

Policy Development Committee Meeting

Tuesday, February 7, 2023

6:30 – 8:30 p.m.

Catholic Education Centre – Large Boardroom

Chairperson: Loretta Durst

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.
Mike Ayotte
2. Land Acknowledgement.
Loretta Durst
3. Approval of the Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the minutes of the Policy Development Committee, November 1, 2022.
Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Revised Directional Policy – 1100 Communications. Page 8
Galen Eagle, Manager of Communications.
2. R.A.: Remove [Board Policy](#) and [Administrative Procedure](#) - #1104 Confidential
Communications Between Students and Staff. Page 13
Galen Eagle, Manager of Communications.
3. R.A.: Revised Administrative Procedure – AP #802, Illness or Injury of a Student.
Jonathan Di Ianni, Superintendent of Learning. Page 14

4. R.A.: Revised Directional Policy – DP #300, Student Achievement and Well-being.
Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning. Page 23
5. R.A.: Revised Administrative Procedure – AP #301, Effective Instructional Practice.
Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning. Page 33
6. R.A.: Revised Administrative Procedure – AP #302, Assessment, Evaluation and Reporting.
Sheila Piggott, Superintendent of Learning and Julie Selby, Superintendent of Learning. Page 51
7. R.A.: Revised Administrative Procedure – AP #305, Out of School Activities.
Julie Selby, Superintendent of Learning. Page 66
8. R.A.: Revised Administrative Procedure – AP #107, Electronic Meetings.
Joan Carragher, Director of Education. Page 95

C. Information Items:

D. Next Meeting:

1. Tuesday, April 18, 2023, 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, November 1, 2022, at 6:30 p.m., in person at the Catholic Education Centre and virtually by Google Meet.

Present:

Trustees: Linda Ainsworth, Loretta Durst, Madelyn Gaskell (Student Trustee), Jenny Leahy, Braden Leal, Kevin MacKenzie (Committee Chairperson), Siobhan Marie (Student Trustee).

Administration: Jeannie Armstrong, Joan Carragher, Jonathan Di Ianni, Isabel Grace, Galen Eagle, Sean Heuchert, Stephen O'Sullivan, Sheila Piggott, Julie Selby.

Recorder: Michelle Kennedy.

Regrets: Helen McCarthy.

A. Call to Order:

1. Opening Prayer.

Kevin MacKenzie, Committee Chairperson, called the meeting to order at 6:30 and invited Trustee Jenny Leahy to lead the committee in opening prayer.

2. Land Acknowledgement.

Kevin MacKenzie respectfully acknowledged that the Policy Development Committee Meeting was taking place on the treaty and traditional territory of the Mississauga Anishinaabeg.

3. Approval of the Agenda.

MOTION: Moved by Linda Ainsworth,

that the agenda be amended to exclude item B.1, Revised Administrative Procedure, AP #1106, Display of Flags.

This motion was lost due to a lack of seconder.

MOTION: Moved by Braden Leal, seconded by Jenny Leahy
that the agenda be approved.

Carried.

4. Declarations of Conflicts of Interest.

There were no conflicts of interest declared.

5. Approval of the Minutes of the Policy Development Committee Meeting, October 4, 2022.

MOTION: Moved by Loretta Durst, seconded by Jenny Leahy
that the minutes of the Policy Development Committee Meeting
held on Tuesday, October 4, 2022, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising out of the minutes.

B. Presentations/Recommended Actions:

1. Revised Administrative Procedure – AP #1106, Display of Flags.

Galen Eagle, Manager of Communications, presented the revised Administrative Procedure #1106, Display of Flags.

MOTION: Moved by Braden Leal, seconded by Jenny Leahy
that the Policy Development Committee recommend to the Board
that Administrative Procedure #1106, Display of Flags, be
received and posted as amended under Directional Policy #1100,
Communications; and,
that Board Policy #1108, Display of Flags, and the corresponding
Administrative Procedure #1108, be deleted.

Carried.

2. New Administrative Procedure – AP #602, Cybersecurity.

Sean Heuchert, Manager of Information Technology, acknowledged that the draft Administrative Procedure had been sent to the trustees well in advance of this meeting. He then gave a presentation explaining the significance and purpose of the need for the implementation of this administrative procedure.

MOTION: Moved by Braden Leal, seconded by Linda Ainsworth

that the Policy Development Committee recommend to the Board that Administrative Procedure #602, Cybersecurity, be received and posted under Directional Policy #600, Stewardship of Resources.

Carried.

3. Revised Administrative Procedure – AP #803, Pediculosis in Schools.

Superintendent of Learning, Jonathan Di Ianni highlighted the changes to the administrative procedure and the rationale for its movement to fall under the Directional Policy 800, Healthy Schools and Workplaces. The administrative procedure has been updated to reflect current recommendations of treatment under public health and Canadian Pediatric Society guidelines.

MOTION: Moved by Jenny Leahy, seconded by Linda Ainsworth

that the Policy Development Committee recommend to the Board that Administrative Procedure #803 Pediculosis in Schools, received and posted under Directional Policy #800, Healthy Schools and Workplaces; and, that Administrative Procedure #316, Pediculosis in Schools, be deleted.

Carried.

4. Revised Administrative Procedure – AP #1302, Bus Operator Contracted Services.

Isabel Grace, Superintendent of Business and Finance, presented the proposed revisions to Administrative Procedure #1302, Bus Operator Contracted Services.

MOTION: Moved by Braden Leal, seconded by Loretta Durst

that the Policy Development Committee recommend to the Board that Administrative Procedure #1302, Bus Operator Contracted Services, be received and posted under Directional Policy #1300, Student Transportation; and,
that Board Policy #1302, Bus Operator Contracted Services, and the corresponding Administrative Procedure #1302, be deleted.

Carried.

5. Revised Administrative Procedure – AP #1305, Accidents Involving School Purpose Vehicles.

Isabel Grace, Superintendent of Business and Finance, explained the proposed revisions in Administrative Procedure #1305 and the reasoning behind them and the change of title.

MOTION: Moved by Braden Leal, seconded by Linda Ainsworth

that the Policy Development Committee recommend to the Board that Administrative Procedure #1305, Accidents Involving School Purpose Vehicles, be received and posted under Directional Policy #1300, Student Transportation; and,
that Board Policy #1305, Bus Accidents and Resulting Injuries, and its the corresponding Administrative Procedure #1305, be deleted.

Carried.

C. Information Items:

D. Next Meeting:

1. Tuesday, February 7, 2022, 6:30 p.m.

E. Conclusion:

1. Closing Prayer:

The Committee Chairperson asked Linda Ainsworth to close the meeting with prayer.

2. Adjournment:

MOTION: Moved by Braden Leal, seconded by Jenny Leahy
that the meeting be adjourned at 7:51 p.m.

Carried.

Draft

Recommended Action:

that the Policy Development Committee recommend to the Board that Directional Policy 1100, Communications, be received and posted as amended.

BOARD DIRECTIONAL POLICY	
Directional Policy Title	Directional Policy Number
Communications	1100

Title of Directional Policy:

Communications

Date Approved:

February 7, 2023

Projected Review Date:

2028

Alignment with Multi-Year Strategic Plan:

The Communications Directional Policy supports the Board’s mission, vision and all strategic priorities as set out in the Board’s Multi-Year Strategic Plan.

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

Action Required:

The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board will ensure proactive, responsive, open, transparent and two-way communication with all its stakeholders, including students, parents/guardians, staff, trustees, the diocese and parishes, media, the various levels of government, community members and partnering agencies.

PVNC Catholic is committed to effective communication that promotes the values and benefits of publicly funded Catholic Education.

Board communications shall be accurate, clear, timely and accessible and should reflect and be responsive to the diverse communities that the Board serves. All

communications and consultations between the Board and the community, as well as schools and their communities, should be undertaken with honesty and integrity and should reflect the PVNC Catholic mission, vision and values as articulated in the Board's Multi-Year Strategic Plan.

This policy applies equally to internal and external communications.

Guidelines:

- Communications should be provided in a timely manner to ensure individuals and groups have access to relevant information as promptly as possible.
- Whenever possible, information that has a systemwide impact should be communicated internally prior to being shared externally.
- Communications should be accurate, free from error, and avoid unnecessary jargon.
- Consultation processes should be open and accessible, transparent and adaptive to accommodate the diversity of the Board's stakeholder population. Following a consultation process, the Board shall endeavor to provide a summary of the results to stakeholders in a timely manner.
- All release of information will be subject to the Municipal Freedom of Information and Protection of Privacy Act, the Education Act, Board policies and all other pertinent acts and regulations.
- Communications shall be provided barrier-free and accessible in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Upon request, the Board endeavors to provide or arrange for the provision of accessible formats and communication supports or arrange for the provision of a comparable resource for persons with disabilities.
- Communications should be culturally sensitive, demonstrate inclusivity, be reflective of our community's growing diversity and responsive to the diverse information needs of stakeholders. Upon request, the Board endeavors to provide translation of written materials.
- Advertising expenditures are intended to inform and educate the public, as well as create awareness about education programs, services, issues, events and community activities of specific interest or benefit to students and families. Expenditures will be appropriate to the Board's status as a publicly funded organization whose primary purpose is to educate students.

- The Board will endeavor to use research and data, including information gleaned from consultation and student and staff censuses, to guide communication strategies.
- Media relations and the roles and responsibilities of official Board spokespeople are governed by [Administrative Procedure 1103 - Media Relations](#).

Responsibilities:

The Board of Trustees is responsible for:

- reviewing and considering for approval the Communications Policy recommended for consideration by the Policy Development Committee.
- understanding and communicating to members of the community the content of the Communications Policy.
- assigning responsibility to the Director of Education for operationalizing and managing the Communications Policy.
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Communications Policy.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Communications Policy.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Communications Policy.

Superintendents of Schools and System Portfolios are responsible for:

- adhering to the administrative procedures and practices that support the Communication Policy.
- providing leadership and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Communications Policy.

Communication Services is responsible for:

- ensuring all centrally provided communication activities are compliant with this Communications Policy and providing support to school administration to ensure school-level communications are compliant with this Communications Policy.

- creating and maintaining administrative procedures and practices that support and operationalize the Communications Policy.
- developing and implementing communication plans and strategies to support, promote and bring awareness to the PVNC Catholic vision, mission and strategic priorities.

Principals and Vice-Principals are responsible for:

- adhering to the administrative procedures and practices that support the Communications Policy.
- providing leadership, management and support for the members of their school communities in their knowledge, understanding, and implementation of the Communications Policy.

Staff are responsible for:

- adhering to the administrative procedures and practices that support the Communications Policy.

Progress Indicators:

- Maintain and/or develop administrative procedures and practices to ensure the Board is using the most effective means to maintain open and transparent communication with all stakeholders.
- The Board's communication strategy remains adaptive to changing technology and open to exploring new communication tools to ensure communication remains timely and accessible and meets the diverse information needs of the Board's internal and external stakeholders.
- The Board identifies areas of the system (e.g. school communities, PVNC Catholic programs) that would benefit from targeted communication strategies.

References:

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

[Accessibility for Ontarians with Disabilities Act](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that Board Policy #1104, Confidential Communications Between Students and Staff, and the corresponding Administrative Procedure be deleted.

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #802, Illness or Injury of a Student, be received and posted as amended under Directional Policy #800, Healthy Schools and Workplaces.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Illness or Injury of a Student	802
Directional Policy	
Healthy Schools and Workplaces	

Title of Administrative Procedure:

Illness or Injury of a Student

Date Approved:

February 7, 2023

Projected Review Date:

2028

Directional Policy Alignment:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy 800. The Board recognizes that the health and well-being of our students and staff is foundational to their success. A healthy environment involves being respectful of one another’s social, emotional, spiritual and physical well-being. We all have a collective responsibility to create healthy work environments to keep our students and staff safe.

Alignment with Multi-Year Strategic Plan:

The Illness or Injury of a Student 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 in Valuing Relationships and Nurturing Mental Health and Well-being.

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

Purpose:

The purpose of this Administrative Procedure is to provide staff, working in direct contact with students, with expectations about the care of students following an injury or during an illness that occurs while at school, on school property, on a school excursion, or while participating in a co-curricular activity. The procedure supports steps to ensure that a reasonable effort is made to administer first aid, contact the student's parents/guardians and, if required, secure emergency medical response.

