success

Julianne Charette, Principal, St. Teresa Catholic Elementary School, Peterborough

Jonathan Di Ianni, Superintendent of Learning / Student Success, and Julianne Charette, Principal, St. Teresa Catholic Elementary School, Peterborough, presented the new Anti-sex Trafficking Protocol to the Policy Development Committee and answered questions from Trustees. Jonathan thanked Julianne for taking the lead on this new administrative procedure.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#907 – Anti-sex Trafficking Protocol**, be received and posted under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried

7. R.A.: Draft Administrative Procedure – New AP #906 (Old Policy and AP #803)

Bullying Prevention and Intervention

Jonathan Di Ianni, Superintendent of Learning / Student Success

Jonathan Di Ianni, Superintendent of Learning / Student Success, outlined the changes from old policy and administrative procedure in the creation of the New AP #906 and answered questions from Trustees.

MOTION: Moved by Loretta Durst, seconded by David Bernier that the Policy Development Committee recommend to the Board that old Policy and Administrative Procedure – **#803 – Safe Schools - Bullying Prevention and Intervention**, be deleted and the revised, newly formatted Administrative Procedure – **#906 – Bullying Prevention and Intervention**, be received and posted as amended under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried

8. R.A.: Draft Administrative Procedure – New AP #908 (Old Policy and AP #802)

Progressive Discipline and Promoting Positive Student Behaviour

Jonathan Di Ianni, Superintendent of Learning / Student Success

Jonathan Di Ianni, Superintendent of Learning / Student Success, outlined the changes from old policy and administrative procedure in the creation of new AP #802 and answered questions from Trustees.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal that the Policy Development Committee recommend to the Board that old Policy and Administrative Procedure – **#802 – Safe Schools – Progressive Discipline and Promoting Positive Student Behaviour**, be deleted and the revised, newly formatted Administrative Procedure – **#908 – Progressive Discipline and Promoting Positive Student Behaviour**, be received and posted as amended under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried

Braden Leal, Board Chairperson, thanked all involved for their work in putting together the Administrative Procedures and the Directional Policy presented to the Policy Development Committee this evening.

C. Information Items:

There were no information items.

D. Next Meeting:

1. Tuesday, October 4, 2022.
6:30 p.m. – 8:30 p.m.

E. Conclusion:

1. Closing Prayer:
Kevin MacKenzie, Committee Chairperson, asked Linda Ainsworth to lead the Closing Prayer.

2. Adjournment:

Motion: Moved by Braden Leal, seconded by Loretta Durst, that the Policy Development Committee Meeting adjourn at 8:17 p.m.

Carried

Kevin MacKenzie
Committee Chairperson
/ab

Joan Carragher
Director of Education

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure #512, Electronic Monitoring, be received and posted under Directional Policy #500, Employee Relations.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Electronic Monitoring	512
Directional Policy	
AP500 – Employee Relations	

Title of Administrative Procedure:

Electronic Monitoring

Date Approved:

October 4, 2022

Projected Review Date:

2027

Directional Administrative Procedure Alignment:

PVNCCDSB is committed to the continued safety and efficiency of its operations and ensuring a safe environment for the work of our students and staff. The purpose of this Administrative Procedure is to outline the electronic monitoring in use by the Board to meet that commitment.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure supports the Maximizing Resources pillar by leveraging electronic monitoring to ensure the safe and effective use/occupancy of Board resources and facilities.

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

Action Required:

Employers of over 25 employees in Ontario are required to have a written policy in place with respect to electronic monitoring of employees. PVNCCDSB routinely monitors our electronic systems. A list of systems is provided in Appendix A.

Scope:

This Policy applies to all employees of the Board.

Electronic Monitoring Conducted by the Board:

The Board conducts electronic monitoring for the following reasons and in the following circumstances.

1. The Board conducts electronic monitoring to ensure we:
 - a. Protect staff, students and technology from harm
 - b. Keep our facilities and property safe and secure
 - c. Protect electronic resources from unauthorized access
 - d. Protect against loss, theft or vandalism
2. Routine Monitoring: The Board routinely monitors electronic systems. The Board may monitor and access any files, documents, electronic communications and use of the internet at any time to ensure the integrity of our electronic systems.
3. Demand Monitoring: The right of the Board to access data collected via our electronic systems (Board provided technology or personal devices when using Board credentials and/or networks) may arise in a number of situations, including but not limited to (approvals required indicated in parentheses):
 - a. To comply with legislative disclosure or access requirements under MFIPPA (Municipal Freedom of Information and Protection of Privacy Act) and PHIPA (Personal Health Information Protection Act) or to assist with the investigation and resolution of a Privacy Breach. (Requested by Manager of Communications and approved by the Director of Education);
 - b. For Board owned technology, because of regular or special maintenance of the electronic information systems (Requested by authorized IT Staff and Approved by Manager of Information Technology);
 - c. For Board owned technology, when the Board has a business-related need to access the employee's system, including, for example, when the employee is absent from work or otherwise unavailable (Requested by Supervisor and Approved by the Manager of Information Technology);
 - d. In order to comply with obligations to disclose relevant information in the course of a legal matter (Requested by the Human Resource Services

- Manager or Supervisory Officer and approved by the Director of Education or Superintendent of Business);
- e. When the Board has reason to believe that there has been a violation of the Code of Conduct, Board Policy, or is undertaking an administrative, legal or disciplinary investigation (Requested by Authorized Human Resource Services staff and Approved by a member of Senior Administration.)
 - f. For Video Surveillance, as outlined in AP1208 - Video Surveillance Systems at Board Facilities.

