



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, May 16, 2017

6:30 – 8:30 P.M.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Linda Ainsworth

Trustees who are unable to attend the meeting are asked to please notify Pam Smith.

A. Call to Order:

1. Opening Prayer, Mrs. Helen McCarthy.
2. Approval of Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Minutes of the Policy Committee Meeting held on May 8, 2017. PG 2
5. Business Arising from the Minutes.

B. Presentations/Recommended Actions:

1. RA: Draft Directional Policy - Catholic Education (New #200). DP PG 5
Mrs. Laurie Corrigan, Superintendent of Learning, Innovation Technologies. RA PG 10
2. RA: Draft Administrative Procedure - Employee Charged with Criminal Offence (New #501/Old #502). RA PG 11 Document attached at end of Agenda
Mrs. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services
Mr. Darren Kahler, Manager of Human Resource Services.
3. RA: Draft Administrative Procedure - Out of School Activities (New #305/Old #810).
Mrs. Dawn Michie, Superintendent of Learning/Program. RA PG 12 Document attached at end of agenda
4. RA: Draft Administrative Procedure - Lockdown (New #904/Old #412).
Mr. Tim Moloney, Superintendent of Learning/Student Success. AP PG 13 RA PG 20

C. Information Items: No Items.

D. Next Meeting:

1. Monday, June 12, 2017 6:00 p.m. – 6:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

E. Conclusion:

1. Closing Prayer, Mrs. Linda Ainsworth.
2. Adjournment.



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Monday, May 8, 2017 at 6:00 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough

PRESENT

Trustees: Mmes. Linda Ainsworth (Chairperson), Michelle Griepsma, Helen McCarthy.
Messrs. Dan Demers, Zachary Smith (Student Trustee).

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace, Dawn Michie.
Messrs. Michael Nasello, Timothy Moloney.

Regrets: Mmes. Ruth Ciraulo, Christine Dunn.
Messr. Dave Bernier

Recorder: Mrs. Pamela Smith.

1. **Call to Order:**

1. Opening Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, called the meeting to order at 6:06 p.m. and asked Mrs. Michelle Griepsma, to lead the Opening Prayer.

2. Approval of the Agenda.

MOTION: Moved by Michelle Griepsma, seconded by Helen McCarthy, that the Policy Committee Agenda dated May 8, 2017 be approved as presented.

Carried.

3. Declarations of Conflicts of Interest.

There were no declarations of conflicts of interest.

4. Approval of the Minutes of the Policy Development Committee Meeting held on, March 21, 2017.

MOTION: Moved by Michelle Griepsma, seconded by Dan Demers, that the amended minutes of the March 21, 2017, Policy Development Committee Meeting be approved.

Carried.

5. Business Arising from the Minutes.
There was no business arising from the minutes.

B. Presentations/Recommended Actions:

- a) Draft Administrative Procedure-Reporting Absences from Work (New #506/Old #529).

Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services and Mr. Darren Kahler, Manager of Human Resource Services, presented the draft Reporting Absences from Work Administrative Procedure that will be under Directional Policy #500 Employee Relations.

Ms. Carragher shared that the name for the new administrative procedure #506 has been renamed from “Substitution of a Teacher” to “Reporting Absences from Work” in order to encompass all employees. Ms. Carragher shared that this document has been reviewed with many stakeholders. This administrative procedure will assist in ensuring all employees report their absence properly and in a timely manner.

The Trustees reviewed the document and requested the below amendments:

1. That sub sections be organized to keep as much consistency as possible where topic matter is similar.
2. That instances of the word “so” be replaced with alternate text.
3. That “appropriate Medical Certificate” be identified.
4. That the wording “may be” be corrected in section 3.8.
5. That “Wellness Coordinator” be included in the Responsibilities.
6. That the Trustees and Director’s responsibilities align with the Policy Development and Review Administrative Procedure #101.
7. That section 4.2 and 4.3 be amalgamated.
8. That the word, “timely” be clarified.

MOTION: Moved by Dan Demers, seconded by Helen McCarthy,

that the current Policy and Administrative Procedure, P-529 and AP-529, *Substitution for a Teacher*, be deleted and the relevant information and above amendments be captured and incorporated into the new format as Administrative Procedure – #506 *Reporting Absences from Work*, and will be under Directional Policy #500 – Employee Relations.

Carried.

C. Information Items:

1. Review of the PVNCCDSB Policy Tracking Chart.

Mr. Michael Nasello, Director of Education, shared two charts with the Committee.

1. *Directional Policy Update Chart* identifies what is completed and what is pending.

2. *Summary Chart* that was originally shared with the Committee in November 2016 shows the status of what was scheduled and what has been completed or is pending.

D. Next Meeting:

1. Tuesday, May 16, 2017 6:30-8:30 p.m.
2. Selection of Member for Opening Prayer – Helen McCarthy.
2. Selection of Member for Closing Prayer – Linda Ainsworth.

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, asked Mr. Dan Demers to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Michelle Griepsma, seconded by Helen McCarthy,

that the meeting adjourn 6:42 p.m.