Action Required:

- 1.1 When a student becomes ill or sustains an injury at school, on school property, on a school excursion, or while participating in a co-curricular activity, the staff member in immediate contact with the student assumes a duty of care known as "in loco parentis" or in place of the parent. This duty of care may be transferred by the staff member in immediate contact with the student to the principal or designate once the principal or designate is present on site to assume this care. The student will not be left unattended.
- 1.2 The Principal and or designate will call upon trained members of the staff to provide first aid to the student. Provisions of legislation hold harmless the good intentions of Samaritans to administer aid in the event of an emergency.
- 1.3 In the event of a medical emergency such as, but not limited to, a shortness of breath, a blockage of the airway, loss of blood, loss of consciousness, a serious head injury, a fall from heights, or other medical emergency, the school staff will call 911 and secure ambulance transportation for the student to hospital. If staff are unsure about the well-being of the student, staff will call 911 and transport the student to hospital by ambulance.
- 1.4 Staff will secure transportation to hospital by ambulance for a student in need of hospital care. Staff members are discouraged from transporting students with an injury or illness in their own vehicles. If it is absolutely necessary to use a staff vehicle for transportation to medical care, the driver and one other staff member should accompany the student. The injured/ill student and other staff members should sit together in the back seat of the vehicle.

- 1.5 Based upon the severity of the injury, every effort will be made to contact the parent or guardian as quickly as possible in order that they may participate in any decision respecting a course of action or treatment for the student. If necessary, the parent may be asked to come to the school or asked to meet the ambulance at the closest hospital.
- 1.6 A suspected head injury will be cared for as follows:
 - (a) If a bump, fall, or impact to the head of the student is witnessed or suspected, escort the student to the office, call the parent and guardian to advise them of a possible head injury. The parent will be advised by the school staff to seek a medical consultation and follow [Board Administrative Procedure 324 Concussion Protocol](#). If the student's responsiveness or status changes or if staff are unsure about the well-being of the student, staff will call 911 and transport the student to hospital by ambulance.
 - (b) The school staff will call 911 immediately if the following are observed: if a student is experiencing loss of consciousness or in a deteriorating conscious state; disoriented; pale in complexion; vomiting; seeing double vision; increasingly restless, agitated or combative; seizing or convulsing; neck pain or tenderness; severe or increasing headache; vomiting; weakness or tingling/burning in arms or legs. The preceding may be signs of a traumatic brain injury. The student will be transported to hospital and the parents/guardians will be asked to meet the ambulance at the hospital.
- 1.7 During a medical emergency, school staff will check the Plan of Care and other medical information on file at the school about allergies, prescriptions, Medic Alert, etc.
- 1.8 For athletic events or events that present a foreseeable risk of injury, school staff responsible for these events will follow [Ontario Physical and Health Education Association Safety Standards \(OPASSE\)](#), [Student Injury Prevention - Health and Physical Education Guidelines](#) and other relevant [Board Administrative Procedures](#).
- 1.9 The principal will ensure that a Health Log Sheet is maintained in the Main Office and/or Health Room and that staff record information related to injury or illness of students.

- 1.10 The principal will ensure that an [OSBIE Incident Reporting Form](#) is completed when a student, volunteer or visitor is injured - while on school property or away from the school, while participating in a school related athletic event, field trip etc.
- 1.11 The principal will review these matters with staff at the start of the school year:
- (a) identify staff members (minimum of 2) at the school who are certified to provide First Aid, and/or arrange for training as necessary, and communicate the names of certified staff to other staff members. It is recommended that elementary schools have 3-4 trained first aiders and secondary schools have 5-6 trained first aiders.
 - (b) requirement to call 911 Emergency Services in a case of a serious medical emergency, such as, but not limited to, shortness of breath, a blockage of the airway, loss of blood, loss of consciousness, a serious head injury, a fall from heights or other medical emergency. If staff are unsure about the well-being of the student, staff will call 911 and transport the student to hospital by ambulance;
 - (c) location of the first aid station/kit and requirement to inspect and replenish contents at not less than quarter-yearly intervals;
 - (d) distribution and central repository of individualized Plans of Care;
 - (e) a review of the [Health Log Sheet](#);
 - (f) a review of OSBIE Incident Reporting Form responsibilities with respect to injury of a student, volunteer or visitor;
 - (g) duty of care obligations related to a student who is ill or injured at school, on school property, on a school excursion, or while participating in a co-curricular activity.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the [Healthy Schools and Workplaces Directional Policy](#);
- Reviewing this administrative procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

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

Superintendents are responsible for:

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

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;
- Taking reasonable steps to safeguard the well-being of students;
- Responding appropriately to care for students, when an injury or illness occurs;
- Ensuring the parent/guardian of an injured student is contacted;
- Completion of the Health Log;
- Completion of an OSBIE Incident Reporting Form;
- Ensuring that there are a minimum of two (2) qualified standard first aid responders trained in the school;
- Ensuring the first aid station/kit and its contents are inspected (and replenished) at not less than quarter-yearly intervals;
- Communicating to the school staff, the staff members trained in First Aid;
- Communicating to school staff, responsibilities of all staff related to student safety outlined in the administrative procedure;
- Maintaining a centrally accessible repository containing all individual Plans of Care;
- Ensuring that staff and others, as appropriate, are informed of students' emergency procedures as outlined in the individualized Plans of Care.

School staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- Taking reasonable steps to safeguard the well-being of students while at school and during school athletic events, field trips etc.;
- Knowing where to access the first aid station/kit within the school;

- Responding appropriately to care for students, when an injury or illness occurs;
- Reporting the illness or injury to school administration;
- Collaborating with the school administration and other staff to complete the Health Log Sheet and OSBIE Incident Reporting Form;
- Reviewing Plans of Care for any student with whom they have direct contact with;
- Knowing how to access the school-wide Plans of Care during a medical emergency.

Students are responsible for:

- If possible, informing school staff if illness or injury occurs;
- Engaging in activities at school - consistent with their cognitive, emotional, social, and physical stage of development- that respect school safety plans.

Parents and Guardians are responsible for:

- Informing the school annually, of their child's medical condition;
- Informing the school of any changes to the status of their child's medical condition;
- Collaborating with a medical doctor and the Principal to create a Plan of Care for their child;
- Communicating and collaborating with the school when illness or injury occurs;
- Encouraging their children to respect school safety plans.

Related Administrative Procedures:

[Administrative Procedure 317](#) - Asthma Reducing the Risks (Ryan's Law)

[Administrative Procedure 318](#) - Administration of Medication Procedures or Health Support Services and Emergency Response

[Administrative Procedure 319](#) - Anaphylaxis: Reducing the Risks

[Administrative Procedure 323](#) -Supporting Students with Epilepsy in Schools

[Administrative Procedure 324](#) - Concussion Protocol, Awareness & Training

References and Resources:

[Education Act](#), R.S.O. 1990, c. E.2, as amended

Ministry of Education Policy/Program Memorandum [\(PPM\) 161](#)

[APPENDIX A - Health Log Sheet](#)

Draft



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

HEALTH LOG SHEET

NAME	DATE	TIME IN	TIME OUT	SYMPTOMS/ COMPLAINTS	PARENT CONTACTED	ACTIONS TAKEN Re: picked up/ice pack, etc.	INITIALS

Recommended Action:

that the Policy Development Committee recommend to the Board that Directional Policy 300, Student Achievement and Well-being, be received and posted as amended.

BOARD DIRECTIONAL POLICY	
Directional Policy Title	Directional Policy Number
Student Achievement and Well-Being	300

Title of Directional Policy:

Student Achievement and Well-Being

Date Approved:

February, 2023

Projected Review Date:

2028

Policy:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will maximize the achievement and well-being of all students in a learning environment that is anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations.

Purpose:

To create a shared understanding and a systematic relational approach to the implementation of effective, evidence-based instructional practices.

PVNC Catholic recognizes that improving student achievement and well-being requires the collective effort and active engagement of the entire system: trustees, staff, students, parents, the parish, and the community. As a result, system, school, and individual learning plans will focus on a process of continuously developing the quality of instruction to ensure student achievement and well-being.

Administrative Procedures that articulate system-wide practices for inclusive, evidence-based instruction, along with assessment, evaluation, and reporting practices that are innovative, fair, transparent, and equitable for all students, are intended outcomes of this policy.

Alignment with Multi-Year Strategic Plan:

This Policy informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community That Accompanies](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being and Ensuring Equity.

Inclusive Instruction and Assessment:

PVNCCDSB recognizes that a culture of high expectations for all students should permeate all aspects of learning and assessment. Students must see themselves positively reflected in their educators and learning environments. They must feel engaged in, and empowered by, what they are learning.

PVNC Catholic will:

- Review curriculum and resources, instruction, and assessment and evaluation practices to identify and remove stereotypes, discriminatory biases, and systemic barriers;
- Ensure that all teaching and learning activities and materials reflect equitable and inclusive education, anti-racism, anti-oppression, human rights, and truth and reconciliation;
- Ensure that educators apply culturally relevant teaching to assist students to access content and learning opportunities;
- Ensure that all learners can access and participate in meaningful, challenging learning opportunities;
- Implement the principles of assessment for and as learning, universal design for learning, differentiated instruction, deep learning and culturally relevant and responsive pedagogy across subjects and strands;
- Provide classroom and school resources and learning materials, in [accessible formats](#), that reflect diverse histories, cultures and identities, in particular Indigenous, Black and racialized people, disabled people, and 2SLGBTQIA+ people.

Frames for Inclusive Learning: Culturally Relevant and Responsive Pedagogy, Deep Learning, Differentiated Instruction and Universal Design for Learning

Effective instruction must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective instruction is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. These are the foundation for all successful learning experiences.

[Culturally Relevant and Responsive Pedagogy](#) is the process of intentionally acknowledging and nurturing our students' multiple social identities and how they intersect with the world. It integrates students' background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences within the classroom environment. Following this approach, educators can help celebrate diversity in a more meaningful way, promote inclusive education, and be allies in identifying and eliminating barriers for students.

[Deep Learning](#) is the process of engaging students in learning opportunities to build the six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. All learners are called to contribute to the common good, address global challenges and flourish in a complex world. Four key elements of Deep Learning enable teachers and students to design learning experiences that: are mapped to student strengths and needs; create new knowledge using authentic, relevant problem solving; and help students identify their talents, purpose, and passion. The four elements work in concert to create the most powerful deep learning experiences. These four elements are: Learning Environments, Learning Partnerships, Pedagogical Practices and Leveraging Digital.

[Differentiated Instruction](#) is a cyclical process of finding out about the learner and responding by differentiating. As we continue to learn more about the learner, we respond by differentiating instruction with increased precision and effectiveness.

[Universal Design for Learning](#) is a framework to guide the design of learning environments that are accessible and challenging for all to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

PVNC Catholic will:

- Build awareness of students' learning strengths and needs by listening to students, observing and assessing their readiness, interests and learning preferences;
- Adapt instruction and assessment in response to differing student interests, learning preferences, and readiness in order to promote growth in learning;
- Respond to varying student strengths and needs by providing a balance of modelled, shared, guided, and independent instructional strategies;
- Shape the learning experience so that it is appropriate to the learning preferences, interests and/or readiness of each student;

- Ensure that all learners can access and participate in meaningful, challenging learning opportunities;
- Design environments to reduce barriers so that all learners can engage in rigorous, meaningful learning;
- Develop learners who are, each in their own way, resourceful and knowledgeable, strategic and goal-directed, purposeful and motivated.

Skills for Effective Learning:

Our entire educational community is an inclusive place that fosters resilience through a holistic approach to student achievement, rooted in our Catholic faith, where all learners are supported in Being Well. Educators are to develop an understanding of the complexities of well-being and academic learning and their interactions to foster effective learning. Educators will also continue to build and foster an understanding of skills such as self-regulation and social emotional development, and how such skills are essential to positive student learning.

Responsibilities:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan;
- setting direction and policy that govern the PVNC Catholic District School Board;
- reviewing and considering for approval the *Student Achievement and Well-being Policy* recommended for consideration by the Policy Development Committee;
- understanding and communicating with members of the community the content of the *Student Achievement and Well-being Policy*;
- assigning responsibility to the Director of Education for operationalizing and managing the *Student Achievement and Well-being Policy*;
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the *Student Achievement and Well-being Policy*.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the *Student Achievement and Well-being Policy*;

- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the *Student Achievement and Well-being Policy*.

Superintendents of Learning Support Services are responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the *Student Achievement and Well-being Policy*;
- managing and providing leadership in developing the supports and resources to ensure the implementation of the *Student Achievement and Well-being Policy*;
- working collaboratively with the Director and Superintendents, Managers, Principals and Vice-Principals, Federations, Unions, and Non-union groups, to build capacity of all staff in their knowledge and understanding of the *Student Achievement and Well-being Policy*;
- engaging stakeholders in Board and school improvement planning with particular emphasis on using evidence-based instructional practices; using data to identify and remove barriers to student participation, achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about actions and/or initiatives to support all students;
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the *Student Achievement and Well-being Policy*;
- providing regular updates to the Board on the implementation and impact of this Policy on student participation, achievement and well-being.