Purposes for Which Electronic Monitoring May Be Used:

The Board may, in its discretion, use information obtained through electronic monitoring to determine if there has been a violation of its policies. Where appropriate, such information may lead to disciplinary action, up to and including termination of employment, including for cause.

No Greater Right or Benefit:

This Administrative Procedure seeks to meet the requirements put in place by recent legislative amendments. Nothing in this Administrative Procedure shall be interpreted to create any greater right or benefit than what is available under existing legislation, or to restrict any of the Board's legal rights.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Electronic Monitoring Administrative Procedure as part of its regular policy and procedures review cycle and as required by legislation.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

Human Resource Services is responsible for:

- Ensuring all new employees receive a copy of this Administrative Procedure and ensuring current employees are required to review annually.

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

- Having an understanding of this Administrative Procedure.
- Ensuring all monitoring is aligned with this Administrative Procedure.

All Staff are responsible for:

- Having an understanding of this Administrative Procedure.
- Reviewing this Administrative Procedure annually.

Progress Indicators:

- Percentage of staff who review the Administrative Procedure monitored via employee training platform.

Definitions:

- Demand Monitoring: Electronic monitoring in which critical business systems and/or logs for those systems are accessed due to a legitimate business requirement.
- Electronic Monitoring: Review of the data or output of electronic systems deployed on corporate networks, devices, as well as work tools with embedded sensors (e.g., telematics and similar technologies).
- Electronic System: A device connected via wired or wireless communication to exchange real time data. This includes end user devices but also the servers and systems the Board uses to conduct their business. Examples include email, firewalls, ventilation controls and wireless access points.
- Personal Network Device – An end user device, owned by the user, which has the capability to connect to a computer network, either through a network wire or using a radio designed to connect to a wireless computer network. Examples include: laptops, netbooks, some portable music players, some portable game devices and most cellular telephones.
- Routine Monitoring: Electronic monitoring in which critical business systems are routinely checked against quality control rules to make sure they are always of high quality and meet established standards.

References:

- [Bill 88, Working for Workers Act \(Amendment\), 2022](#)
- [Employment Standards Act, 2000](#)
- [Administrative Procedure 511 - Employee Acceptable Use of Board Technology](#)
- [Directional Policy 1200 - Records and Information Management](#)
- [Administrative Procedure 1208 - Video Surveillance Systems at Board Facilities](#)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56](#)
- [Personal Health Information Protection Act, 2004, S.O. 2004, c. 3, Sched. A](#)

Appendix A: Administrative Procedure 512, Electronic Monitoring

Tool	What is monitored?	How	Purpose
Web filtering	All internet traffic	Firewalls	Protect from harmful and inappropriate content
E-Mail filtering	All e-mail traffic	Safety and Security	Prevent the transmission of inappropriate/confidential data over insecure e-mail
Network Monitoring	All network traffic	Packet analysis	Protect the integrity and availability of the network
Account Authentication	Staff login to services	Authentication Server	Protect against unauthorized access
Device Management (iPad/iPhone)	Installed on all Board iPads/iPhones	Mobile Device Management	Protect against loss/ theft, and enforce security settings
Device Management (Chromebook)	Installed on all Board Chromebooks	Management Console	Protect against loss/ theft, and enforce security settings
Device Management (laptop)	Installed on one-to-one/ administrative laptops	Endpoint Security Tool	Protect against loss/ theft, and enforce security settings
Phone logs	Some facilities	Private Branch Exchange (PBX) phone system	Call quality (e.g. bandwidth, latency, jitter, packet loss, compression), call volume and voicemail storage monitoring
Video surveillance	Some facilities	Video surveillance cameras and recording systems	Safety, theft, illegal activity, behavioural/ incident monitoring and review as described in AP 1208 - Video Surveillance Systems at Board Facilities.
Access Cards	All facilities	Through Door Reader	Control and monitor access to buildings.
Electronic sign-in	Some facilities	Electronic data collection	Maintaining a Visitor's Book per the Education Act and where necessary for health related purposes.

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure #1204, Custody Access to Students, be received and posted as amended under Directional Policy #1200, Records and Information.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Access to Students in Schools	1204
<i>Directional Policy</i>	
1200 – Records and Information	

Title of Administrative Procedure:

Access to Students in Schools

Date Approved:

October 4, 2022

Projected Review Date:

October 2027

Directional Policy Alignment:

The Access to Students in Schools Administrative Procedure aligns with Directional Policy 1200 – Records and Information Management by establishing a consistent procedure and process for the equitable application of separation agreements, parenting orders, contact orders or other court issued documents at the school level.