Carried.

Linda Ainsworth
Committee Chairperson
pls

Michael Nasello
Director of Education

DRAFT at May 16, 2017

BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
CATHOLIC EDUCATION	200

TITLE OF DIRECTIONAL POLICY:

Catholic Education

DATE APPROVED:

x

PROJECTED REVIEW DATE:

May 25, 2022

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society.

PURPOSE:

The Board recognizes that Catholic Education requires the collective effort and engagement of the entire system: trustees, staff, students, parents, parishes, priests, and the community - partners that promote a Catholic worldview that is *theological, philosophical, social, cultural, moral, and communal* (D'Souza, 2016).

As such, this policy recognizes Catholic education as a common good where student diversity and cultural plurality create *the conditions for intercultural dialogue, helping each pupil grow in their humanness, civic responsibility and learning* (Educating Today and Tomorrow, 2014).

This policy draws upon the teachings of the Church and the history of Catholic Education in the province of Ontario where Catholic Education provides a worldview in which faith and reason meet.

This directional policy considers the formation of the student as a whole person created in the image and likeness of God. *The heart and soul of Catholic education is Jesus Christ, and our school system finds its very reason for existence in its communication of*

the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith. (Fulfilling the Promise, 1993)

Administrative Procedures that specify system-wide practices for Catholic Education operationalize this directional policy.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Catholic Education Directional Policy supports our Vision for Achieving excellence in Catholic Education through Learning, Leadership and Service.

This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel and Catholic Social Teachings.
- Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students.
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- setting direction and policy that governs the PVNC Catholic District School Board with *care, compassion, and justice*.
- reviewing, and considering for approval the Catholic Education Directional Policy.
- assigning responsibility to the Director of Education for retaining the *freedom, autonomy, and distinctiveness necessary to provide Catholic Education (This Moment of Promise)*
- monitoring and holding the Director of Education accountable in ensuring *the best possible education for every student in this province (This Moment of Promise)*

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Catholic Education Directional Policy.

- providing direction to staff in the development of administrative procedures and practices to ensure implementation of Catholic Education Directional Policy.
- contributing to *the best possible education for every student in this province* (This Moment of Promise) by providing excellence in Catholic Education in this region of the province.

Superintendent of Religious Education and Family Life is responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the Catholic Education Directional Policy.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Catholic Education Directional Policy.
- working collaboratively with the Director and Superintendents, Priests, Principals and Vice-Principals, Chaplaincy Team Leads, Managers, Federations, Unions, and non-union groups to build capacity of all staff in their knowledge and understanding of the Catholic Education Directional Policy.
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Catholic Education Directional Policy.

Superintendents of Schools and System Portfolios are responsible for:

- providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and the implementation of the Catholic Education Directional Policy and, in doing so, *developing educational structures which will mediate a deep respect for every person whom our schools touch*.
- working collaboratively with the Superintendent of Religious Education and Family Life to develop administrative procedures that align with the Catholic Education Directional 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 Catholic Education Directional Policy.
- working collaboratively with the Superintendent of Religious Education and Family Life to develop administrative procedures that align with the Catholic Education Directional Policy.

Communication Services is responsible for:

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

Principals are responsible for:

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

Priests are responsible for:

- *meeting the pastoral and spiritual needs of both staff and students in Catholic schools through faith development, social outreach and liturgical celebrations that will benefit both the parish and the school.*

Staff are responsible for:

- working collaboratively with colleagues to successfully implement Catholic Education Directional Policy.
- adhering to the administrative procedures that support the Catholic Education Directional Policy.
- being proactive and self-directed in building their knowledge and understanding of the Catholic Education Directional Policy.
- co-creating the unique character of the Catholic school through commitment to students and to the Gospel.

Parents are responsible for:

- as the primary educators of your children, developing the faith and wellbeing of children that is extended and complemented by our Catholic schools.
- seeking out ways of becoming more closely related to those who are teaching their children.
- considering the opportunities offered by parent organizations in our schools.

Students are responsible for:

- becoming *active participants in the process of Catholic education.*
- growing into and developing who they are as created by God and developing the talents they have been given.
- bringing *the best of themselves to the society in which they will be living.*

PROGRESS INDICATORS:

- All employees are aware of, and implement, their roles in the Catholic Education Directional Policy and in the related administrative procedures.
- Ongoing review and development of Administrative Procedures for Catholic Education respond to system and legislative needs.

DEFINITIONS:

Common Good:

How we organize our society -- in economics and politics, in law and policy -- directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of the government and other institutions is to protect human life and human dignity and promote the common good.