Superintendents of Schools and System Portfolios are responsible for:

- providing leadership and support for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and implementation of the Student Achievement and Well-being Policy.
- working collaboratively with Learning Support Services to develop administrative procedures that align with the Student Achievement and Wellbeing Policy.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the *Student Achievement and Well-being Policy*.
- working collaboratively with Learning Support Services to develop administrative procedures that align with the *Student Achievement and Well-being Policy*.

Communication Services is responsible for:

- working collaboratively with Learning Support Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the *Student Achievement and Well-being Policy* to support its effective implementation.

Principals and Vice - Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the *Student Achievement and Well-being Policy*.

Educators are responsible for:

- ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, Church teachings, equity and inclusive education, anti-racism, anti-oppression, human rights, and truth and reconciliation;
- working collaboratively with colleagues to successfully implement *Student Achievement and Well-being Policy*;
- adhering to the administrative procedures that support the *Student Achievement and Well-being Policy*;
- being proactive and self-directed in building their knowledge and understanding of the *Student Achievement and Well-being Policy*.

Progress Indicators:

- Collaborative development of Catholic Board Improvement Plan for Student Achievement and Well-Being and Catholic School Improvement Plans for Student Achievement and Well-Being;
- Development of Administrative Procedures for: Effective Instructional Practice and Assessment, Evaluation, and Reporting;
- Implementation of the most effective, evidence-based instructional practices that are innovative, fair, transparent, and equitable for all students and afford the opportunity to meet the Ontario Catholic School Graduate Expectations.

Definitions:

2SLGBTQIA+: an acronym for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual Plus.

Anti-Racism: is the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.

Anti-Oppression: is the strategies, theories, actions and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work.

Assessment for and as Learning: assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers co-construct learning goals and success criteria, provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, engage in self-and peer assessment, determine next steps, and reflect on their thinking and learning.

Bias: an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Culturally Relevant and Responsive Pedagogy: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Deep Learning: comprehensive learning that includes intentional development of a range of skills and attributes related to human flourishing: character education; citizenship; communication; critical thinking and problem solving; collaboration; and creativity and imagination.

Differentiated Instruction: is effective instruction that is responsive to students' readiness, interests and learning preferences.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their

physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Racialized Group: a group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment.

Structured Literacy: is a comprehensive approach to literacy instruction that research has shown is effective for all students and essential for students with dyslexia. Structured Literacy instruction addresses all of the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.

Universal Design for Learning: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

References:

[A Framework for French as a Second Language](#)

[Catholic Social Teachings](#)

[Culturally Relevant and Responsive Pedagogy](#)

[Differentiated Instruction](#)

[Effective Early Reading Instruction: A Guide for Teachers](#)

[ESL / ELD Protocol Procedures Guide for Multilingual Learner](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12](#)

[High-Impact Instructional Practices in Mathematics](#)

[Learning for All K-12](#)

[Mental Health and Well-being in School Improvement Planning](#)

[Ontario Catholic School Graduate Expectations](#)

[Ontario Catholic Leadership Framework](#)

[Ontario Curriculum and Resources](#)

[Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)

[Policy/Program Memorandum 155 - Diagnostic Assessment in Support of Student Learning](#)

[PVNCCDSB Board 2021-2025 Strategic Plan](#)

[PVNCCDSB Mental Health and Well-being Strategic Plan, 2021-2025](#)

[Renewing The Promise](#)

[School Effectiveness Framework](#)

[School Mental Health Ontario Educator's Resource Guide](#)

[Structured Literacy Instruction](#)

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

[Universal Design for Learning Guidelines](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #301, Effective Instructional Practice, be received and posted as amended under Directional Policy #300, Student Achievement and Well-being.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Effective Instructional Practice	Administrative Procedure Number 301
Directional Policy Student Achievement and Well-Being	

Title of Administrative Procedure:

Effective Instructional Practice

Date Approved:

February 7, 2023

Projected Review Date:

2028

Directional Policy Alignment:

Directional Policy 300, Student Achievement and Well-Being.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: *Building a Community That Accompanies*](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being, Expanding Technology and Valuing Relationships.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, lifelong learner who develops and demonstrates God-given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

ACTION REQUIRED:

GUIDELINES:

Peterborough Victoria Northumberland and Clarington Catholic District School Board's commitment to ensuring the most effective, inclusive, evidence-based instructional practices to support all students in meeting the Ontario Catholic School Graduate Expectations will be better supported by the implementation of Administrative Procedures for Effective Instructional Practice.

Effective instruction must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective instruction is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. These are the foundation for all successful learning experiences.

Effective instruction in all subjects requires that educators know their students, including their strengths and needs, their backgrounds and circumstances, and their social and

personal identities. Teachers also need to be aware of their own “social location” – that is, who they are in terms of gender, race or ethnicity, socioeconomic status, age, ability, religion, sexual orientation, and geographic location – and how this affects their ability to connect with their students. Educators’ awareness of social location is important in teaching and learning because it acknowledges that all people do not think alike or experience reality in the same way – our perceptions are shaped by social factors. This awareness is essential to providing culturally responsive and relevant programs, and to enhancing students’ overall sense of well-being and identity, and their ability to learn.

Educational research indicates that a coherent instructional guidance system is an important characteristic shared by strong school districts that have a proven track record in improving student achievement and well-being. In addition, the provincial leadership frameworks clearly state the need for school and system leaders to have knowledge of effective school and classroom practices that directly affect student achievement and well-being. The Administrative Procedure for Effective Instructional Practice that supports the board’s policy for Student Achievement and Well-being will provide clarity and precision to our PVNCCDSB community. Through a commitment to shared leadership and continuous professional learning, educators in all roles will work together to increase their understanding and implementation of the most effective, evidence-based instructional practices and learning conditions required to meet the diverse needs of all students.

The following principles and practices are identified as foundational to enhancing student achievement and well-being. They are based on Ontario Ministry of Education Policy documents and educational research models. They also form the basis of the Catholic Board Improvement Plan for Student Achievement and Well-Being. This procedure is intended to provide a reference model for professional learning and instructional design. A select number of evidence-based practices and learning conditions are identified herein, with the intention that they should be promoted in classrooms across the district.

Inclusive Instructional Practices:

PVNC Catholic will implement evidence-based instructional approaches including, but not limited to, the following practices identified in [Learning for All K-12:](#)

- plan instruction and design learning environments to reflect the principles of Universal Design for Learning (UDL);
- develop class and student profiles to facilitate early identification of students at risk and/or in need of greater challenges;

- ensure appropriate and timely intervention to address students' needs;
- utilize a tiered approach to intervention and prevention strategies considering what may be needed for all, some and few students;
- promote the conditions that support a differentiated approach to instruction;
- personalize instruction to suit individual student strengths, interests, learning styles, and readiness to learn;
- adapt the content, process, products and the affect/environment of learning;
- develop an awareness of socio-cultural structures impact individual experiences and opportunities;
- integrate students' background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences within the classroom environment;
- explicitly teach concepts, processes and skills within inquiry to support students' learning;
- ensure critical thinking skills are taught, modelled, practiced and developed;
- foster independent demonstration and application of intended learning through a gradual release of responsibility model (whole group, small group, and independent practice);
- promote research-based classroom strategies that support Universal Design for Learning and Differentiated Instruction, e.g., cooperative learning, project-based approach, problem-based approach, and explicit instruction;
- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;
- use effective questioning to cultivate an environment of problem solving and inquiry-based teaching and learning;
- engage students in experiential learning and in exploring real-world situations/issues and solving authentic problems;

- provide students with regular opportunities for planned, purposeful, accountable talk;
- create the conditions to support three-part learning where students activate prior knowledge, develop thinking, and consolidate learning; and
- develop Deep Learning Competencies: Catholic Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking as reflected in the Ontario Catholic School Graduate Expectations.

PVNC Catholic will implement evidence-based instructional approaches including, but not limited to, the following practices identified in the [School Effectiveness Framework \(SEF\) 2013](#):

- analyze evidence to inform instruction (e.g. student voice, Individual Education Plans, diagnostic assessment, learner profile) and to apply timely and tiered supports and interventions;
- establish learning environments designed to ensure there is space for collaborative work with equitable access to a variety of tools, learning resources, technology and manipulatives;
- co-create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;
- co-create success criteria with students in student-friendly language, in order to help achieve expectations;
- provide multiple and varied opportunities for students to demonstrate learning (triangulation of evidence through observations, conversations and products);
- provide descriptive feedback, in a timely manner to help students achieve success;
- seek feedback from learners and adapt teaching as a result of this feedback; and
- provide opportunities for self and peer assessment to establish a culture of students as resources for their own and others' learning.

PVNC Catholic will implement evidence-based instructional approaches including, but not limited to, the following practices as outlined in [Early Literacy Instruction 2022](#):

- **Oral Language Development:** students need numerous opportunities to listen and to talk about a range of subjects
- **Systematically teach Foundation Word Skills:** educators should use evidence-based resources that map out a carefully planned scope and sequence of skills and associated phonological and strategy-based instruction to guide their planning and instruction of early reading. A scope and sequence starts with basic concepts and progresses to more complex concepts broken down into small, manageable sections.
- **Explicitly Teach Foundation Word Skills:** educators should use evidence-based resources and use them to teach in a clear, direct and purposeful manner
- **Instruction in Foundation Word Skills:** Explicit and Systematic Instruction in the Foundation Word Skills - Phonological Awareness, Phonemic Awareness, Alphabetic Knowledge, Phonics, Word Study
- **Vocabulary:** All instruction should be in a language rich environment. Specific vocabulary instruction activities include teaching morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play.
- **Listening and Reading Comprehension:** Instruction addresses many contributors to language comprehension including background knowledge, vocabulary, syntax, semantics, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text.
- **Fluency:** Reading fluency is the ability to read words quickly enough and with accurate phrasing to retain the meaning. Techniques such as repeated readings and fluency drills can help improve reading rate and prosody, and subsequently comprehension.
- **Written Expression:** Written expression instruction includes the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, as well as the phases of the writing process (composition, revision, and editing).

Frames for Inclusive Learning: Culturally Relevant and Responsive Pedagogy, Deep Learning and Universal Design for Learning

[Culturally Relevant and Responsive Pedagogy](#)

PVNC Catholic will implement evidence-based instructional approaches including, but not limited to, the following dispositions and practices:

- **Socio-cultural consciousness:** culturally responsive educators have an awareness of how socio-cultural structures impact individual experiences and opportunities.
- **High expectations:** culturally responsive educators hold positive and affirming views of their students and their ability to learn and achieve academic success. They demonstrate genuine respect for students and their families as well as a strong belief in their potential. They consider the social identities of students as assets rather than as deficits or limitations.
- **Desire to make a difference:** culturally responsive educators are committed to being agents of social change, ultimately working to remove barriers and creating conditions for learning that are beneficial for all students.
- **Constructivist approach:** culturally responsive educators build upon the varied lived experiences of all students in order to bring the curriculum to life. Through this approach, they integrate locally situated learning into daily instruction and learning processes.
- **Deep knowledge of students:** culturally responsive educators value deep knowledge, not just of content, but of students as individual learners. Drawing on students' experiences provides teachers with the opportunity to represent their knowledge in the curriculum so it is meaningful and students see themselves reflected in the learning that takes place in the classroom.
- **Culturally responsive teaching practices:** culturally responsive educators design and build instruction on students' prior knowledge in order to stretch students in their thinking and learning.

[Deep Learning Conditions to Support Pedagogical Practices](#)

Learning Environments:

Create trusting learning environments where students take shared ownership for their learning:

- ensure a safe and caring environment that nurtures trust and allows students to take risks;
- create a learning environment that is interactive and student-centered;

- use a range of tools and processes to assess student interests, talents and academic needs;
- build a climate and culture for learning anytime/anywhere with any learner;
- *promote Indigenous land-based learning which positions the land as teacher;*
- promote collaborative work processes and social skills;
- use student voice as a driver for learning design and improvement; and
- use strategies to engage and motivate students to accelerate and deepen learning.

Learning Partnerships:

Develop learning partnerships to cultivate learning between and among, students, teacher, families and the wider community:

- engage in the role of “activator” of learning, which means involving others in the learning process by allowing all to contribute, discuss, question, and experience;
- create transparent learning goals and expectations in partnership with students and communicate these goals and expectations to families;
- use collaborative processes and measures to engage families with student learning and communicate progress; and
- extend learning beyond the classroom to engage community partners.