Alignment with Multi-Year Strategic Plan:

The Access to Students in Schools Administrative Procedure supports the Board’s Multi-Year Strategic Plan to value relationships and maximize resources.

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

Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to ensuring the safety and well-being of students by adhering to the terms within parenting orders, separation agreements, contact orders, and other court issued documents that have been established under the Federal Divorce Act or the Provincial Children's Law Reform Act.

All schools will endeavour to ensure that copies of current separation agreements, parenting orders, contact orders or other court issued documents are routinely sought and retained in individual student Ontario Student Record (OSR) folders as well as documented in the student information system. These shall be referred to when parents or other legal guardians want to physically access a student, make a school-based decision impacting a student and/or request access to information pertaining to the student. It is the responsibility of the parents/guardians to update school administration on any changes to orders and/or agreements and to provide the school with up-to-date court issued documents.

Where parents are not officially separated or divorced or where an order, agreement or other court issued legal document do not exist, both parents are equally entitled to physical access of students and can make school-based decisions. However, in the situation where parents cannot agree on school-based decisions, the principal shall attempt to facilitate an agreement. If consensus cannot be reached, the principal shall act in the best interests of student safety and well-being.

Where the school has been provided a restraining order, the terms of the order will be upheld by the school administration including contacting the police for assistance and intervention if necessary.

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

- Ensuring alignment of this administrative procedure with the Records and Information Directional Policy;
- Reviewing this Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring school 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.
- Assist the school principal with responsibilities and duties as assigned.

Principals and Vice-Principals are responsible for:

- Handling inquiries and issues regarding the application of parenting orders, separation agreements and other court issued documents.
- Applying the terms of parenting orders or other court orders appropriately to school-related matters and ensuring relevant staff are trained to respond accordingly.
- Referring an exceptional issue to the school superintendent or other subject matter experts within the school system.
- Taking reasonable steps to prevent unauthorized access to a student by a non-custodial parent.
- Enforcing a restraining order, including, where necessary, contacting the police for assistance and intervention and supporting parents who have restraining orders to help them meet the safety needs of themselves and their children.

Staff are responsible for:

- Documenting and referring to parenting orders, separation agreements and other court documents in the OSR and student information system.
- Forwarding inquiries related to parenting time and decision-making responsibility to the school principal.
- Referring the matter to the school principal if asked to provide information or testimony to a parent's lawyer or if subpoenaed to family court.
- Normally arranging one parent-teacher interview to which both parents and guardians are invited. However, if that is not possible, the matter will be referred to the school principal.

Students are responsible for:

- Respecting the terms of the parenting order, separation agreement or court document.
- Advising school staff if they are receiving assistance through the Ontario Works program as this requires student consent before parents can access the student and/or their school held information. A student must be between 16 and 18 years of age to qualify to receive assistance.

Parents/guardians are responsible for:

- Providing their children's school(s) with up-to-date copies of separation agreements, parenting orders or other court documents and notifying the school with respect to any changes.
- Complying with the decisions of the school administration.
- Organizing custody arrangements such as drop-offs and pick-ups without involving the school staff or school property.
- Communicating transportation arrangements to the school accordingly.

Progress Indicators:

- School administrators will communicate that this Administrative Procedure has contributed to the equitable application of separation agreements, parenting orders, contact orders or other court issued documents at the school level.

Definitions:**Access**

Access refers to the time an individual is primarily responsible for the child whether or not the child is physically with that person during that entire time or not, for example, when the child is in school.

Access to Information

All instruction regarding a person's access to a child (parenting time) and their decision-making responsibilities includes access to information about the student pertaining to health, education, and welfare unless where restricted by law.

Contact Order

Contact Order means an order made under section 28 of the Children's Law Reform Act regarding contact to a child. A Contact Order can be issued by a court of law and can apply to parents and non-parents such as grandparents.

Court Order

See Parenting Order

Custody

Custody is the right to make important decisions about the care and upbringing of a child in accordance with The Children's Law Reform Act. Custody includes the right to make decisions regarding the child's religion, school and educational programs, and medical treatment. Different types of custody include sole custody, joint custody, share custody, and split custody. In Ontario law (Children's Law Reform Act), guardianship is referred to as custody.

Decision-Making Responsibility

Decision-making responsibility is the responsibility for making significant decisions about a child's well-being, including with respect to health, religion, and education in accordance with the Divorce Act. It also equates decision-making responsibility to guardianship.

Legal Guardian

In Ontario, parents are automatically guardians of their children, unless that right has been removed by a court. For another person, who is not the child's biological parent, assuming legal guardianship also requires the status to be specifically appointed by a court.

A guardian of a minor is responsible for protecting that minor by making decisions that are in the minor's best interests including decisions related to health-care and education. Under the application of the Education Act, a minor is a person who is under the age of majority; that is, under the age of 18.