REFERENCES:

- Bill 30, An Act to Amend the Education Act
- A Catholic Philosophy of Education: The Church and Two Philosophers, Mario O. D'Souza, CSB. McGill-Queen's University Press. Montreal & Kingston. 2016
- [Catholic Schools in our Culture Message of His Eminence Cardinal Paul Poupard President of the Pontifical Council for Culture To the Symposium on The French Language Catholic School in Ontario Ottawa, May 4 - 6, 2001, Assembly of Catholic Bishops of Ontario](#)
- [Educating Today and Tomorrow: A Renewing Passion: Congregation for Catholic Education \(for Educational Institutions\) Instrumentum Laboris, 2014](#)
- [Fulfilling The Promise: The Challenge of Leadership. A Pastoral Letter to the Catholic Education Community, Assembly of Catholic Bishops of Ontario, September 21, 1993](#)
- [This Moment of Promise \(1989\): Assembly of Catholic Bishops Statement about the state of Catholic Education](#)
- [Renewing the Promise \(2017\). Assembly of Catholic Bishops Statement about the state of Catholic Education.](#)

That the Policy Development Committee recommend to the Board:

R.A.: that the DRAFT Directional Policy #200 – Catholic Education be distributed to the system for feedback.

AND

that the final DRAFT Directional Policy #200– Catholic Education, reflecting changes if made from the feedback process be brought back to the Board for approval.

May 11, 2017

Administration

That the Policy Development Committee recommend:

R.A.: that the current Policy and Administrative procedure, *P-502 and AP-502 – Employee Charged with Criminal Offence* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – #501 Employee Charged with Criminal Offence and will be under Directional Policy-#500 Employee Relations.

May 11, 2017

Administration

That the Policy Development Committee recommend:

R.A.: that the current Policy and Administrative procedure, *P-810 and AP-810 – Out of School Activities* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – #305 Out of School Activities and will be under Directional Policy-#300 Student Achievement and Well-Being.

May 11, 2017

Administration



ADMINISTRATIVE PROCEDURE	
Administrative Procedure Section	Administrative Procedure Number
Lockdown	AP- 412 (old) AP- 904 (new)
Directional Policy	
Safe and Accepting Schools - 900	

TITLE OF ADMINISTRATIVE PROCEDURE:**Lockdown****DATE APPROVED:****PROJECTED REVIEW DATE:****Draft****DIRECTIONAL POLICY ALIGNMENT:****Safe and Accepting Schools****ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Lockdown Administrative Procedures support our Vision for achieving excellence in Catholic Education through learning, leadership and service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel Values and Catholic Social Teachings;
- Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations;
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students;
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments;
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

ACTION REQUIRED/GUIDELINES:

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

AP-LOCKDOWN PROCEDURES**AP-904**

The Ministry of Education mandates that:

1. all publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans; and
2. there must be a minimum of two lockdown drills each school year. It is the policy of the Board to have consistent lockdown practices and procedures in place in all PVNCCDSB schools and Board buildings in the event of an emergency or a threat to safety.

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

- Reviewing this Administrative Procedure to ensure its alignment with the Safe and Accepting Schools Directional Policy.

The Director of Education is responsible for:

- Establishing and implementing a multi-year strategic plan (vision and goals) which reflect the Safe and Accepting Schools Directional Policy, under which this administrative procedure falls;
- Overseeing the implementation of the Lockdown Administrative Procedures; and
- Informing Trustees of any lockdown, either by e-mail or phone, as soon as possible.

The Superintendent Responsible for Emergency Preparedness is responsible for:

- Collecting and reviewing, annually, the Emergency Response plans, which will include a Lockdown Plan for each Board facility.

The Superintendent of Business/Finance and Plant is responsible for:

- Ensuring updated floor plans exist for every board facility, using consistent colour coding, and are provided to the administrator at each site;
- Ensuring the clear identification of each building, on all sides of the building, with a building identifier, such as a number. All portables should be clearly identified as well. All exterior doors shall be clearly identified, such as doors A, B, C, etc.;
- Ensuring all rooms within the building are clearly marked with room numbers;
- Ensuring that all doors in classrooms and portables have the ability to be locked and that each facility is provided with keys for each lock;
- Ensuring all facilities have adequate PA systems capable of being activated outside; and
- Considering the use of alternate visual indicators (e.g., strobe lights), externally and internally;

AP-LOCKDOWN PROCEDURES**AP-904****The Superintendent of Safe Schools is responsible for:**

- Establishing a tracking system to ensure each site has two lockdown drills each school year;
- Ensuring implementation and training takes place for all employees at all Board sites; and
- Ensuring any communication/policies or administrative procedures relating to lockdowns, including lockdown plans, include the consistent use of terminology. (See definitions)

The Principal/Facility Administrator is responsible for:

- Lockdown Plan;
- Ensuring all lockdown information is complete and that the plan is attached to the Emergency Response Manual Renewal/Update Report (E.R.1);
- Training staff and students;
- Safety and well-being of staff and students; and
- Working closely, and co-operatively, with police*.

*In an actual incident (not a drill), the police are responsible for management of the threat and subsequent criminal investigation.

Medically Fragile and/or Students with Special Needs

- Sharing detailed emergency plans with emergency personnel that prioritize the evacuation of students and staff who are medically fragile, have special needs and/or other considerations.