Leveraging Technology:

Use innovative technology as a tool to accelerate access to knowledge beyond the classroom and cultivate student-driven learning:

- promote student use of innovative technology to deepen learning and create knowledge;
- use innovative technology to increase engagement and motivation;
- scaffold learning processes using innovative technology;
- enable connecting and collaborating locally and globally;

- develop authentic and rich contexts for learning; and
- foster student access to innovative technology that enables timely and accurate feedback for learning.

Universal Design for Learning

[The UDL Guidelines](#) (CAST) are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Engagement:

Engagement appeals to the affective networks in the brain and includes, but is not limited to, the following practices:

- stimulate interest and motivation for learning by providing multiple options for engagement;
- optimize individual choice, autonomy, relevance and authenticity;
- create a safe space for learners by reducing potential threats and distractions in the learning environment;
- engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests;
- provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.
- provide differentiated models, scaffolds and feedback for managing frustration, seeking external emotional support, and developing internal controls and coping skills.

Representation:

Representation appeals to the recognition networks in the brain and includes, but is not limited to, the following practices:

- use multiple representations to present information and content in different ways because they allow students to make connections within, as well as between, concepts;

- display information in a flexible format considering alternatives for auditory and visual formats;
- pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge;
- provide graphic symbols with alternative text descriptions;
- support decoding of text, mathematical notation and symbols using assistive technology; and
- anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).

Action & Expression:

Action and Expression appeal to the strategic networks in the brain and include, but are not limited to, the following practices:

- create strategic, goal-directed learners by differentiating the ways that students can express what they know;
- ensure that instructional technologies and curricula do not impose inadvertent barriers to the use of these assistive technologies;
- use multiple media for communication such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video;
- use tools that are an optimal match between their abilities and the demands of the task;
- supports learners to plan strategies, including tools they will use, to reach their goals;
- provide formative feedback that is explicit, timely, informative, and accessible and that allows learners to monitor their own progress effectively and to use that information to guide their own effort and practice.

Skills for Effective Learning:

Educators are to develop an understanding of the complexities of well-being and academic learning and their interactions to foster effective learning. Continuing to build and foster an understanding of skills such as self-regulation and social emotional development are essential to positive student learning.

It is important to note that this research definition is not synonymous with the defined look-fors in the Learning Skills and Work Habits section for Self-Regulation on the Ontario Report Card, 1-12.

Self-Regulation is the ability to manage stress and refers to the neural processes that control the energy expended to deal with a stressor and then recover. Social Emotional development is one's ability to understand who they are, what they are feeling and what to expect when interacting with others. Together, such skills foster the development of metacognitive skills for directing one's learning, taking in feedback and evaluating progress. Student self-regulation capacity and social-emotional learning skills are best developed when teachers:

- use explicit evidence-based programming and instructional strategies within Assessment for Learning and Learning for All frameworks to develop students' social and emotional learning skills;
- design the learning environment with intention to support student self-regulation capacity and social emotional development;
- assist individual students in identifying the self-regulatory skills that help them manage emotions in order to better access learning stances;
- integrate skill development across all academic curriculum areas; and
- cultivate a strong partnership between home, school and parish.

Implementation of the evidence-based practices and learning conditions identified in this Administrative Procedure are best supported in a system that:

- responds to local needs and diversities;
- promotes a sense of collective responsibility for the success of all students (in and between classrooms, in and between schools);
- exercises initiative rather than implementing other people's initiatives;
- *empowers educators to contribute their gifts of being creative, being well and being community;*
- integrates school based efforts with broad system priorities; and
- establishes transparency of participation and results.

Responsibilities:

The Board of Trustees is responsible for:

- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy 300.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals);
- ensuring a coherent instructional guidance system exists at the system level;
- overseeing implementation of the Effective Instructional Practice Administrative Procedure; and
- modelling and promoting a growth mindset at the system level, in order to support a culture of high expectations.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedure;
- *modelling and promoting inclusive, positive, and safe learning environments, and creating healthy, trusting relationships rooted in accompaniment and active listening for administrators and system staff;*
- providing leadership and job-embedded professional development opportunities;
- building capacity to ensure the use of effective, evidence-based strategies;
- using school and system data to inform directions in professional learning and Catholic board improvement planning; and
- modelling and promoting growth mindset at the system and school level, in order to support a culture of high expectations.

Principals and Vice-Principals are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedure;

- *modelling and promoting inclusive, positive, and safe learning environments, and creating healthy, trusting relationships rooted in accompaniment and active listening for school staff;*
- providing leadership and professional development opportunities to ensure the use of effective, evidence-based instructional practice;
- supporting school staff in the use of effective, evidence-based instructional practice;
- using data, including information from the Catholic Board Improvement Plan for Student Achievement and Well-Being (CBIPSAW), to inform the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW);
- ensuring consistent use of effective, evidence-based instructional practice;
- modelling and promoting growth mindset in the school and in the classrooms, in order to support a culture of high expectations; and
- supporting a school climate that maximizes students' ability to be calm, alert and ready for learning.

Educators are responsible for:

- implementing effective evidence-based instructional practice in accordance with Ministry and Board guidelines, policy and procedures;
- engaging in professional learning in order to support student achievement and well-being;
- *creating inclusive, positive, and safe learning environments, and healthy, trusting relationships rooted in accompaniment and active listening with students;*
- exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004);
- encouraging and honouring student voice in the development of authentic and relevant learning experiences;

- modelling and promoting growth mindset in the classrooms, in order to support a culture of high expectations; and
- supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- engaging in all learning experiences;
- articulating what they are expected to learn and be able to do;
- monitoring and assessing their learning;
- setting specific improvement goals, based on peer and teacher feedback;
- demonstrating achievement of curriculum expectations; and
- developing learning skills and work habits that support lifelong learning.

Parents are responsible for:

- engaging with teachers, their children, and school administration to support improved student achievement and promote well-being.

Progress Indicators:

- educators are able to articulate an understanding of evidence-based instructional practice (e.g., through professional learning feedback, survey data, collaborative inquiry cycles, *professional learning communities of practice* etc.);
- evidence-based instructional practices are routinely in evidence in the classrooms (e.g., as noted through classroom walkthroughs and classroom visits);
- multiple sources of data indicate student achievement is improving (e.g., classroom assessments, student voice, report card data, EQAO data, collaborative inquiry observations and reflections, etc.);
- multiple sources of data are collected and triangulated (e.g., products, observations and conversations assessed to demonstrate student learning);

- school climate surveys indicate increased student engagement and increasing positive feedback on school experience;
- CSIPSAW monitoring by school improvement teams, the principal, and the superintendents, indicate progress toward student learning goals;
- teacher feedback is collected regularly through collaborative inquiry cycles and *professional learning communities of practice* in order to celebrate successes and determine future learning needs and supports;
- learning partnerships with parents are growing and reflect a student learning focus; and
- students are treated equitably in all classrooms.

Definitions:

Accompaniment: accompaniment is the simple act of being present to someone, forming a relationship in order to walk with him or her towards an understanding of Christ's will.

Assessment for and as Learning: assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers co-construct learning goals and success criteria, provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, engage in self-and peer assessment, determine next steps, and reflect on their thinking and learning.

Culturally relevant teaching: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Differentiated Instruction: is effective instruction that is responsive to students' readiness, interests and learning preferences.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

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

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Universal Design for Learning: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

References:

[Capacity Building Series Monograph - Culturally Responsive Pedagogy](#)

[Council of Ontario Directors of Education \(CODE\) Special Education Project: Leading for All \(Hargreaves & Braun\)](#)

[Effective Early Reading Instruction: A Guide for Teachers](#)

[Faith and Equity Continuum](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#)

[High-Impact Instructional Practices in Mathematics](#)

[Learning for All K-12](#)

[New Pedagogies for Deep Learning Global Partnership website:](#)

[International Dyslexia Association of Ontario: Structured Literacy Instruction](#)

[Ontario Catholic Leadership Framework](#)

[Ontario Catholic School Graduate Expectations](#)

[Ontario Curriculum Documents and Resources](#)

[Ontario Early Years Policy Framework](#)

[Ontario's Equity and Inclusive Education Strategy](#)

[Ontario Human Rights Commission: The Right to Read Inquiry Report](#)

[Ontario Individual Education Plan \(IEP\)](#)

[Ontario Kindergarten Program](#)

[Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)

[Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

[PVNCCDSB Mental Health and Well-Being Strategic Plan, 2021-2025](#)

[PVNCCDSB Strategic Plan 2021-2025](#)

[School Effectiveness Framework, 2013](#)

[School Mental Health Ontario's Educators Resource Guide](#)

[Standards of Practice for the Teaching Profession](#)

[Structured Literacy Instruction](#)

[Supporting English Language Learners, Grades 1-8](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #302, Assessment, Evaluation and Reporting, be received and posted as amended under Directional Policy #300, Student Achievement and Well-being.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Assessment, Evaluation and Reporting	302
Directional Policy	
Student Achievement and Well-Being	

Title of Administrative Procedure:

Assessment, Evaluation and Reporting

Date Approved:

February, 2023

Projected Review Date:

2028

Directional Policy Alignment:

Student Achievement and Well-Being

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community That Accompanies](#), particularly the goals of Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-being and Expanding Technology.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;

- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self- directed, responsible, lifelong learner who develops and demonstrates God- given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Action Required:

Guidelines:

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to supporting those assessment, evaluation and reporting practices and procedures which promote student well- being and improve student learning. All assessment and instructional practices are based on the fundamental principles of [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#).

The primary purpose of assessment and evaluation is to improve student learning. Fair, transparent, and equitable assessment and evaluation must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective assessment and evaluation is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. How students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers' professional skills both in differentiating instruction and assessment and in helping students understand how they can improve.

Inclusive Assessment and Evaluation Practices:

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, educators will implement evidence-

based assessment and evaluation approaches including, but not limited to, the following practices identified in [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#):

- gather timely and ongoing assessment data to identify a student's progress in acquiring skills being taught;
- tailor classroom instruction based on assessment information to meet students' learning needs;
- analyze assessment evidence to inform instruction (e.g. student voice, Individual Education Plans, diagnostic assessment, learner profile) and to apply timely and tiered supports and interventions;
- establish learning environments designed to ensure there is space for collaborative work with equitable access to a variety of tools, learning resources, technology and manipulatives;
- provide multiple and varied opportunities for students to demonstrate their learning;
- triangulate assessment and evaluation evidence through observations, conversations and products;
- co- create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;
- co- create success criteria with students in student-friendly language, in order to help achieve expectations;
- engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests;
- provide descriptive feedback that is frequent, timely and specific to help students achieve success;
- seek feedback from learners and adapt teaching and assessment as a result of this feedback;
- provide opportunities for self and peer assessment to establish a culture of students as resources for their own and others' learning;

- explicitly teach concepts, processes and skills within inquiry to support students' learning;
- ensure critical thinking skills are taught, modelled, practised and developed;
- foster independent demonstration and application of intended learning through a gradual release of responsibility model (whole group, small group, and independent practice);
- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;
- use effective questioning to cultivate an environment of problem solving and to elicit evidence of student learning;
- engage students in the creation of individual goals as a result of the patterns of feedback they have received;
- provide numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills within the Achievement Chart;
- collect evidence of student achievement for evaluation over time from three different sources - observations, conversations and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning;
- ensure equity for all students, by ensuring that assignments for evaluation and tests or exams are completed, whenever possible, under the supervision of a teacher;
- ensure teachers' professional judgement and interpretation of evidence for evaluation reflects the student's most consistent level of achievement, with special consideration given to more recent evidence.



Learning Skills and Work Habits:

Learning Skills and Work Habits contribute substantially to student success. In Ontario, all students Gr. 1-12 are assessed and evaluated on the following six competencies: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Co-construction of success criteria for each learning skill and work habit explicitly describes what each looks like, sounds like and feels like within the classroom or school setting. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

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

- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy 300.

The Director of Education is responsible for:

- ensuring that all practices and procedures support the Ontario Catholic School Graduate Expectations; and;
- supporting the implementation of the Assessment, Evaluation and Reporting Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- promoting a culture of high expectations for all principals, staff and students;
- building school administrator capacity in implementing Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- collaborating with schools to implement Growing Success: Assessment, Evaluation and Reporting in Ontario;
- *modelling the assessment framework of assessment for and as learning practices;*
- monitoring assessment and evaluation data (school and system) to support Catholic school and Catholic board improvement planning; and
- ensuring assessment and evaluation practices and procedures reflect the Ontario Catholic School Graduate Expectations.