Guardianship is referred to as "custody" in Ontario law (Children's Law Reform Act) and "decision-making responsibility" in Canadian laws (Divorce Act).

Step-parents or common law partners have no right to access students or information about the student unless they have legally adopted the child or have had rights assigned in a written court order.

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.

Ontario Works Program

A provincial program that provides money for food, shelter, and other costs to people in financial need who meet the eligibility criteria.

Non-Custodial Parent

A non-custodial parent has had physical access to their child revoked by a court of law and documented in a Parenting Order or other court issued document. This parent will continue to have access to information about their child's health, education and welfare unless the Parenting Order or other document specifically states otherwise and normally does not have decision-making responsibility.

Parent

When the term parent is used, it also refers to Legal Guardian.

Parenting Order

When parents' divorce, and as per the Federal Divorce Act, a Parenting Order is issued by a court of law that provides for the exercise of parenting time and decision-making responsibility. It applies only when parents divorce.

Also, Parenting Order means an order made under section 28 of the Children's Law Reform Act respecting decision-making responsibility or parenting time with respect to a child and can apply to parents and non-parents such as grandparents.

Parenting Time

Parenting time means access to a child as described in a Parenting Order issued by a court of law and in accordance with the Federal Divorce Act awarded to parents and non-parents such as grandparents.

Restraining Order

A restraining order is issued from a family court judge, which means that the person to whom it applies will not be able to:

- come within a certain distance of a parent and/or the children
- come within a certain distance of their home and a parents' workplace
- talk to or contact a parent and/or the children except through someone else

If this person does not follow the restraining order, they can be arrested and charged.

Separation Agreement

When parents separate, under Part IV of the Family Law Act, a Separation Agreement is issued that provides for the custody (decision-making rights) and access (visitation rights or the right to have the child physically with the parent).

The Separation Agreement applies a) prior to a Parenting Agreement, b) when parents are not divorcing, c) parents live common-law, or d) parents do not cohabit but have a child together.

Student Information System

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

References:

[Divorce Act R.S.C., 1985, c. 3 \(2nd Supp.\) s16.1](#)

[Children's Law Reform Act, R.S.O. 1990, c. C.12](#)

[Family Law Act, R.S.O. 1990, c. F.3](#)

[Education Act, R.S.O. 1990, c. E.2 ss170, 171; reg.474/00, 298/90](#)

[Municipal Freedom of Information and Protection of Privacy Act R.S.O., 1990, C.m.56](#)

Supporting Documents:

Appendix A – Restraining Order Checklist for School Principals

Appendix B – A Checklist for Parents Informing School Staff About a Restraining Order

Related Policy and Procedure:

[DP 1200 – Records and Information](#)

[AP 1201 – Records and Information](#)

[AP 1202 – Protection of Privacy](#)

[AP 1203 – Ontario Student Records Management](#)

[AP 1207 – Freedom of Information](#)

RESTRAINING ORDER CHECKLIST FOR SCHOOL PRINCIPALS

This checklist is designed to help school principals and staff manage restraining orders issued to protect a student or the student's parent.

- Meet in-person with parents who have restraining orders to help them meet the safety needs of themselves and their children. Review each of the terms of the order with the parent so that the meaning of each term is mutually understood.
- Place a copy of the order in the student's Ontario Student Record (OSR) and provide copies of the order to key school personnel who may have contact with the parent who is under the restraining order.
- Identify any particular safety-related requirements for methods of communication between school personnel and the impacted parent.
- Note the expiration date of the order and discuss the parent's plans concerning extending the order when it is set to expire.
- Discuss and implement a secure means for communicating the information developed in these conversations to key school personnel.
- Develop and implement a school procedure whereby key school personnel inform the principal:
 - ◆ if a student or the student's parent is subject to a restraining order;
 - ◆ if they are contacted by the restrained parent; and
 - ◆ if they observe the restrained parent in or near the school.
- Honour a parent's request not to release personal information pertaining to the child. Make the parent aware of occasions where a student's personal information may be shared without express permission (e.g. yearbook photos, graduation lists) and take special precautions to protect the student's identity if required.

A CHECKLIST FOR PARENTS INFORMING SCHOOL STAFF ABOUT A RESTRAINING ORDER

This checklist is designed to help you work with school staff when a restraining order has been issued to protect you or your child. Below are some practical guidelines that you can follow to work effectively with your child's school. With appropriate information, schools can help keep you and your children safe.

- Provide the school with copies of your restraining order and a photo of the restrained parent or person who is under the order.
- Meet with the school principal and review what the restraining order says. Discuss the ways that the school can help you make sure that the order is complied with.
- Ask the school principal to put a copy of the restraining order in your child's Ontario Student Record (OSR).
- Ask the school principal to give copies of the restraining order to key school personnel who may have contact with the restrained parent or person.
- Ask the school principal to put a procedure into effect under which key school personnel inform the principal if they are contacted in any way by a parent who is under a restraining order, or if they see a parent who is under a restraining order on or near school grounds.
- Talk to the school principal about safeguarding your child's personal information.