Floor Plans

- Providing hard copies of floor plans, and electronic copies, if possible, to police;
- Identifying command post locations (normally main office), including alternate command post, and a third off-site command post (in the event that neither the main or alternate post locations are available);
- Identifying off-site evacuation locations, and include with copies of the floor plans; and
- Posting floor plans throughout the facility, at least in every classroom and at every entry point to the facility. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

Identification of Buildings, Exterior Doors, Classrooms

- Planning with Police, in advance, how Police will gain access to the facility in the event of a lockdown; and
- Providing up to date floor plans and facility master keys for emergency services responders who may be involved in any type of search of the premises.

AP-LOCKDOWN PROCEDURES**AP-904***Initiating Lockdown*

- Ensuring all staff (especially those working in the main office) are aware that, whoever receives information or is made aware of a threat to safety, are to initiate lockdown.

Classroom/Other Secure Areas – Procedures during Lockdown

- Ensuring that all staff, including occasional, part-time, or itinerant, have the ability to lock their doors;
- Developing strategies for ways in which staff are to assist students in coping with an extended lockdown or "Hold and Secure". For example, staff members must have access to all emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, and epilepsy.

Portables

- Devising an alternate, safe plan, for staff and students that, due to the thin wall construction of the structure, may require an additional barrier, such as an upturned desk, during a lockdown.

Washrooms: Procedures During Lockdown

- Designating adults, for elementary schools, who normally work in close proximity to student washrooms, to check the washroom(s) prior to locking down, if it is safe to do so; and
- Training staff or students trapped in a washroom, that, as a last resort, they are to somehow secure the bathroom door, enter a stall, lock the door, and climb on top of the toilet.

Open Areas Inside the Building - Procedures during Lockdown

- Considering possible options should staff and students be in an open area at the time a lockdown is called.

Child Care and Other Facility Occupants

- Ensuring the appropriate staff from organizations sharing facilities are included in the development and implementation of lockdown procedures; and
- Including these organizations in relevant aspects of planning, training, and drills, whenever possible.

Outside of Buildings - Procedures When a Lockdown or Hold and Secure Is Called

- Determining where staff and students who are outside the building(s) should go in the event a lockdown occurs during recess or during arrival or dismissal times;
- Providing instructions for bus drivers and parents/guardians who might arrive at the school during a lockdown;
- Taking attendance at the off-site evacuation location(s).

AP-LOCKDOWN PROCEDURES**AP-904***Controlled Evacuation*

- Ensuring staff (and students) follow the direction of the police.

Fire Alarms

- Ensuring that staff are aware that, in the event of a fire drill during a lockdown, students and staff are not to respond as they normally would, but shall remain locked down.

Procedures to End a Lockdown

- Developing the procedures to end a lockdown, including those at off-site evacuation locations. In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall be made only after approval of the on-scene police incident commander.

Training

- Training all staff, including part-time, itinerant, occasional staff.

Drills

- Setting the dates and conducting a minimum of two lockdown and /or hold and secure drills during each school year;
- Making police, fire, and emergency medical services (EMS) aware of planning and drills and inviting them to participate;
- Overseeing the drill with police support/assistance;
- Notifying the Family of Schools Superintendent and the Manager Communications of the impending drill; and
- Providing staff, students, and parents with some warning of the impending lockdown drill.

Communication with Parents/Guardians/Community

- Communicating lockdown procedures at the beginning of the school year;
- Providing information (on website, newsletter or information sessions) to ensure full co-operation in any lockdown situation; and
- Ensuring written communication is sent to all parents/guardians, the same day or the following day, in all instances of a school lockdown that was not a drill.

School Recovery Following a Lockdown

- Organizing a debriefing session with police services and staff; and
- Updating the lockdown plan, if necessary.

Plan Review

- Reviewing annually; and
- Tracking the review of the plan.

AP-LOCKDOWN PROCEDURES**AP-904****Staff are responsible for:**

- Training of students;
- Safety and well-being of students;
- In elementary schools, checking the washroom(s) prior to locking down, if it is safe to do so;
- In secondary schools, training students that they are responsible for getting out of the washrooms immediately upon hearing a lockdown announced, and getting to the nearest classroom or other area that is identified as a safe (green) area.
- Accessing all emergency medications, for those students requiring it;
- Initiating a lockdown by immediately activating the facility's public address (PA) system, inside and outside, announcing the lockdown – if staff receives information or is made aware of a threat to safety; and
- Gathering everyone in the immediate vicinity into their classroom or other secure area, before locking a door but only if it is safe to do so. Once inside a secure area, staff and students should:
 - stay away from doors and windows;
 - turn off lights;
 - close blinds;
 - be aware of sight lines;
 - if the classroom door has a window, consider covering the window;
 - take cover if available (behind something solid);
 - remain absolutely quiet;
 - take attendance (to be done by teachers);
 - do not use cell phones unless it is necessary to communicate regarding the incident. Phones being used for this purpose should be put on vibrate and all others should be turned off;
 - consider barricading doors where possible, in addition to locking them.

Manager of Communications is responsible for:

- Working with police services to develop a plan which includes how to communicate with media, parents and the community during a crisis;
- Co-operating with police services;
- Communicating with media; and
- Preparing communication for parents/guardians.