Principals and Vice-Principals are responsible for:

- promoting a culture of high expectations for all staff and students;
- building school capacity by collaboratively working with staff to implement Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;

- *modelling the assessment framework of assessment for and as learning practices;*
- modelling, naming and sharing assessment, evaluation and reporting practices and procedures, as outlined in Growing Success, that reflect the Ontario Catholic School Graduate Expectations;
- using assessment and evaluation information to inform decisions to support the Catholic school improvement planning process;
- *supporting school staff through professional development, coaching, professional learning communities, and other appropriate means;*
- supporting school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation practices at the classroom and student level;
- monitoring teachers' Annual Learning Plans, ensuring that teachers articulate opportunities to take an "assessment for learning and as learning" approach to their own professional learning;
- championing the importance of assessment for learning by ensuring a consistent and continuous school- wide focus on student learning and by using classroom, school, and system data to monitor progress;
- working with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines;
- working with teachers to implement the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting teachers in the regular communication of progress and achievement to students and their parents/guardians in a timely, proactive manner, using a range of practices and strategies.

Learning Support Services, Student Success Services, and Special Education Services are responsible for:

- building system and school staff capacity in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;

- using assessment and evaluation information to inform decisions to support Catholic Board Improvement Plan for Student Achievement and Well-being (CBIPSAW) and Catholic School Improvement Plan for Student Achievement and Well-being (CSIPSAW) improvement processes;
- modelling, naming and sharing practices and procedures that support the Ontario Catholic School Graduate Expectations;
- providing professional development opportunities to support the system and collaborate with staff in understanding, using and communicating fair, transparent, inclusive and equitable assessment and evaluation practices;
- reviewing and revising the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting staff with the implementation of policies and administrative procedures related to assessment, evaluation and reporting.

Educators are responsible for:

- promoting a culture of high expectations for all students;
- using Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document to inform themselves and to align assessment and instructional decisions to improve student learning;
- modelling, naming and sharing practices and procedures that reflect the Ontario Catholic School Graduate Expectations;
- modelling, naming and sharing practices and procedures that reflect the Assessment for and as Learning frameworks; specifically:
 - plan assessment concurrently and integrate it seamlessly with instruction;
 - co-construct learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
 - gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
 - use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;

- o analyse and interpret evidence of learning;
- o give and receive specific and timely descriptive feedback about student learning;
- o help students to develop skills of peer and self- assessment;
- o assess students' development of learning skills and work habits;
- assessing and evaluating student work using informed professional judgement, with reference to established criteria noted in the four levels of achievement that are standard across the province;
- *collecting evidence of student achievement for evaluation over time from three different sources – [observations, conversations, and student products](#):*
 - o “Observations” may include data collected through pedagogical documentation
 - o “Conversations” may include data collected during classroom discussions with respect to achievement of learning goals
 - o “Products” may include data collected in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays, completed individually or in groups.
 - Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
 - The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.
 - Board- approved commercial diagnostic assessment tools, to be used as part of professional judgement, are:
 - PRIME (elementary and secondary)
 - Leaps and Bounds
 - Fountas and Pinnell Benchmark Assessment System (Gr. 3-8)
 - Phonological awareness
- collaborating with colleagues to assess student work;

- co-planning with colleagues for optimal student achievement;
- regularly communicating student achievement to students and their parents/guardians in a timely, proactive manner. If there is a concern about student progress and achievement, it is the responsibility of the teacher to communicate this to students and parents as soon as the concern arises;
- ensuring fairness in assessment and evaluation, which is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio- economic status, ethnicity, gender, geographic location, learning style, and/or need for special services;
- *supporting students with special needs:*
 - *collecting and/or gathering data from assessments to help provide a detailed picture of the student's learning needs from assessments, along with information from parents and others who have worked with the student, provide a detailed picture of the student's learning needs.*
 - *considering student learning needs, curriculum expectations, and in consultation with the School Resource Team, discussing the appropriateness of:*
 - *accommodations and/or modified learning expectations; or*
 - *an alternative program, not derived from the curriculum expectations for a subject/grade or a course.*
- communicating and working collaboratively with parents and students to support the gradual release of responsibility, student achievement and well-being. Teachers are encouraged to develop a range of practices and strategies for effective communication with parents and students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004);
- taking an “assessment for learning and as learning” approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals;
- implementing the [PVNCCDSB Assessment, Evaluation and Reporting Handbook](#).

Students are responsible for:

- providing evidence of their learning within established timelines;
- communicating and working collaboratively with parents and teachers to support their learning, their achievement and their well-being;
- using the Assessment for and Assessment as Learning Frameworks to support their own learning, with the support of educators;
- developing an awareness of how the learning reflects the Ontario Catholic School Graduate Expectations.

Parents are responsible for:

- communicating and working collaboratively with the school, teacher and child to support student achievement and well-being.

Progress Indicators:

The implementation of the Assessment, Evaluation and Reporting Administrative Procedures will result in:

- fair, equitable and transparent assessment practices in all classrooms and schools;
- improved student achievement and well-being;
- clear communication on expectations for students and student achievement to students and parents at the beginning of the school year or course, and at the appropriate times throughout the school year or course;
- collaborative planning and collaborative inquiry to continuously increase teachers' capacity to improve instructional and assessment practices in all schools;
- increased consistency in assessment, evaluation and reporting practices within and between schools.

Definitions:

Achievement Chart: a standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

Assessment: the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

- **Assessment for Learning.** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high- yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)
- **Assessment as Learning.** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.)

- **Assessment of Learning.** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Equity: a condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Evaluation: the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Pedagogical Documentation: a process for listening to students, for creating artifacts from that listening, and for studying with others what students reveal about their competent and thoughtful views of the world. It is the documenting of living moments with images, video, artifacts, written or audio recordings of what students have said, or other digital traces. Educators become co- learners together; focusing on students' expanding understanding of the world as they interpret that understanding with others. Pedagogical Documentation is not merely to record activities, but to placehold events so that we might study and interpret their meaning together. Out of that slowed- down process of teacher research, we have the potential to discover thoughtful, caring, innovative responses that expand our horizons.

Professional Judgement: judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self- correction.

Reporting: reporting relates to the communication of accurate, comprehensive, and timely information about student achievement to parents, students, and/or other educators. One tool for this is the provincial report card, which students and their families receive three times per year, starting in Grade 1. However, the report card is only one of many ways that teachers can communicate results to children and parents. Reporting provides an opportunity to involve the parents in helping their child to progress. For reporting to be effective, the teacher must be able to clearly explain the results and next steps. Teachers should discuss specific recommendations for helping the child to reach the provincial standard of level 3. Suggestions might include strategies for individual, classroom, or home- school support.

REFERENCES:

[Assessment for Learning Infographic](#)

[Assessment Handbook](#)

[Effective Early Reading Instruction: A Guide for Teachers](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#)

[Learning for All K-12](#)

[Ontario Catholic School Graduate Expectations](#)

[Ontario Curriculum and Resource Documents - Assessment and Evaluation](#)

[Ontario Early Years Policy Framework](#)

[Ontario Kindergarten Program](#)

[Ontario's Equity and Inclusive Education Strategy](#)

[Ontario Individual Education Plan \(IEP\)](#)

[Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)

[Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

[PVNCCDSB Mental Health and Well-Being Strategic Plan, 2021-2025](#)

[School Effectiveness Framework](#)

[School Mental Health Ontario Educator's Resource Guide](#)

[Steps to English Proficiency\(STEP\)](#)

[Structured Literacy Instruction](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #305, Out of School Activities, be received and posted as amended under Directional Policy #300, Student Achievement and Well-being.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Out of School Activities	305
Directional Policy	
Student Achievement and Well-Being	

Title of Administrative Procedure:

Out of School Activities

Date Approved:

February 7, 2023.

Projected Review Date:

2028

Directional Policy Alignment:

In alignment with 300 - Student Achievement and Well-being. The Board recognizes the educational value for students and staff to participate in Out of School Activities. The Board encourages excursions and field trips as part of an enriching Catholic educational program for all students. Activities out of school provide students with experiential learning opportunities to discover diverse educational and natural environments, cultures, faiths, workplaces, and global perspectives. Field trips and excursions are valuable extensions of the curriculum and will be linked to the [Ontario Catholic School Graduate Expectations \(OCGEs\)](#). Out of School Activities provide opportunities for students to develop a life-long love of healthy living through participation in well-planned and well-managed excursions. At all times, leaders of Out of School Activities are expected to care for the students as a responsible and prudent parent would.

Alignment with Multi-Year Strategic Plan:

The Out of School Activities 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 strive for excellence in Catholic Education. Well-planned, experiential Out of School Activities develop the intellectual, spiritual, mental, physical, and emotional well-being of students in faith-filled, loving, safe, and inclusive learning environments. This Administrative Procedure supports the Board's [Strategic Plan: Building a Community that Accompanies](#) to inspire faith, nurture mental health and well-being, provide excellence in teaching and learning, and ensure equity.

Action Required:

1. Out of School Activities shall:
 - (a) Have a well-planned, definable Catholic educational purpose linked to the Ontario Curriculum and the Board's vision;
 - (b) Be conducted in a safe and supervised manner and be carefully planned, conducted, and assessed in terms of educational benefits for students and in accordance with the Board's safety, emergency and supervision guidelines;
 - (c) Ensure that participation in Sunday Eucharist is part of the planned activity when students are away from home on Sundays, and include other faith development experiences (i.e., liturgical celebration or prayer reflection) where appropriate;
 - (d) Include appropriate accommodations for students with special needs, including an educational assistant, as required;
 - (e) Be planned with consideration given to the age of the students, distance of the activity from the school, associated costs to the students/families and ability for all to participate. Fees shall be calculated on a cost-recovery basis for excursions that are considered to be voluntary enhancements to the curriculum.
 - (f) Provide information and instruction on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must receive instruction on the importance of reporting symptoms related to a suspected concussion as required in [AP 324 - Concussion Protocol](#). Where applicable, students must also receive instruction on safety procedures related to environmental conditions and be made aware of ways to protect themselves (for example, sunburn, heat stroke).

2. Out of School Activities are classified into five categories:

(a) **Category 1** - Day Walking Trip

Students may be taken on a walking trip off school property for a variety of educational or community activities throughout the school day. Staff must inform the principal of the purpose and details of the trip. The principal shall be responsible for granting permission for the activity **prior to booking** the activity. Parents must be informed of the activity by the teacher in writing.

Staff will seek parental consent for a series of specific walking excursions that are scheduled throughout the year via the Annual Consent Renewal - Walking Excursions as part of the Student Information Form sent home during the first week of school each year. If permission is not granted on this form, an additional permission form must be utilized.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, where the parish is within walking distance, schools will inform parents/guardians of the dates students will be walking to the parish for Mass.

(b) **Category 2** - One-day Out of School Activity Using Transportation

The principal will be responsible for granting permission for Category 2 activities. Staff must complete a [Category 2 Approval Form \(Appendix D\)](#) and submit it to the principal **prior to booking** the activity.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, schools will inform parents/guardians of the dates that their children will be transported by bus to the parish for Mass.

Where a vendor is requesting a Certificate of Insurance from the Board as part of the contract/permit (i.e. ice skating), one may be obtained from the Board insurer via the Superintendent of Business or designate. Certificates of Insurance are provided by the Board insurer where they are a requirement as part of a contract/permit. The contract must be in the name of the Board and not the school. A copy of the wording regarding the insurance will need to be reviewed in order to ensure the correct form of certificate is provided.

(c) **Category 3** - Overnight Out of School Activity

Staff will complete a [Category 3 Approval Form \(Appendix E\)](#) and submit it to the principal **prior to booking** the activity. The principal will approve the activity and submit a copy of the form to the superintendent of schools at least one month prior to the activity. Exceptions to these timeline requirements may be secondary school sports teams who have qualified for regional or provincial tournaments or band/drama productions that have qualified for a provincial competition.

Category 3 excursions requiring hotel accommodations must be arranged through a registered Travel Agent who possesses a license used by the [Travel Industry Council of Ontario \(TICO\)](#) as per the [Travel Industry Act \(2002\)](#).

All overnight Out of School Activities using a pre-approved provider will be considered as a Category 3 excursion, and then follow the same approval process.

(d) **Category 4** – Overnight Wilderness Canoe-Tripping anywhere in Canada

Wilderness Canoe or Kayak Tripping is defined as traveling in groups by canoe/kayak through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight.

Elementary School canoe-tripping excursions will not be approved.

The Board of Trustees shall be responsible for the approval of Category 4 Out of School Activities. A [Category 4 Approval Form \(Appendix F\)](#) must be submitted to the Family of Schools superintendent **prior to booking** the trip and a minimum of 4 months in advance.

For all trips, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

(e) **Category 5** - Travel Outside of Canada or Travel requiring Commercial Flights

The Board shall be responsible for the approval of Category 5 Out of School Activities. A [Category 5 Approval Form \(Appendix G\)](#) must be submitted to the Family of Schools superintendent **prior to booking** the trip and at least one year in advance.