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure #1205, Copyright Protected Acts, be received and posted as amended under Directional Policy #1200, Records and Information.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Copyright Protected Works	Administrative Procedure Number 1205
Directional Policy 1200 – Records and Information	

Title of Administrative Procedure:

Copyright Protected Works

Date Approved:

October 4, 2022

Projected Review Date:

2027

Directional Policy Alignment:

The Copyright Protected Works Administrative Procedure aligns with the Records and Information Management Directional Policy by providing guidance to allow educators to access and use the best quality and most relevant learning materials in accordance with the Canadian Copyright Act.

Alignment with Multi-Year Strategic Plan:

The Copyright Protected Works Administrative Procedure aligns with the Board’s multi-year strategic plan by supporting the strategic priorities: Providing Excellence in Teaching and Learning and Maximizing Resources.

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

Action Required:

The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board is committed to providing the best quality and most relevant learning materials to our students and staff as part of their learning experience. The Board endeavours to ensure that copyright protected works that are used in schools and the Catholic Education Centre follow the Canadian Copyright Act.

All employees responsible for providing educational resources to students and staff shall follow the applicable provisions of the Copyright Act and implement and monitor procedures that are consistent with the “Fair Dealing” provisions of the Copyright Act.

The Canadian Copyright Act permits use of a copyright protected work without permission from the copyright owner or the payment of copyright royalties insofar as the use falls within the ‘Fair Dealing’ provisions of the Act.

Staff shall ensure that any copies made are within the allowable purposes of the Copyright Act and that the use is ‘fair’ - it does not harm the market for a work.

Staff may communicate and reproduce, in paper or electronic form, short excerpts from a copyright protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.

A single copy of a short excerpt from a copyright protected work may be provided or communicated to each student enrolled in a class or course:

- as a class handout
- as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
- as part of a course pack

A short excerpt means:

- up to 10% of a copyright protected work (including a literary work, musical score, sound recording, and an audiovisual work)
- one chapter from a book
- a single article from a periodical
- an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright protected work containing other artistic works

- an entire newspaper article or page
- an entire single poem or musical score from a copyright protected work containing other poems or musical scores
- an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

Publishers' rights must be respected and staff shall not copy articles, whole chapters or multiple chapters of books.

Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.

Any fee charged by a school for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Most streaming services (i.e. Netflix, Apple TV, Spotify, Amazon Prime) have noted in their terms and conditions that their services are for "personal use" only. Classroom use is classified as "public performance" so use of these services in the classroom is against the terms and conditions of these services and a violation of copyright for the individual rights holders.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Records and Information Directional Policy.
- Reviewing this Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring school 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.

The Communications Manager is responsible for:

- Communicating the fair dealing guidelines to principals on an annual basis.

Principals and Vice-Principals are responsible for:

- Principals shall include the fair dealing guidelines in school-based staff handbooks and review the procedures with staff on an annual basis.
- Principals and Managers will post Appendix A or other approved posters at all photocopiers in the school and on Board property that staff use for providing resources for staff and/or students.

Staff are responsible for:

- All staff will comply with the fair dealing guidelines as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium.

Progress Indicators:

- School administrators will communicate that this Administrative Procedure has contributed to an understanding amongst school staff of the “Fair Dealing” provisions of the Copyright Act.

Definitions:**Copyright**

The legal protection of a creator’s original work. Copyright law does not protect ideas, only the form in which they are expressed.

Fair Dealing

A user’s right outlined in the Copyright Act that identifies allowable purposes (or dealings) for the use of copyright protected materials without permission or payment of copyright royalties.

Copyright Infringement

Publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.

Work Covered by Copyright

All original literary, dramatic, musical and artistic works.

Appendixes:

Appendix A – Consumables Poster for Printer and Photocopier Areas

Appendix B – Fair Dealings Guidelines Poster

Resources:

[Copyright Matters - Some Key Questions & Answers for Teachers](#)

[Fair Dealing Decision Tool for Educators](#)

References:

Copyright Act

Copyright Modernization Act



WARNING

DO NOT COPY CONSUMABLES

Consumables are materials intended for one-time use such as workbooks and exercise sheets in which a student records answers. These are materials created and intended for each student to have his or her own copy. Once a student completes the answers, these materials are of no use to another student.

Unless you have permission to copy a consumable, copying, scanning, or printing materials intended for one-time use is strictly prohibited.

Any copying from materials intended for one-time use without permission exposes the person making the copy, the teacher, the school, and the school board to liability for copyright infringement.

This prohibition does not apply to reproducibles. A reproducible is not intended for one-time use, but is sold or provided with the rights holder's authorization to reproduce it for educational use.

This prohibition does not apply if you have permission to copy a consumable or created the consumable yourself.



Fair Dealing



The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.