Students are responsible for:

- Being familiar with the plan;
- Responding quickly to direction during a crisis situation; and
- Coming forward with prior knowledge of anyone or anything that may be associated with or result in a violent incident.

AP-LOCKDOWN PROCEDURES**AP-904****Parents are responsible for:**

- Ensuring contact information is kept up to date so they can easily be reached by staff in the event of an emergency;
- Following direction as outlined by the school Principal and Police Service; and
- Reinforcing with their children their responsibility to follow directions during a crisis and disclosing any information they may have prior to or during a crisis situation.

DEFINITIONS:

“Lockdown” - when there is a major incident or threat of school violence within the school, or in relation to the school. The overuse or misuse of “lockdown” will result in staff/students becoming desensitized and not taking lockdowns seriously.

“Hold and Secure” - when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., if a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

“Shelter in Place” - for an environmental or weather-related situation, where it is necessary to keep all occupants within the school to protect them from an external situation at or near the school. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

PROGRESS INDICATORS:

- All Board sites have lockdown plans included in their Emergency Response Plans, which reflect this Administrative Procedure, as per Ministry mandate;
- Staff and emergency services personnel work together to deal with lockdown situations effectively; and
- There is a consistent approach across the Board with respect to lockdown planning and violent incident response.

REFERENCES:

- [Police/School Board Protocol \(2016\)](#)
- [Provincial Model for a Local Police/School Board Protocol, 2015](#)

That the Policy Development Committee recommend:

R.A.: that the current Policy and Administrative procedure, *P-412 and AP-412 – Lockdown* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – #904 Lockdown and will be under Directional Policy- #900 Safe and Accepting Schools.

May 11, 2017

Administration

BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

**Employee Charged
with a Criminal Offence
or Under Investigation
by a Third Party**

ADMINISTRATIVE PROCEDURE
NUMBER

**AP - 502 (old)
AP - 501 (new)**

Directional Policy

Employee Relations - 500

TITLE OF ADMINISTRATIVE PROCEDURE:

Employee Charged with a Criminal Offence or Under Investigation by a Third Party

DATE APPROVED:

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT: Employee Relations - 500

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Employee Charged with a Criminal Offence or Under Investigation by a Third Party Administrative Procedure supports our Vision for achieving excellence in Catholic Education by ensuring employees are fit to be in the workplace and ensuring students and staff are safe. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel and Catholic Social Teachings.
- Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students.
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to promote our Vision.

ACTION REQUIRED:

1.0 In the event that an employee of the Board is charged with a criminal offence in Canada or another country or is the subject of an investigation by a third party stakeholder (i.e. Ontario College of Teachers, Children's Aid Society, College of Early Childhood Educators), the employee will report the matter to his/her supervisor and to the Director of Education before returning to work.

Should an employee fail to report a criminal offence or the investigation of a third party stakeholder, said failure will be considered when determining the employee's placement during the an investigation and when any consequence is determined.

The overriding concern with respect to consideration of a criminal conviction, relevant charges or information received from a third party stakeholder is whether the employee represents a risk to the safety or well-being of any of the Board's students, staff, or property.

2.0 In accordance with the *Education Act*, upon becoming aware that a teacher or temporary teacher who is employed by the Board has been charged with an offence under the *Criminal Code* involving sexual conduct and minors, or of any other offence under the *Criminal Code* that in the opinion of the Board indicates that students may be at risk, the Board is required to take prompt steps to ensure that the teacher or temporary teacher performs no duties in the classroom, and no duties involving contact with students, pending withdrawal of the charge, discharge following a preliminary inquiry, stay of the charge, or acquittal, as the case may be.

2.1 Further, upon becoming aware that an employee of the Board has been charged with an offence under the *Criminal Code* involving sexual conduct and minors, or of any other offence under the *Criminal Code* that in the opinion of the Board indicates that students may be at risk the Board will take prompt steps to ensure that the employee has no direct access to students.

3.0 The Director of Education or designate will determine if the Board needs to conduct an internal investigation. The investigation may be done concurrently to the police or third party stakeholder investigation or the Board may elect to wait until the police or third party investigation is complete before initiating an internal investigation. If there is not a directive to remove the employee from the workplace from the police or a third party stakeholder, the Director of Education or designate will determine the employee's placement until all investigations have been completed.

4.0 If the Board determines that an internal investigation is required, a number of areas of inquiry will be pursued. The nature and extent of the investigation will depend on

the circumstances of each case. The basic principle is that the Board must gather sufficient information to make an informed decision. An employee who is represented by a union may have representation during an investigation. Areas of inquiry may include but are not limited to:

- 4.1 The full circumstances of the charge(s) or allegation(s) in question, including the status of an external investigation, disposition in the court system, disposition of a third party investigation, and penalties imposed;
 - 4.2 History of misconduct, criminal charges or convictions, and disciplinary record;
 - 4.3 Steps taken by the employee to rehabilitate which may include medical treatment, counselling, community service;
 - 4.4 A determination of whether the employee's actions involved children or adversely affected children;
 - 4.5 The degree to which the employee's actions conflict with Catholic gospel values;
 - 4.6 The individual's attitude regarding their action(s), including the degree of remorse shown, understanding of the impact of their actions;
 - 4.7 The relevance of the individual's actions to the duties of the employee;
 - 4.8 Any other information that the Board feels may be relevant.
- 5.0 Following the Board's investigation, the Director of Education or designate shall determine what action, if any, the Board will take. Such action may include progressive discipline. The Board will consider the information collected in 4.0 when determining what action is suitable.
- 6.0 When determining what action may be taken, the Board will consider the status of a police or third party stakeholder investigation. The Board may elect to wait to determine what action to take until the police or third party stakeholder investigation is completed.
- 7.0 The Director of Education will be the official spokesperson for the Board in response to media inquiries. The Director may designate another individual to act as official spokesperson.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing the Policy as often as necessary

The Director of Education (or designate) is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Determine if the Board needs to conduct an internal investigation.
- Determine whether the employee shall remain in the workplace, be assigned alternate duties, or be given a work from home assignment
- Determine what action, if any, shall be taken following a Board investigation.
- Act as the official spokesperson for the Board in response to media inquiries

Human Resource Services is responsible for:

- Ensuring that employees are informed of this Administrative Procedure and how it can be accessed.
- Reviewing this Administrative Procedure at orientations for all employees.
- Conducting internal investigations as directed by the Director of Education.

Superintendents are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure;
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting absences from work.

Principals, Managers and Supervisors are responsible for:

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure.

PVNC Staff are responsible for:

- All employees of the Board are reporting any matter captured by this Administrative Procedure to his/her supervisor and to the Director of Education.

PROGRESS INDICATORS:

- PVNCCDSB will continue to provide an environment that ensures the safety of all students and staff.

DEFINITIONS:

Criminal Offence - Any offence listed in the Criminal Code of Canada, the Controlled Drugs and Substances Act, the Youth Criminal Justice Act, or any other federal statute in any country.

Third Party Stakeholder - An outside agency or organization which regulates or governs your profession (E.g. Ontario College of Teachers, Children's Aid Society, College of Early Childhood Educators).

Promptly - As soon as practicable.

REFERENCES:

Employee Relations Directional Policy – 500

[PVNC Catholic District School Board Vision and Strategic Priorities 2014-2017](#)

[Education Act, RSO 1990, c. E.2](#)

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

[Teaching Profession Act, R.S.O. 1990, c.T.2](#)

[Ontario College of Teachers Act, S.O. 1996, c.12](#)

[Child and Family Services Act, RSO 1990, c. C.11](#)

BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

Out of School Activities

ADMINISTRATIVE PROCEDURE
NUMBER

**AP-S-305
(NEW)**

Directional Policy

Student Achievement and Well-being - 300

TITLE OF ADMINISTRATIVE PROCEDURE:

Out of School Activities

DATE APPROVED:

May 16, 2017

PROJECTED REVIEW DATE:

June 2022

DIRECTIONAL POLICY ALIGNMENT: 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 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).

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Out of School Activities Administrative Procedures support our Vision for achieving excellence in Catholic Education through learning, leadership and service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel Values and Catholic Social Teachings;
- Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations;
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students;
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments;

- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

ACTION REQUIRED:

1.1 Out of School Activities shall:

- (a) have a well-planned, definable Catholic educational purpose linked to the Ontario Curriculum, the Board's vision, and be conducted in a safe and supervised manner;
- (b) 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) include appropriate accommodations for students with special needs which may require an educational assistant in some circumstances;
- (d) ensure that attendance at Sunday Eucharist is part of the planned activity when students are away from home on Sundays, and shall include a faith development experience (i.e.: liturgical celebration or prayer reflection) where appropriate;
- (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.

1.2 The principal will complete an annual out of school planner that will provide an overview of the year's activity. The planner will provide a month-by-month and grade-by-grade summary of out of school activities. The planner will be shared with staff and the Catholic School Council at least once per year.

- 1.3 (a) The principal shall be responsible for the approval of Out of School Activities, except those noted in 1.3 (c) - Category 4 excursions.
- (b) The principal shall inform the appropriate superintendent in writing of all overnight Out of School Activities.
- (c) The Board shall be responsible for the approval of Out of School Activities that

involve travel outside of Canada, travel during vacation periods, and those with risk managed activities. Medium and Medium-High Risk Managed activities will be brought to the Board for approval. High Risk Managed activities will not be supported by the Board. Information on Risk Managed Activities can be found at the OSBIE's Field Trip Risk Management Guidelines.