For all trips, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Category 5 excursions requiring travel services such as hotel accommodations or air/bus transportation must be arranged through a registered Travel Agent who possesses a licence issued by the [Travel Industry Council of Ontario \(TICO\)](#) as per the [Travel Industry Act \(2002\)](#).

3. High Care Activities:

- (a) Health and safety shall be given the highest priority for students and staff when planning an Out of School Activity. Where an Out of School Activity includes a High Care Activity, the [consent form](#) will contain a section which describes the elements of risk for each high care activity the students may experience during the excursion.
- (b) High Care Activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking, or swimming; archery; climbing walls; tobogganing; cycling on major roadways; contact sports; skiing; and snowboarding. These activities may involve increased risk, require additional specific safety considerations and/or safety equipment, as listed in the [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#), or require special certifications or qualifications for supervision. See [Appendix A](#) for a list of High Care Activities.
- (c) All staff are instructed to refer to the [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#) when planning and supervising all High Care Out of School Activities.

High Care Activities may be in combination with any Out-of-School Activity, in any Category 1 to 5. Teachers, by signing the Out of School Activity application, indicate they have addressed the appropriate [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#) Guidelines.

- (d) Some level of injury risk is inherent in any activity. The Board uses the Risk Management Guidelines of the [Ontario School Board Insurance Exchange \(OSBIE\)](#) to assist in identifying and managing the risks of Out of School Activities. In order to mitigate the risk of injury, some activities such as whitewater rafting and skydiving, are not permitted. For a list of Risk Managed Activities which are not permitted under this Administrative Procedure, see [Appendix B](#).

- (e) Where Out of School Activities are part of the athletic (co-instructional) program, teachers are to follow the requirements outlined in the [OPHEA/OPASSE Elementary or Secondary Athletics Guidelines](#), in coordination with this procedure. The appropriate permission forms for participating in physical activity must be completed for both Elementary Students and Secondary Students, in addition to all other required forms. Students participating in athletic activities must sign the relevant [Elementary](#) or [Secondary](#) Athlete Participation Agreement form granting permission for regular season travel, as well as the [Informed Consent for Student Participation and Acknowledgment of Risks](#). Student athletes participating in any overnight athletic events must receive specific permission from parents using the Category 3 Parent Permission form.
- (f) Secondary School Sports (COSSA/OFSAA)
- As soon as school teams are notified that they qualify for a COSSA or OFSAA event, Principals must submit the relevant Category 2 or 3 package, the COSSA or OFSAA host package, the [Athletic Emergency Action Plan](#) and relevant documents as outlined in the PVNCCDSB [Student Injury Prevention- Health and Physical Education Guidelines](#) to the FOS Superintendent for approval.
- (g) Trips that do not have a clear educational purpose, do not reflect the Ontario curriculum, or cannot be adequately supervised, will not be considered or approved by the principal or superintendent.
- (h) Given that some countries may have different safety standards than Ontario, extreme caution should be exercised before approving any High Care Activities on an international excursion.

4. High Care Activities Involving Water:

On Out of School excursions, water safety may be a concern, even if the general purpose of a trip does not involve students being in or on water. Even shallow water can present a danger. Water temperature, water current, watershed conditions and weather conditions can present significant risks. If there is any water in close proximity to the primary area of the excursion activities, this must be noted in the risk assessment portion of the parent permission form. For the purposes of excursions, close proximity to water is to be avoided if the activity does not involve water. If this proximity cannot be avoided, then supervision ratios must account for the possibility that students may access the water if not supervised appropriately, particularly on any overnight excursions. Parents/guardians must give written permission for their child to

be involved in any activity that occurs on or near water, such as canoeing, kayaking and swimming; such permission must also include the completion of a swim test.

Students are not allowed to swim after sunset or before sunrise, and may only swim in designated areas.

Swimming in hotel pools is not permitted unless the required number of qualified lifeguards are supervising on site as outlined in the [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#), and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place. Non-swimmers are not allowed to go into the hotel pool or hot tub.

(a) **Category 1/Category 2** - Day Excursions

For day excursions, such as stream studies, where water is present but students are not swimming, teachers will evaluate the water temperature, water current, water depth, watershed conditions and weather conditions to assess the risk. The teacher will then consult with the school principal to determine if the activity should proceed, and if extra supervision is required, and/or if students should be required to wear Personal Flotation Devices (PFDs).

For day excursions where water activities are the primary focus of the activity, including pools and water parks, a swim test is required on site. If a swim test cannot be conducted at the excursion site, then arrangements must be made by the school to conduct the swim test prior to arrival at the site. Swimming in unsupervised bodies of waters (lakes, rivers, streams) is not allowed. Exceptions for secondary outdoor education courses and co-curricular clubs must be approved by the principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice.

(b) **Category 3** - Overnight Out of School Activities in Camps, or Outdoor Education Settings

For Out of School activities at a licensed camp or outdoor education facility (pre-approved or otherwise) where water activities are included as part of the program, *a teacher must accompany students to the swimming area and be present at the swimming area during the activity.* Supervising staff must ensure that

the camp has the appropriate number of qualified lifeguards on staff based on the number and skill of swimmers according to current [OPHEA/OPASSE Outdoor Education \(Swimming - Leisure - Camps\) Safety Guidelines](#) who are present at the water during all water activities. *An initial test of swimming ability must be done in shallow water (equal or less than 1.35m) prior to all water activities.* The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Results of swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal.

Identified non-swimmers and those who do not successfully complete the swim test, must wear a properly fastened Personal Flotation Device (PFD) or lifejacket when in, or near the water. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative activities for the duration of the excursion.

(c) **Category 4** - Overnight Wilderness Canoe-Tripping anywhere in Canada

When on a wilderness trip, all students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test prior to the excursion. Swim tests will be conducted by a qualified lifeguard and at least one of the qualified teachers for the trip will be present. Swim test results will be communicated by the supervising teacher to the student, parents/guardians and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

(d) **Category 5** - Travel Outside of Canada or Travel requiring Commercial Flights

For Out of Country excursions where water activities (including swimming at beaches or in hotel pools) are included as part of the program, *a teacher must accompany students to the swimming area and be present at the swimming area during the activity.*

Swimming in hotel pools is not permitted unless the required number of qualified lifeguards are supervising on site as outlined in the [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#), and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place.

Results of swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal. Non-swimmers are not permitted to go into the hotel pool or hot tub.

5. (a) The principal shall be responsible for the approval of Category 1 and 2 Out of School Activities; the FOS Superintendent shall be responsible for the approval of Category 3, 4 and 5 Out of School Activities; and the Board shall be responsible for the approval of Category 4 and 5 excursions.
 - (b) For Category 5 trips, the principal shall ensure that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) are met.
 - (c) The principal shall inform the appropriate superintendent in writing of all overnight Out of School Activities.
 - (d) The Board shall be responsible for the approval of Out of School Activities that involve travel outside of Canada, traveling requiring flights and overnight wilderness trips in Canada.
 - (e) Where appropriate, schools can coordinate Out of School Activities to reduce costs and to support the participation of smaller schools. In multi-school trips, each participating school principal must submit a completed application package.
6. (a) Students and parents must be provided with details of all expenses associated with the Out of School Activity along with the permission form. It should include total costs along with possible expenses that might be incurred while in attendance such as lunches, souvenirs, snacks, or added excursions.
 - (b) Costs associated with Out of School Activities which are an extension of the curriculum and not an optional trip may be subsidized by school budget, Catholic School Council funds, or fundraising efforts. Principals must be sensitive to the capabilities of families to pay prior to supporting Out of School Activities. In cases where financial hardship is suspected, staff will make whatever accommodation is required to support participation of all students in Category 1, 2 and 3 Out of School Activities.

7. (a) The Board requires that principals have the written consent of a parent or legal guardian prior to any student being granted permission to participate in an Out of School Activity. For Category 1 – Day Walking Trips, please refer to Section 2 (a). Students who have reached the age of consent (18) may sign their own permission forms.
 - (b) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.
 - (c) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.
8. High Care Activity Excursion Providers

Organizations may become pre-approved providers for excursions and trips involving high-care activities by submitting the appropriate documentation regarding safety measures, certifications, and facilities, which must be in compliance with [OPHEA/OPASSE Safety Guidelines](#) for review to the Superintendent responsible for this portfolio. Excursions and trips using one of the pre-approved providers will be submitted under Category 2 (Day Trips) or 3 (Overnight Excursions) and will follow the process outlined in this administrative procedure for approval.

A pre-approved high care activity excursion provider must be considered, or reconsidered, by the Board of Trustees every five years. The excursion provider must submit an application package to the Health and Safety Officer and Superintendent responsible for this portfolio. Each provider is required to complete the [Pre-Approved Field Trip and Excursion Provider Application](#) and the comprehensive [Pre-Approved Field Trip and Excursion Provider Application Checklist](#), including proof of all required documentation.

If the high care activity excursion provider is not pre-approved, then the above checklist still applies and the relevant package must be submitted by the excursion

provider; reviewed by the Health and Safety Officer and Superintendent responsible for this portfolio; and a site visit completed by the Health and Safety Officer and Superintendent responsible for this portfolio if possible.

Where high-care activity excursion providers are pre-approved, schools/staff planning the excursion are still required to review the OPHEA/OPASSE activity sheets for each activity that makes up the excursion to ensure compliance is achieved. (For example, while a camp may be pre-approved for the high-care activities such as swimming and canoeing, if basketball and blanket-toss are also included in the activities of the excursion, the school is expected to vet these activities against the OPHEA/OPASSE standards).

9. The principal has the right to exclude a pupil from an Out of School activity if, in the professional judgement of the principal after consultation with staff, attendance at the event will either be a safety risk for the student or for his or her classmates. The principal must inform the parent of the decision promptly, citing the reasons for the decision. Students who are suspended are not permitted to attend Out of School Activities. Students who violate the Code of Conduct will be disciplined appropriately. This may include being removed from the Out of School Activity at the parents' expense.
- 10.(a) The staff member initiating the Out of School Activity is responsible for arranging transportation including the method of payment. Approved carriers include school buses, coach buses, and public transportation such as trains, airplanes, or subways.
 - (b) Private automobiles are allowed to transport students to and from out of school activities; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from [Administrative Procedure 1005](#), Appendix I. The car's owner remains the primary responsible party and, if an accident occurs, his or her own insurance coverage is expected to be used, without reimbursement by the Board. Any personal vehicle used must have a minimum of \$1,000,000 personal liability insurance coverage, if the Board's third party liability insurance is to be accessed.
 - (c) Under no circumstances are staff to request students to drive other students to an Out of School Activity. Parents/guardians must be made aware anytime that students are being asked to be responsible for their own transportation to an Out of School Activity.

Students choosing to drive themselves to an after-school activity are not considered to be doing so under the direction of any agent of the Board.

- (d) Large (12-15) passenger commuter vans shall not be used for any type of travel for students.

11. Supervision

- (a) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants. Supervisors must hold appropriate qualifications for the activities for which they are supervising. It is expected that Board employees and volunteers who act as supervisors will exercise the care and judgement that would be expected of a wise and judicious parent.

Factors to be considered before assigning supervisors:

(i) Transportation

- mode of travel (walking, bus, train, airplane)
- length of travel (days, hours per day, overnight)
- departure and arrival sites
- travel routes
- number of vehicles

(ii) Nature of Activity

- number of participants and or spectators
- crowd control
- location of activity (e.g. ball park, museum, swimming pool, fire station, provincial park, ski hill, etc.)
- equipment needs

(iii) Selection of Supervisors

- need for experienced supervisors
- need for specialized skills (skier, first aid, lifeguard, etc.)
- need for providing instruction to supervisors

- use of volunteers (need for police checks)

(b) Student Safety

Safety of pupils during any Out of School Activity is the first and foremost priority to consider for planning. Adequate supervision will depend on many of the factors listed above; however, the decision is not limited to these factors alone. Principals must weigh a number of mitigating circumstances before granting or seeking approval for Out of School Activities.

(c) Pre-inspection of Site

In order to ensure a worthwhile, safe, and accessible Category 1 or 2 Out of School Activity for all students, pre-planning is essential. Upon agreement by the teacher and principal, the teacher should visit the selected site in advance. If this is not feasible, the teacher should obtain as much information as possible about the area to be visited from others who have or from credible sources. The teacher should share this information with the principal in order to make the necessary supervision recommendations.