Recommended Action:

That the Policy Development Committee recommend to the Board that Board Policy #309, Historical Archives, and the corresponding Administrative Procedure and Appendices be deleted.

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #201, School/Parish Accompaniment, be received and posted under Directional Policy #200, Catholic Education; and

that Board Policy #812, Role of the Priest in the School, and the corresponding Administrative Procedure, be deleted.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
School/Parish Accompaniment	201
<i>Directional Policy</i>	
Catholic Education	

Title of Administrative Procedure:

School/Parish Accompaniment

Date Approved:

October 4, 2022

Projected Review Date:

2027

Directional Policy Alignment:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society. This administrative procedure acknowledges that Catholic schools are an integral part of the Catholic Church’s mission and as such parishes and the schools have a wonderful opportunity to work collaboratively to celebrate the faith with students and their families. For this collaborative effort to be successful, it is important to build a relationship based on trust, mutual respect, and shared responsibility for the pastoral care in Catholic schools.

Alignment with Multi-Year Strategic Plan:

The School/Parish Accompaniment Administrative Procedure focuses on *Building a Community that Accompanies in Faith*. In this regard, enhancing connections between

the school and parish communities helps with the priority of inspiring faith and valuing relationships to engage in Being Community.

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

Action Required:

As a Board, we are committed to:

- Providing Pastoral Care in Catholic schools as further outlined in the document [Pastoral Care in Catholic Schools](#) which was jointly created by the Diocese of Peterborough and the Peterborough Victoria Northumberland and Clarington Catholic District School Board;
- Regular planning meetings between school leaders and priests and parish pastoral teams, including Priest, Principal & Chaplaincy Team Leader meetings and local planning meetings to reflect on the ACT plan and PVNC Pastoral Plan so that all involved in Catholic education may come to know the important link between the Catholic School and the parish community in supporting families;
- Supporting families in the religious education and faith development of their children by collaborating with priests and parish pastoral teams with respect to:
 - Catechesis of students through the *Growing in Faith, Growing in Christ* Religious Education program, the *Fully Alive* Family Life Education program and elementary and secondary Religious education curriculum.
 - Sacramental preparation programs for First Eucharist, First Reconciliation, and Confirmation with care and attention given to the [Diocesan Guidelines for Sacramental Preparation](#);
 - Prayerful faith experiences such as the Rosary Prayer Program, Christian Meditation, School Liturgies (as outlined further in AP 202) or school retreats.
 - Ensure alignment with the three-year [Pastoral Plan](#)

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with Directional Policy 200, [Catholic Education](#);
- Reviewing the School/Parish Accompaniment Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Ensuring that building relationships with priests and parish communities is prioritized in the PVNC multi-year strategic plan;
- Meeting regularly with the Bishop of the Diocese of Peterborough and coordinating bi-annual Priest-Principals-Chaplaincy Leader meetings.

The Bishop of the Diocese of Peterborough is responsible for:

- Ensuring that building relationships with Catholic school communities is prioritized in the Diocesan Pastoral Plan;
- Appointing a Spiritual Advisor from the clergy of the Diocese to support the mission of Catholic education;
- Meeting regularly with the Director of Education and coordinating bi-annual Priest-Principals-Chaplaincy Leader meetings.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring that the PVNC Pastoral Plan is embedded within the *Catholic Board Improvement Plan for Student Achievement and Well-Being* and in each school's Catholic School Improvement Plan for Student Achievement and Well-being;
- Supporting school leaders in creating opportunities to strengthen relationships with priests and parish communities;
- Inviting the bishop, parish teams and priests to board-sponsored events to socialize and learn together;
- Participating and exercising leadership in their parish faith community.

Manager of Communications is responsible for:

- Highlighting parish and school connections at various points during the liturgical year such as Advent, Lent, Easter, Pentecost as well as Catholic Education Week and Faith Day;
- Sharing information from the Diocese about events or resources that may be of interest to the PVNC community.

Principals and Vice-Principals are responsible for:

- Ensuring that regular meetings occur between the priest, parish catechists and administrative team, grade 2 & 7 teachers, faith ambassadors and chaplaincy team leaders in schools;
- Planning collaboratively with the parish team (using the ACT plan for liturgical planning as well as the PVNC Pastoral Plan and Diocesan Pastoral Plan as a guide);
- Coordinating liturgical celebrations as further detailed in the School Liturgy Administrative Procedure;
- Providing to parish leaders an updated reference guide that includes information regarding: school and board website addresses including the board and school calendars, school day start and end time, parent nights, Catholic school council members, Professional Development Day information, Faith/Prayer Day date and theme, sign in procedures, etc.;
- Proposing a representative to sit on the Parish Councils where applicable;
- Participating and exercising leadership in their parish faith community.