<http://www.osbie.on.ca/pdf/Field-Trip-Risk-Management-Guidelines.pdf>

- 1.4 (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 souvenirs, snacks, or added excursions.
- (b) Costs associated with Out of School Activities may be subsidized by school budget, Catholic School Council funds, or fund-raising 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.
- 1.5 (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 any Out of School Activity. Students who have reached the age of 18 may sign their own permission forms.
- (b) Students participating in athletic activities must sign the PVNC Athletic Participation form granting permission for regular season travel. Student athletes participating in any overnight athletic events must receive specific permission from parents using the Category 3 Parent Permission Form.
- (c) For overnight Out of School Activities (Category 3 or 4), 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 events.
- 1.6 All students are eligible for Out of School Activities as long as they do not represent a safety threat to other students or the activity is deemed to be unsafe for the student. The principal shall make the final decision on which students will be permitted to participate in Out of School Activities.
- 1.7 Out of School Activities are classified into four categories:

(a) Category 1 - Day Walking Trip

Students may be taken on a walking trip off school property to embark upon 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. Parents must be informed of the activity by the teacher in writing. Staff may seek parent consent for a series of specific Out of School Activities that are scheduled throughout the year such as school masses, Terry Fox Run, and retreats.

(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 and submit it to the principal prior to the date of the trip.

(c) Category 3 - Overnight Out of School Activity

Staff will complete a Category 3 Approval Form and submit it to the principal two weeks prior to the activity. The principal will approve the activity and submit a copy of the form to the superintendent of schools at least one week prior to the activity.

(d) Category 4 - Travel Outside of Canada, Travel During Vacation Periods, or Risk Managed Activities

The Board shall be responsible for the approval of Category 4 Out of School Activities. A Category 4 Approval Form must be submitted to the Family of Schools Superintendent before the trip is booked. For first time trips, or trips in which the itinerary has changed significantly, 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. Repeat trips, previously approved by the Board, will be presented to the Trustees by the Family of Schools Superintendent at least two months prior to the trip taking place.

Category 4 excursions requiring travel services such as hotel accommodations or air/bus transportation must be arranged through a registered Travel Agent as per the Travel Industry Act (2002).

1.8 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.

- 1.9 (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, subways.
- (b) Private automobiles are allowed; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from Policy 707, Appendices G1 and G2. 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 or others 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.

- 2.0 (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. All 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, life guard, etc.)
- need for providing instruction to supervisors
- gender appropriateness
- 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 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.

(e) Gender-based Supervision

In order to provide adequate supervision at all times, Category 3 and 4 Out of School Activities must have at least one supervisor who is of the same gender as the participants.

(f) 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 has the authority to dismiss the student and so inform the student's parents who will be responsible to meet their son or daughter wherever the situation occurred. The principal will be consulted before the dismissal, where feasible, and a written report will be prepared for submission to the principal.

(g) Volunteer Supervisors

Volunteer supervisors must have criminal background checks submitted to the office prior to supervising any students according to Board policy. The supervisor in charge is responsible for ensuring that this has occurred and that all volunteers are familiar with the itinerary 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.

(h) First Aid Procedures

It is highly recommended that at least one supervisor have knowledge of emergency first aid procedures for all Category 2, 3 and 4 trips. All Category 4 Out of School Activities identified as risk managed activities must have an appropriately qualified supervisor with first aid certification. At the first opportunity, contact the principal and the parent/guardian to inform them of the accident. The principal will contact the appropriate superintendent if the

accident is deemed serious and requiring 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.

(i) Number of Supervisors

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 - 12	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
Primary - Grades 1 - 3	1 adult supervisor per 6 students
Junior - Grades 4 - 6	1 adult supervisor per 12 students
Intermediate - Grades 7 and 8	1 adult supervisor per 16 students
Senior - Grades 9 - 12	1 adult supervisor per class

Category 3 - Overnight Out of School Activity

Grade Level	Ratio
Kindergarten & Primary K – Gr. 3	Overnight Trips Not Permitted
Jr. and Int. - Grades 4 - 8	1 adult supervisor per 10 students
Senior - Grades 9 - 12	1 adult supervisor per 15 students

Category 4 - Travel Outside of Canada, Travel During Vacation Periods or Risk Managed Activities

Grade Level	Ratio
Kindergarten to Junior – K – 6	Trips Not Permitted
Intermediate - Grades 7 and 8	1 adult supervisor per 8 students
Senior - Grades 9 - 12	1 adult supervisor per 10 students

3.0 Out of School Activity Travel Insurance - Category 4

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 providers and/or third parties liability insurance policy.

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;
- receiving summary board reports from the Family of Schools Superintendents, listing all repeat Category 4 excursions;
- reviewing and approving initial Category 4 – Out of School Activities.

The Director of Education is responsible for:

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

Superintendents are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- reviewing and approving all Category 3 and Category 4 Out of School Activities;
- preparing Board reports of recurring Category 4 excursions and presenting these to the Board of Trustees.

Principals are responsible for:

- ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure;
- maintain 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 Category 2,3 or 4 excursions;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that activity is in compliance with the OPHEA Safety Guidelines (www.ophea.net).
- 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. In cases where financial hardship is suspected, the principal will make whatever

accommodation is required to support participation of all students.

- 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, including, but not limited to, when Board transportation is suspended due to inclement weather;
- 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;
- ensuring that Category 4 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).