(d) Supervision Strategies

Staff will determine supervision strategies that will be used during any proposed Out of School Activity such as the buddy system, visual contact, walkie talkies, group compositions, curfews, etc. The supervisor is responsible for providing the office staff with a written list of those attending the Out of School Activity prior to departure. Student attendance through a roll call should be taken before each stop and departure. There should also be a clear method of informing principals and parents of any emergencies or arrival delays at any hour of the day or night. Emergency contact information for each student must be in the possession of the supervisor in charge at all times, with a copy left for the vice-principal or principal.

For Category 3, 4 and 5 Out of School Activities, schools will consider the composition of the group and ensure appropriate supervision for the excursion. Category 5 excursions must have sufficient supervisors in the event that a student is denied entry to another country, as it is expected that a staff member remains with the student until the student is safely in the care of their parent or guardian.

(e) Supervisor “In Charge”

Where there are two or more supervisors, one supervisor who shall be an employee of the Board, will be designated by the principal as “in charge”. This

individual will have responsibility for making decisions in the event of adverse conditions or emergencies. It is recommended that this person consult with the principal as needed. In the case of a serious student misconduct during an Out of School Activity, the staff person in charge will consult with the principal or Family of Schools superintendent to decide an appropriate course of action. In some circumstances, the staff person in charge will be given the authority, by the principal or superintendent, to dismiss the student and to inform the student's parents, who will be responsible to meet their child at a location determined by the principal or supervising teacher. A written report of the incident will be prepared for by the staff member in charge for submission to the principal.

(f) Volunteer Supervisors

Volunteer supervisors must have criminal background checks submitted to the office prior to supervising any students according to Board policy ([AP 1005 - Volunteers in Our Schools](#)). The supervisor in charge is responsible for ensuring that this has occurred and that all volunteers are familiar with the itinerary, school code of conduct, and any potential safety concerns. Staff are not permitted to share personal student information with any volunteers except when necessary for student safety. Volunteers should never be asked to take on duties for which they are not qualified to perform.

As a general rule, family members of PVNC staff supervising Category 3, 4 and 5 Out of School Activities, are not eligible to participate in the excursion. In extenuating circumstances, where an Out of School Activity may benefit from an additional supervising adult family member, special permission may be given by the Family of Schools superintendent for the adult family member to act as a supervisor, if the adult family member provides a current police reference and vulnerable sector check.

Children, who are not students of the school, are not permitted to participate in Category 3, 4 or 5 Out of School Activities.

(g) First Aid Procedures

It is highly recommended that at least one supervisor have knowledge of emergency [first aid procedures](#) for all trips. All Category 4 Out of School Activities identified as wilderness or high care activities must have an appropriately qualified supervisor with wilderness first aid certification. See [OPHEA/OPASSE Secondary Wilderness/Canoe Tripping Safety Guidelines](#).

In case of an accident or student injury, First Aid, medical attention and/or Emergency Medical Services must be engaged immediately. At the first opportunity, the head supervisor must contact the principal and the parents/guardians to inform them of the accident. The principal will contact the appropriate superintendent if the accident is deemed serious and requires medical attention immediately. Within 24 hours of a serious accident, an Incident Report Form should be submitted as per OSBIE regulations. If a student is ill and/or injured, he or she must NOT be sent home unaccompanied.

(h) Number of Supervisors

Supervision ratios will include PVNCCDSB staff and volunteers only and will not include excursion provider staff as part of the adult ratio. Supervision ratios must also consider and account for specific gender numbers. The ratio of students to supervisors is dependent on the nature of the Out of School Activity, age of the students, type of class, and means of transportation. However, the minimum ratio shall be as follows:

Category 1 - Day Walking Trip

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 10 students
Grades 1 - 6	Minimum 2 adult supervisors per class
Grades 7 - 8	Minimum 1 adult supervisor per class
Grade 9 - 12	Minimum 1 adult supervisor per class

Category 2 - One-day Out of School Activity Using Transportation

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 5 students
Grades 1 - 3	1 adult supervisor per 6 students

Grades 4 - 6	1 adult supervisor per 12 students
Grades 7 and 8	1 adult supervisor per 16 students
Grades 9 - 12	1 adult supervisor per class

Category 3 - Overnight Out of School Activity

Grade Level	Ratio
Kindergarten & Grades 1-3	Overnight Trips Not Permitted
Grades 4 - 8	1 adult supervisor required for every 10 students. A minimum of 2 supervisors is required at all times.
Grades 9 - 12	1 adult supervisor required for every 15 students. A minimum of 2 supervisors is required at all times.

Category 4 – Wilderness Trips anywhere in Canada (High Care Activities)

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	1 adult supervisor required for every 8 students. A minimum of 3 supervisors is required at all times.

Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	<p>1 adult supervisor required for every 10 students for trips within North America.</p> <p>1 adult supervisor required for every 8 students for trips outside of North America.</p> <p>A minimum of 3 supervisors is required for international trips/flights.</p>

12. Out of School Activity Travel Insurance - Category 4 or 5

All schools planning out of Province or International excursions will ensure the trip includes mandatory insurance for all travelers in the group. Such insurance must cover school board or principal rulings for cancellation of the trip.

Any excursion hosted by a third party provider shall require the third party to provide proof of insurance coverage. Where a school principal has authorized an excursion that will be hosted by a tour operator and any third party provider that directs and/or supervises activities during the excursion, the principal shall obtain a copy of the provider's and/or third parties' liability insurance policy.

13. Emergency Action Plans

For Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions, an [Emergency Action Plan](#) will be developed by the in-charge supervisor that will address medical, personal, weather, and disciplinary emergencies. The plan will establish a clear and precise communication procedure for informing parents in a timely and appropriate fashion in the event of an emergency. Consideration for alternative plans should be given in areas where cellular service may be limited (ex. use of satellite phone). The [Emergency Action Plan](#) will be reviewed by the principal.

14. Hospitality and Gifts Guideline

No excursion planners, organizers or supervisors shall accept monetary gifts, and/or travel credits or travel benefits from tour operators, with the exception of travel, accommodation and meals included in the tour package for those individuals leading the excursion and designated supervisors required to satisfy the supervision ratio.

Responsibilities:

The Board of Trustees is responsible for:

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being;
- reviewing this Administrative Procedure to ensure compliance;
- reviewing and approving all Category 4 and 5 – Out of School Activities.

The Director of Education is responsible for:

- ensuring implementation of this Administrative Procedure;
- coordinating Category 4 and 5 presentations to the Board of Trustees;
- confirming or cancelling Out of School Activities, based on Canadian Travel Advisory Reports or developing emergency situations.

Superintendent of this System Portfolio:

- coordinating with the Health and Safety Officer the submission and review of all Outdoor Education excursion provider application packages;
- coordinating and attending (with the Health and Safety Officer) site visits to all Outdoor Education vendors who are providing High Care activities;
- reviewing the list of pre-approved excursion providers every 5 years.

Superintendents of Schools are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- reviewing and approving all Category 3, 4 and 5 Out of School Activities;
- reviewing applications to ensure that the [OPHEA/OPASSE Safety Guidelines](#) are followed for all High Care Activities.

Principals and Vice-Principals are responsible for:

- ensuring staff whom they supervise are aware of the requirements and are following all requirements under this Administrative Procedure;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that safety procedures for all activities, including high care activities, are in compliance with the [OPHEA/OPASSE Safety Guidelines](#);
- ensuring that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) to obtain three written quotes from prequalified suppliers for all Category 5 excursions are met;
- ensuring that all teachers have the additional qualifications or certifications required to supervise the Out of School Activity;
- ensuring that the appropriate swim test be conducted and all principals, students and parents/guardians informed of the results prior to or during the excursion;
- communicating Mass dates, that involve either walking or bus transportation to church, to families at the beginning of the school year;
- maintaining a file of each field trip taken by any group in the school, for a minimum of two calendar years. Each file shall contain the details of the trip, including copies of consent forms, and be available for review by the appropriate superintendent;
- maintaining emergency contact information for all staff and students participating in Out of School activities and excursions;
- ensuring that the Family of Schools superintendent is provided the list of students and adults participating in trips over holiday periods, including emergency contact information, prior to the excursion;
- reviewing the application package to ensure all supervision ratios, supervisor qualifications and [OPHEA/OPASSE Safety Guidelines](#) have been met;
- reviewing and approving the [Emergency Action Plan](#) for the Out of School Activity;
- ensuring all students have an equal opportunity to participate in class excursions which are an extension of the curriculum, and, will not be denied such opportunity because of monetary factors or issues of accessibility;
- when appropriate, subsidizing costs associated with Out of School Activities by school budget, Catholic School Council funds, or fund-raising efforts. Principals are responsible for ensuring fund-raising to defray costs incurred shall be consistent with the Board Policy on [Fundraising \(AP607 - Fundraising\)](#);
- shortening, cancelling or terminating at any time if, in the opinion of the school

principal or superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, due to weather or other circumstances;

- collaborating with other schools to combine trips and itineraries, where appropriate;
- ensuring a process is in place so that students participating in Out of School Activities have opportunities to catch up on any missed work or assignments;
- ensuring that Category 3, 4 and 5 trips, requiring travel services such as hotel accommodations or air/bus transportation are coordinated through a registered Travel Agent, as per the [Travel Industry Act \(2002\)](#) – [Travel Industry Guidelines for School Trips](#);
- submitting all Category 3, 4 and 5 applications to the Family of Schools superintendent.
- ensuring that in multiple-school trips, all schools submit a separate application package.

Curriculum Chairs are responsible for:

- ensuring that Out of School Activities initiated within their departments articulate the alignment with the curriculum expectations and the Ontario Catholic School Graduate Expectations;
- coordinating trips with other Secondary schools, where possible and appropriate
- ensuring that in multiple-school trips, all schools submit a separate application package.

Teachers and Staff are responsible for:

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- reading the appropriate sections of this Administrative Procedure, completing all necessary forms to ensure that the requirements for certification, ratios, and safety will be followed;
- obtaining three written quotes from prequalified suppliers for all Category 5 excursions as outlined in the [Purchasing Handbook and Procurement Directives](#);
- creating an [Emergency Action Plan](#) for High Care activities and Category 3, 4 or 5 excursions, and sharing it with the principal;
- ensuring that all students participating in an Out of School Activity have a signed

parent permission submitted prior to departure;

- reviewing the [OPHEA/OPASSE Safety Guidelines](#) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance;
- providing a copy of the [OPHEA/OPASSE Safety Guidelines](#) for each High Care Activity to the excursion provider in advance of the trip;
- signing the appropriate Category Approval Form indicating they have addressed the appropriate [OPHEA/OPASSE Safety Guidelines](#) for all High Care Activities,
- ensuring that all safety considerations have been met for all High Care Activities;
- ensuring students receive information on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must also receive instruction on the importance of reporting symptoms related to a suspected concussion.
- reviewing with students safety and behaviour expectations for all Out of School Activities;
- ensuring all supervisors, volunteers and participating students have a common understanding of what is expected during the excursion, in alignment with the school's Code of Conduct;
- submitting a list of all students and adults attending an excursion to the school office, and also taking a copy of the list with staff attending the excursion. The list should include medical and emergency contact information for each student;
- providing the office with an alternate plan and assigned classroom location for students not attending the excursion;
- providing an emergency contact number to the school principal for communication purposes;
- ensuring a First Aid Kit is accessible in the case of student or supervisor injury;
- reporting all injuries (staff or student) on an excursion to the principal immediately;
- storing oral medications in a safe manner, and following the [Administration Procedure for Administering Oral Medication](#);
- ensuring all staff members and volunteers are aware of special medical considerations of students, and the corollary necessity for medications, dietary restrictions and/or other health devices required to be brought on the excursion (e.g., epi-pens, insulin pump, inhaler, etc.). Students who normally carry epi pens,

insulin pumps and inhalers at school are expected to do so while on the excursion;

- establishing an [Emergency Action Plan](#), including specific consideration for students requiring specialized assistance or accommodations;
- ensuring that when lodged in overnight accommodations, they review with the participants, the evacuation plans and procedures to be followed in case of fire or other emergencies;
- ensuring that, as supervisors, they have the required, current qualifications and certification;
- arranging for the appropriate swim test to be conducted by a qualified lifeguard, if water activities are involved, prior to the excursion;
- sharing swim test results with the student and parents/guardians and principal;
- ensuring that for Category 3 excursions, students who do not pass the swim test *must wear a properly fastened Personal Flotation Device (P.F.D.) or lifejacket when in, or near water* and/or that they are provided with alternative supervised activities;
- ensuring that any students who do not successfully pass the swim test do not participate in any Category 4 (Wilderness) excursions;
- ensuring swim test results are kept on file at the school;
- bringing copies of the emergency procedures and emergency contact information on the excursion;
- informing the principal of alternative plans, or any changes to the itinerary, at any time during the out of school activity;
- checking road and weather conditions daily and being prepared to alter plans if necessary;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School activity.