Priests and Parish Pastoral Teams are responsible for:

- Offering words of encouragement and support as well as a ministry of presence whenever possible in school communities;
- Facilitating liturgical celebrations as further detailed in the School Liturgy Administrative Procedure;
- Recognizing publicly the important role of schools in the parish community with blessings for those who work in education on Sunday of Labour Day weekend, highlights during Catholic Education Week, references in the parish bulletin and website, etc.;
- Providing to school leaders an updated reference guide about the Parish that could include information regarding: the parish website, pastor and priests; contact information, Mass times; Celebration of the Sacraments, Rite of Christian Initiation of Adults, parish committees, ministries and events, etc.;
- Designating a representative on Catholic school councils.

Chaplaincy Team Leaders are responsible for:

- Offering spiritual direction, providing support for those who are struggling or bereaved and showing leadership in school retreats and social justice activities to bring the Gospel to life in the school community;
- Participating and exercising leadership in their parish faith community.

Faith Ambassadors are responsible for:

- Promoting and develop opportunities for adult faith formation;
- Collaborating with parish pastoral teams and school administration to enhance the school's expression of faith;
- Participating and exercising leadership in their parish community.

Staff are responsible for:

- Developing awareness and promoting the activities taking place in the parish as listed on the parish bulletin, calendar and website;
- Inviting and welcoming families to the practice of regular participation in the sacramental life of the Church;
- Ensuring that in elementary schools a 40-minute block of Religious Education or Family Life Education programming (*Growing in Faith, Growing in Christ* and *Fully Alive*) takes place each day.

Students are responsible for:

- Welcoming priests and pastoral ministers into classrooms and school communities;

- Recognizing our shared identity as beloved children of God, who is always at our side, encouraging and helping us to be the best that we can be as we offer service to the world as an instrument of peace and justice.

Parents are responsible for:

- Working with the school community to help their child realize the gifts they have been given by our Creator God;
- Engaging with school staff and parish teams to learn from each other, pray together, and work alongside each other to ensure all children have opportunities to grow in faith and in their learning.

Progress Indicators:

- Feeling of connection between school and parish community;
- Regular visits of parish leaders to schools and members of the school community to parishes;
- Implementation of and familiarity with the PVNC Pastoral Plan and the Diocesan Pastoral Plan throughout the school and parish communities;
- Meaningful collaboration in yearly liturgical planning (supported by the ACT plan).

References:

- [Catechism of the Catholic Church](http://www.vatican.va/archive/ENG0015/INDEX.HTM) Retrieved from <http://www.vatican.va/archive/ENG0015/INDEX.HTM>
- Institute for Catholic Education. Renewing the Promise. (2018). Retrieved from <http://iceont.ca/news-and-updates/renewingthepromise/>
- Diocese of Peterborough. Responsible Ministry and Policies. Retrieved from <https://www.peterboroughdiocese.org/en/get-involved/responsible-ministry-and-policies.aspx>
- Canadian Conference of Catholic Bishops. Protecting Minors from Sexual Abuse: A Call to the Catholic Faithful in Canada for Healing, Reconciliation, and Transformation. CCCB Publications, 2018. Retrieved from https://www.cccb.ca/site/images/stories/pdf/Protecting_Minors_2018.pdf
- Second Vatican Council, [Gravissimum Educationis](http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_gravissimum-educationis_en.html) - Declaration on Christian Education. 1965 Retrieved from http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_gravissimum-educationis_en.html
- Educating Today and Tomorrow: A Renewing Passion (Instrumentum laboris). (2014) Retrieved from http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

- D'Souza, Mario. A Catholic Philosophy of Education: The Church and Two Philosophers. McGill-Queen's University Press. (2017).
- Congregation for the Clergy, General Directory on Catechesis, 11 August 1997, Retrieved from http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html
- Sharing Catholic Social Teaching: Challenges and Directions, USCCB, June 1998, Retrieved from <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/sharing-catholic-social-teaching-challenges-and-directions.cfm>

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #202, School Liturgies, be received and posted under Directional Policy #200, Catholic Education; and,

that Board Policy #811, School Liturgies, and the corresponding Administrative Procedure, be deleted.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure School Liturgies	Administrative Procedure Number 202
Directional Policy Catholic Education	

Title of Administrative Procedure:

School Liturgies

Date Approved:

October 2022

Projected Review Date:

October 2027

Directional Policy Alignment:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society. This administrative procedure recognizes that school liturgies invite full and active participation by staff, students, their families and members of the local parish providing opportunities for school, parish and home to celebrate God’s presence within themselves and the world around them.

Alignment with Multi-Year Strategic Plan:

The School Liturgies Administrative Procedure is situated in the pillar of the Strategic Priorities, which focuses on being community. School liturgies serve the priority of inspiring faith and valuing relationships, particularly our collective relationship with God.

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

Action Required:

As a Board, we are committed to working together to prepare students for school liturgies, rally participation in liturgies and ensure respect and reverence for liturgical norms. [School liturgies](#) include the liturgy of the Eucharist (the source and summit of the Catholic faith) as well as liturgies of the Word, school celebrations of the [sacrament of reconciliation](#) and prayer services (Remembrance Day, Ash Wednesday, blessing of bibles, schools, chapels, etc).