(<http://www.tico.ca/files/SchoolTrip%20Guidelines-%20March%202016%20-%20Final.pdf>)

Teachers and Staff are responsible for:

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- ensuring that all students participating in an Out of School Activity have a signed parent permission submitted prior to departure;
- reviewing the OPHEA Safety Guidelines (www.ophea.net) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance with the OPHEA Safety Guidelines. The OPHEA Safety Guidelines should be included with the Out of School Activity Application package.
- ensuring all supervisors and volunteers have a common understanding of what is expected during the excursion;
- 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 within 24

hours of the incident.

- 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 plan, including specific consideration for students requiring specialized assistance or accommodations.

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 parent/ legal guardian of all pupils under the age of 18 participating in Out of School Activities.
- reviewing the expectations of all Out of School Activities with their children.

Students are responsible for:

- following all school rules and expectations 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;

PROGRESS INDICATORS:

- Schools are providing well-planned, interesting, Out of School Activities to enhance the learning of students.
- All Out of School Activities are planned according to the parameters and guidelines of this Administrative Procedure.

DEFINITIONS:

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.

OPHEA - Ontario Physical and Health Educators Association. OPHEA has established The Ontario Physical Education Safety Guidelines, managed by OPHEA, which represent the minimum standards for risk management practice for school boards. They focus the attention of teachers, intramural 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 www.ophea.net.

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. 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.

- **Low Risk Managed Activities:** There is an identifiable risk of a loss occurring, but it is either unlikely to occur or would not cause serious injury/damage. Some characteristics of low risk factors include, but are not limited to:
 - sedentary classroom activities,
 - low impact exercises,
 - walking
 - low rope activities

A particular event or situation may also be considered a low risk if the likelihood of an occurrence is rare or atypical for a school environment or location. Events with low statistical probability of occurring, such as hurricanes, earthquakes, nuclear war, radioactive fall-out, students experiencing fatal heart attacks, etc. are examples of remote risk that rarely occur, and unless situations or conditions suddenly change, would not warrant an allocation of resources to manage such risks.

- **Medium Risk Managed Activities:** There is a known risk associated with the activity that may cause a loss to occur regularly, but you can take steps to remove or reduce the risk. Some characteristics of medium risk factors include, but are not limited to:
 - physical contact sports (rugby, football)
 - water transportation

- downhill sports (ski, toboggan, tubing, etc.)
- water activities (swimming, sailing, canoeing, etc.)
- **High Medium Risk Managed Activities:** Applies to activities where relatively few losses occur, but because of the nature of the hazards, any loss that does occur will result in a catastrophic injury. School excursions/activities that fall in this sub-category need to be carefully considered as to whether they are an appropriate activity, and if selected, managed with more caution. This sub-category includes activities such as
 - Extreme Sports
 - wilderness excursions
 - rock climbing
 - high ropes
 - canopy walks, etc.
- **High Risk Managed Activities:** The nature of the activity or the presence of obvious hazards results in a high probability of a loss occurring with catastrophic results, it is foreseeable that a loss will occur, and/or you have no control over the risks that are present. Some characteristics of high risk factors include, but are not limited to:
 - Fall heights exceeding 8 feet;
 - Extreme tidal conditions, currents or wave action (including white water);
 - High speeds;
 - Uncontrolled free fall or jumps;
 - Areas prone to natural elements – avalanche, mudslides, volcanic activity, flash flood, disease outbreak, etc.;
 - Natural disaster areas – hurricane, ice/snow storm, tornadoes, earthquake, etc.
 - Areas experiencing war (declared or undeclared), civil and/or political unrest (Contact Canadian Department of Foreign Affairs for Travel information and Advisories)
 - Exposure to wild and/or exotic animals.

The presence of any one or more of these factors is indicative of a high risk activity and may not be an acceptable risk for our school board.

<http://www.osbie.on.ca/pdf/Field-Trip-Risk-Management-Guidelines.pdf>

Water activities – are defined for the purposes of this administrative procedure as activities occurring in, on, or around water that must be conducted only in the presence of a certified supervisor (e.g., lifeguard (National Lifesaving Society (NLS) or equivalent), boat operator with current and applicable watercraft license and/or certification(s).

REFERENCES:

- Administration of Medication Procedures or Health Support Services, and Emergency Response,
- Anaphylaxis: Reducing the Risks
- Asthma Reducing the Risks
- Concussions
- OPHEA Safety Guidelines - <http://safety.ophea.net/>
- OSBIE - Field Trip Risk Assessment <http://www.osbie.on.ca/pdf/Field-Trip-Risk-Management-Guidelines.pdf>
- Safe Schools - Code of Conduct
- Safety and Conduct on School Buses
- Student Safety
- Travel Industry Guidelines for School Trips
<http://www.tico.ca/files/SchoolTrip%20Guidelines-%20March%202016%20-%20Final.pdf>
- Volunteers in our Schools

RELATED FORMS

- Category 2 Approval Form
- Category 3 Approval Form
- Category 4 Approval Form
- Out of School Parental Permission Form - Category 2 Activity
- Out of School Parental Permission Form - Category 3 Activity
- Informed Consent/Permission Form for Education Trips
- Release and Indemnification Form for Education Trips Volunteer Forms,
- Emergency Response Procedures for Medical Conditions