Students are responsible for:

- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in Out of School Activities;
- representing their school in a positive manner while on an excursion;
- listening to and following the directions of their teacher or supervisor;

- ensuring that any missed assignments are submitted after returning from an Out of School activity;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Parents are responsible for:

- signing and submitting to the school office parent permission forms prior to any student participating in an Out of School Activity. The Board requires that principals have the written consent of the parents/guardians of all pupils under the age of 18 participating in Out of School Activities;
- informing the school principal if there is any medical reason why their child should not participate in the activity or if their child requires special attention during the activity;
- reviewing the expectations of the Code of Conduct and of all Out of School Activities with their children;
- any applicable losses or costs should their child engage in misconduct, including a breach of the Board's Safe School Policy and Code of Conduct.

Volunteers are responsible for:

- adhering to the policies and procedures of the Board, as applicable;
- reporting to the principal and teachers of the school;
- completing a Vulnerable Sector/Criminal Reference check;
- understanding the supervision expectations of the Out of School Activity, as well as the school's Code of Conduct;
- adhering to the trip schedule;
- modelling appropriate behaviour and dress;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Progress Indicators:

- Schools provide equitable, accessible, and well-planned Out of School Activities to enhance the learning and well-being of students.
- All Out of School Activities are planned according to the parameters and guidelines

of this Administrative Procedure.

Definitions:

Designated Swim Area - Designated swim areas (waterfront) at camps are governed by [Ontario Regulation 503/17 \(s. 24 and 25\)](#) and must meet the following requirements:

- Must be clearly designated with defined physical boundaries (for example, at camps buoyed, or enclosed dock areas);
- Must have boundaries that are clearly visible to watercraft users (for example, buoy line is visible to users of personal watercraft and motorboats occupying the same body of water);
- Must be free from hazards;
- Must be of suitable water temperature; and
- Must have stationed water rescue equipment.

Excursion Providers – Organizations that provide services, programs or facilities that are used for excursions.

Pre-approved excursion providers have had their safety standards reviewed by the Board's Health and Safety Officer, the Superintendent responsible for this portfolio, and by the Board of Trustees. Each vendor is required to complete the [Pre-Approved Field Trip and Excursion Provider Application](#) and complete the comprehensive [Pre-Approved Field Trip and Excursion Provider Application Checklist](#), including proof of all required documentation. Furthermore, the Health and Safety Officer and Superintendent will engage in site visits to further investigate and observe all requirements.

The following excursion providers have approval for the period of February, 2023 - effective review date during 2027-2028 school year:

- Onondaga Camp (<https://onondagacamp.com/>)
- Ganaraska Forest Centre (<https://www.grca.on.ca/content/ganaraska-forest-centre>)
- Camp Kawartha (<https://campkawartha.ca/outdoor-education/>)
- Camp Muskoka (<https://campmuskoka.com/>)
- Tree Top Trekking (<http://treetoptrekking.com/en/ganaraska/>)

- Brimacombe Ski Resort (<https://brimacombe.ca/>)

High Care Activities - are activities that involve increased risk and require additional specific safety considerations, or require special certifications or qualifications for supervision. High care activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking or swimming; rock climbing; canopy walks; cycling in traffic or on major roadways; skiing; snowboarding.

Instructor - An individual who provides instruction on skills and possesses the required certifications. This role could be fulfilled by a teacher, parent/guardian/volunteer or employee of an outside provider.

Lifeguard - An individual who is at least 18 years of age; who possesses a current (the date on the certificate must not be older than two years) lifeguard certificate issued by a qualifying organization as per OPHEA/OPASSESwimming Safety Guidelines outlined below; and who is responsible for the overseeing of swimmer safety.

OPASSE - OPHEA has established the Ontario Physical Activity Safety Standards in Education (OPASSE), managed by OPHEA, which represents the minimum standards for risk management practice for school boards. They focus the attention of teachers, supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. Safety Guidelines for elementary and secondary activities are available at [OPHEA/OPASSE Safety Guidelines](#), and guidelines for all high care activities are available as live links in the References section.

OPHEA - Ontario Physical and Health Education Association is a non-profit organization that champions healthy, active living in schools and communities through quality programs, services partnerships, and advocacy.

Out of School Activities - are excursions organized by school personnel and are directed by a teacher/educator team. Out of School Activities involve leaving the school property and are for educational purposes, and may also include spiritual, recreational and other components.

Risk Managed Activities - Some level of injury risk is inherent to any activity. The Ontario School Board Insurance Exchange (OSBIE) has developed guidelines to assist members of the Ontario School Boards' Insurance Exchange in identifying and managing the risks of school approved field trips or excursions. Information on Risk Managed Activities can be found at the [OSBIE's Field Trip Risk Management Guidelines](#). School boards should

only undertake to organize field trip activities in accordance with board policies/procedures and after careful assessment of the risk factors and their ability to manage those risks.

References:

[AP 318 Administration of Medication or Health Support Services, and Emergency Response](#)

[AP 319 - Anaphylaxis: Reducing the Risks](#)

[AP 317 - Asthma: Reducing the Risks](#)

[AP 324 Concussion Protocol, Awareness and Training](#)

[AP 611 - Expenditure Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs](#)

[AP 607 - Fundraising in Schools](#)

[First Aid Procedures](#)

[OPHEA/OPASSE Safety Guidelines](#)

[OPHEA/OPASSE Elementary Archery Safety Guidelines](#)

[OPHEA/OPASSE Elementary Climbing Safety Guidelines](#)

[OPHEA/OPASSE Elementary Climbing \(Ascending Lines\) Safety Guidelines](#)

[OPHEA/OPASSE Elementary Climbing \(Challenge Courses - Low Elements\) Safety Guidelines](#)

[OPHEA/OPASSE Elementary Climbing \(Challenge Courses - High Elements\) Safety Guidelines](#)

[OPHEA/OPASSE Elementary Climbing \(Climbing Wall\) Safety Guidelines](#)

[OPHEA/OPASSE Elementary Climbing \(Zipline\) Safety Guidelines](#)

[OPHEA/OPASSE Outdoor Education \(Canoeing\) Safety Guidelines](#)

[OPHEA/OPASSE Outdoor Education \(Flat Water Kayaking\) Safety Guidelines](#)

[OPHEA/OPASSE Outdoor Education \(General Procedures\) Safety Guidelines](#)

[OPHEA/OPASSE Secondary Wilderness/Canoe Tripping Safety Guidelines](#)

[OPHEA/OPASSE Skiing \(Alpine\) Safety Guidelines](#)

[OPHEA/OPASSE Skiing \(Cross Country\) Safety Guidelines](#)

[OPHEA/OPASSE Snowboarding Safety Guidelines](#)

[OPHEA/OPASSE Outdoor Education \(Swimming - Leisure - Camps\) Safety Guidelines](#)

[OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#)

[OSBIE - Field Trip Risk Management Guidelines](#)

[OSBIE - School Board/Snow Resort Safety Guidelines](#)

[Purchasing Handbook and Procurement Directives](#)

[AP 909 - Safe Schools - Code of Conduct](#)

[AP 1304 - Safety and Conduct on School Buses](#)

[Travel Industry Guidelines for School Trips](#)

[Travel Industry Act \(2002\)](#)

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

Related Forms:

[Appendix A - High Care Activities](#)

[Appendix B - Activities Not Approved](#)

[Appendix C - Reference Chart of Categories for Out of School Activities](#)

[Appendix D - Category 2 Approval Form](#)

[Appendix E - Category 3 Approval Form](#)

[Appendix F - Category 4 Approval Form](#)

[Appendix G - Category 5 Approval Form](#)

[Appendix H - Out of School Parental Permission Form - Category 2 Excursion](#)

[Appendix I - Out of School Parental Permission Form - Category 3 Excursion](#)

[Appendix J - Informed Consent for Education Trips - Category 3/4/5 Excursion
\(Category 2 Excursion if High Care Activity\)](#)

[Appendix K - Release and Indemnification Form for Students Over 18](#)

[Appendix L - Emergency Action Plan](#)

Recommended Action:

that the Policy Development Committee recommend to the Board that Administrative Procedure #107, Electronic Meetings, be received and posted as amended under Directional Policy #100, Governance, Vision, Strategic Priorities.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Electronic Meetings	107
Directional Policy	
Governance, Vision, Strategic Priorities	

Title of Administrative Procedure:

Electronic Meetings

Date Approved:

February 7, 2023

Projected Review Date:

2028

Directional Policy Alignment:

The exercise of good governance includes the opportunity for trustees to participate in board and/or committee meetings electronically when that becomes necessary, to maximize their engagement to the fullest extent possible.

Alignment with Multi-Year Strategic Plan:

Electronic Meetings Administrative Procedure supports our Vision of *Creating a culture of faith, hope and love to ensure equity and well-being* by ensuring our structures, processes, relationships and actions reflect our Gospel values and Catholic Social Teachings. This vision calls the Board to these Strategic Priorities:

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

Action Required:

1. At the request of a board member or student trustee, in situations where it is not possible for the member to attend a regularly scheduled or special meeting of the

board or one of its Ministry-legislated committees, the board shall provide electronic means for participation in that meeting.

2. For all regularly scheduled or special meetings of the Board's open session or Ministry-legislated committee meetings, including meetings convened using electronic communication, the board shall provide for some form of public participation.
3. An exception to the above (2.) shall be made when the board meets in-camera in accordance with Board by-laws and the Education Act.
4. All procedural by-laws established by the board shall apply to meetings conducted electronically, including rules governing conflict of interest and confidentiality. The board must also ensure the security and confidentiality of proceedings held during in-camera meetings, especially those that include electronic participation.
5. On appropriate notice to the Executive Assistant of the office of the Director of Education, individual board members or student trustees shall be given access to participate in meetings of the board or its committees through the use of electronic means. Board members or student trustees must request participation by electronic means at least twenty-four hours in advance, where possible.
6. Under amended regulation 463/97, the chair of a board or committee meeting may preside over the meeting electronically if any of the following applies:
 - a. The distance from the chair's current residence to the meeting location is 200km or greater;
 - b. Weather conditions do not allow the chair to travel to the meeting location safely;
or
 - c. The chair cannot be physically present at a meeting due to health-related issues.
 - d. No more than half of board or committee meetings in a 12-month period can be chaired electronically.
7. In accordance with Section 208(11) of the Education Act and board by-laws, the presence of a majority of all members constituting the board shall be necessary to form a quorum in any electronically facilitated meeting and the vote of a majority of such a quorum shall be necessary to bind the board. A trustee participating in a meeting electronically shall be deemed to be present.

8. At every meeting of the Board, the following persons must be physically present in the meeting room:
 - a. At least two members of the board
 - b. The Director of Education or his/her designate
9. All board members will be given access to the board agenda package prior to the meeting for reference during an electronic meeting.
10. Board members or student trustees participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained.
11. Board members or student trustees will notify the Chair of any other individuals who shall be present and participating at their off-site location during their electronic participation in a meeting.
12. The board will ensure that student trustees do not participate by electronic means in any proceedings closed to the public.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring this administrative procedure on Electronic Meetings is aligned with the board's Directional Policy on Governance, Vision, and Strategic Priorities.
- Making requests for electronic participation in meetings in a timely fashion.
- Ensuring confidentiality and privacy of the in-camera session when joining the meeting remotely.
- When attending remotely, ensuring access to reliable internet or phone connection and when possible, trustees will have their camera on.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring the procedures for electronic meetings are facilitated on behalf of all trustees.

Superintendents are responsible for:

- Acting in place of the Director of Education to be the staff person present during electronic meetings, as designated.
- Ensuring alignment with this procedure for committees for which they are responsible.
- Ensuring that confidentiality and privacy are protected by using the board approved electronic meeting platform.

Progress Indicators:

- Opportunities for electronic participation in meetings are utilized.
- Equipment is made available and is functional.
- Meetings are neither cancelled nor postponed because of the availability of electronic participation.

Definitions:

- Electronic Meeting - An electronic meeting is a board or committee meeting in which a board member, student trustee staff member or member of the public making a presentation to the board participates electronically in the meeting.
- Public Location - A public location is a designated board site, usually a school facility the Catholic Education Centre.
- In-camera Meeting - An in-camera meeting is a meeting that is closed and not open to the public.
- Site Monitor - A site monitor is a PVNCCDSB staff member designated by the Director of Education, charged with the responsibility of ensuring compliance with board meeting regulations and procedures, including monitoring electronic access to board or committee meetings. Usually this is a supervisory officer.
- Record - Any record of information however recorded, whether in print, film, or any other electronic or physical means.

References:

[Education Act](#)

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

[Peterborough Victoria Northumberland and Clarington Catholic District School Board By-Laws](#)

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