In both elementary and secondary schools, significant time should be devoted to the active preparation of students and staff called to participate in liturgies. In addition to the participation of the congregation in music ministry, responses and communal prayer, participants can be invited to prepare the liturgical space and the altar, proclaim God's Word, sing in the choir, serve, lead the universal prayers or bring the gifts to the altar. School liturgies invite the visible integration of the arts and may include teams and clubs taking on leadership roles.

The following guidelines will support liturgical celebration, particularly the celebration of masses, in schools:

- Liturgical planning shall respect the liturgical seasons, feasts/solemnities/memorials and the liturgical requirements outlined in the current ORDO (as guided by the [ACT plan](#));
- School staff and the celebrant for a mass shall work together to plan the mass and must complete the [Diocesan Liturgical Planning Form for Schools](#) at least one week prior to the mass;
- The parish church is the primary place of Eucharistic celebration; however, particular circumstances, such as distance to the parish church and numbers of students in schools, can make this difficult for schools. On these occasions, an auditorium or gymnasium is converted into a worship space carefully following the [Requisites for the Celebration of Mass Outside of a Sacred Space](#);
- Mass PowerPoint templates and resources can be accessed in the [Faith Ambassador Board Share Folder](#) and further instruction for teaching masses and special liturgies is outlined in the [Pastoral Care for Catholic Schools](#) document.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Directional Policy 200, [Catholic Education](#);
- Reviewing the School Liturgies Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Supporting the implementation and adherence to this administrative procedure in alignment with the [Catholic Education Policy](#)

The Superintendent of Faith and Equity is responsible for:

- Overseeing the budget for transportation to local parishes for the celebration of the Eucharist.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting the implementation and adherence to this administrative procedure in alignment with the [Catholic Education Policy](#).

Principals and Vice-Principals are responsible for:

- Considering the creation of sacred space or transport to the church;
- Planning for liturgical celebrations (including completion of the [Diocesan Liturgical Planning Form for Schools](#) and review of the [Requisites for the Celebration of Mass Outside of a Sacred Space](#) if applicable);
- Communicating dates and times of school liturgies to invite families and members of the school and local parish communities.

Chaplaincy Team Leaders are responsible for:

- Planning for masses, school celebrations of reconciliation, communal prayers and secondary school liturgical celebrations;
- Preparing sacred space and liturgical furnishings for religious celebration (ie. Ambo/Lectern, Altar, Roman Missal, Bread and Wine for consecration, visual aids, etc.);
- Caring for the chapel as a space where smaller groups gather for the celebration of the liturgy or devotional prayer (including liturgical furnishings, liturgical books and maintaining a warm ambiance as a space of welcome, reflection or pastoral care) and the reservation of the Blessed Sacrament (where applicable) following the norms outlined in the [Pastoral Care in Catholic Schools](#) document.

Faith Ambassadors are responsible for:

- Offering support for the coordination of liturgies and meaningful celebrations of the sacraments of the Eucharist and Reconciliation in schools;
- Preparing sacred space and liturgical furnishings for religious celebration (ie. Ambo/Lectern, Altar, Roman Missal, Bread and Wine for consecration, visual aids, etc.).

Staff are responsible for:

- Catechesis around the celebration of the Eucharist and the customs and practices that are part of Catholic liturgy consistent with the *Growing in Faith, Growing in Christ* program and Religious Education curriculum documents;
- Collaborating with colleagues to prepare students and to encourage full and active participation in the liturgy.

Students are responsible for:

- Participating actively in liturgical celebrations;
- Showing respect and reverence for the norms of liturgy and prayer.

Parents are responsible for:

- Encouraging their children to participate actively in liturgical celebrations;
- Encouraging their children to show respect and reverence for the norms of liturgy and prayer.

Progress Indicators:

- Engagement of various community members in the planning, preparation and participation in school liturgies;
- Collaborative planning for liturgies (facilitated by the ACT plan) and completion of the [Diocesan Liturgical Planning Form for Schools](#);
- Preparation of students and staff for active participation in the liturgy (knowledge of music, responses, etc.).

Definitions:

- **ORDO:** The ORDO is a book published annually that delineates specific requirements for the celebration of the liturgy.

References:

- Congregation for Divine Worship and the Discipline of the Sacrament. *Redemptionis Sacramentum: On Certain Matters to be Observed or to be Avoided regarding the Most Holy Eucharist*. 2004. Retrieved from http://www.vatican.va/roman_curia/congregations/ccdds/documents/rc_con_ccdds_d oc_20040423_redemptionis-sacramentum_en.html
- Institute for Catholic Education. *Renewing the Promise*. (2018). Retrieved from <http://iceont.ca/news-and-updates/renewingthepromise/>
- Sacred Congregation for Divine Worship, *Directory for Masses with Children*, 1 November 1973. Retrieved from <http://www.catholicliturgy.com/index.cfm/FuseAction/documentText/Index/2/SubIndex/11/ContentIndex/484/Start/477>