



# Agenda

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## POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, January 17, 2017

6:00 – 6:30 P.M.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Linda Ainsworth

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

**A. Call to Order:**

1. Opening Prayer, Dan Demers.
2. Approval of Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Minutes of the Open Meeting of Monday, December 12, 2016. PG 3  
*January 10, 2017 cancelled due to inclement weather.*
5. Business Arising from the Minutes.

**B. Presentations/Recommended Actions:**

1. RA: Employee Relations Directional Policy DRAFT (New #500) Document PG 5 RA PG 10  
Mrs. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services  
Mr. Darren Kahler, Manager of Human Resource Services
2. R.A. Parent and Community Relations Policy DRAFT (New #1000) Document PG 11 RA PG 17  
Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services
3. RA: Safe and Accepting Schools Directional Policy (New # 900) DRAFT. Document PG 18  
Mr. Tim Moloney, Superintendent of Learning/Student Success RA PG 23
4. R.A. Stewardship of Resources Directional Policy (New #600) DRAFT. Document PG 24 RA PG 28  
Mrs. Isabel Grace, Superintendent of Business and Finance/Facility Services
5. R.A. Student Trustee Administrative Procedure (New #105/Old# 1110) DRAFT. Document PG 29  
Mr. Michael Nasello, Director of Education RA PG 37

**C. Information Items:**

**D. Next Meeting:**

1. Monday, February 13, 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, Dave Bernier.
2. Adjournment.



# Minutes

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THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Monday, December 12, 2016 at 6:00 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough

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PRESENT:

- Trustees - Mmes. Linda Ainsworth, Ruth Ciraulo, Christine Dunn, Michelle Griepsma, Helen McCarthy  
Messr: Dave Bernier, Dan Demers
- Administration - Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace  
Messrs: Michael Nasello, Tim Moloney, Darren Kahler
- Regrets - Mme: Dawn Michie  
Messr: Zachary Smith, Student Trustee
- Recorder - Mrs. P. Smith.

A. **Call to Order:**

1. Opening Prayer.

The Committee Chairperson, Linda Ainsworth, called the meeting to order at 6:00 p.m. and asked Mrs. Helen McCarthy to lead the opening prayer.

2. Approval of the Agenda.

**MOTION:** Moved by Dan Demers, seconded by Ruth Ciraulo that the agenda 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 of Monday, November 29, 2016.

**MOTION:** Moved by Helen McCarthy, seconded by Dave Bernier, that the minutes of the Monday, November 29, 2016 be approved as amended.

Carried.

5. Business Arising from the Minutes.

There was no business arising from the minutes.

**B. Presentations/Recommended Actions:****1. RA: Policy Development and Review Administrative Procedure (New #101, Old # 1109).**

Mr. Michael Nasello, Director of Education presented the Policy Development and Review Administrative Procedure (New #101, Old # 1109) and answered questions. Administrative Procedures are shared with the Board for information. Mr. Nasello reviewed the process that Directional Policies are created with the Senior Team and Stakeholders. The Draft Directional Policy is then shared with the Policy Committee. The Policy Committee then makes recommendations to the Board and the Draft Directional Policy is sent out for stakeholder input and posted on the Board website. The Draft Directional Policy is then returned to the Board for final approval. Trustees requested if the Directional Policies could also be shared via monthly school bulletins/newsletters with a link to the draft Directional Policies page on the website. Trustees requested that when feedback from the website is reviewed if any changes are made to the document that they are visible when shared with Trustees.

**MOTION:** Moved by Dave Bernier, Seconded by Dan Demers, that the current Policy and Administrative procedure, *P-1109 and AP-1109 – Policy Development and Review* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – 101 Policy Development Review and will be under Directional Policy-Governance, Vision, Strategic Priorities.

Carried.

**2. Review of the Board Website New Policy Section.**

Mr. Michael Nasello, Director of Education reviewed the Board website which shows the New Policy Section. The location for the Draft Directional Policies was also shown to the Trustees and the Google Form that stakeholders can input comments regarding Draft Directional Policies was reviewed.

**C. Information Items: No Items.****D. Next Meeting:**

1. Tuesday, January 10, 2017 6:30-8:30 p.m.
2. Selection of Member for Opening Prayer – Mr. Dan Demers
3. Selection of Member for Closing Prayer – Mr. Dave Bernier

**E. Conclusion:**

1. Closing Prayer.  
The Chairperson, Mrs. Linda Ainsworth asked Mrs. Ruth Ciraulo to lead the closing prayer.
2. Adjournment.

**MOTION:** Moved by Mr. Dan Demers, seconded by Mr. Dave Bernier that the meeting adjourn 6:27 p.m.

Carried.

Linda Ainsworth  
Committee Chairperson  
pls

Michael Nasello  
Director of Education



Posted on Web for input November 30 2016  
responses requested by January 12, 2017.

BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	Policy Number
<b>EMPLOYEE RELATIONS</b>	<b>500</b>

**TITLE OF DIRECTIONAL POLICY:**

Employee Relations

**DATE APPROVED:****PROJECTED REVIEW DATE:**

November 2021

**POLICY:**

The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board values our partnership with board employees as we strive together to support our Vision for Achieving Excellence in Catholic Education through Learning, Leadership and Service. The Board welcomes and appreciates the engagement, ideas, perspectives and contributions that come from this partnership and its positive impact on student achievement and wellbeing.

The PVNC Catholic District School Board respects its duty to ensure public trust and confidence are maintained and enhanced through the conduct of all its employees. The PVNC Catholic District School Board will ensure that all employees act, and are seen to be acting, in the best interest of the students they serve as they conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

**PURPOSE:**

The purpose of the *Employee Relations Policy* is to create a shared understanding of the expectations the Board has with respect to employees' conduct in their professional and personal lives as it relates to public trust and confidence. Administrative Procedures that articulate the expectations and requirements the Board has of its employees are intended outcomes of this policy.

The administrative procedures and practices that emerge from this policy will clearly identify the Board's requirements regarding conflicts of interest, election to public office, criminal offenses, attendance support, reporting absences, disability management, acceptable uses of technology, performance management and other employee relations matters.

#### **ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The *Employee Relations 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, 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.

#### **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 governs the PVNC Catholic District School Board.
- Reviewing and considering for approval the *Employee Relations Policy* recommended for consideration by the Policy Development Committee.
- Understanding and communicating with members of the community the content of the *Employee Relations Policy*.
- Assigning responsibility to the Director of Education for operationalizing and managing the *Employee Relations Policy*.

- Monitoring and holding the Director of Education accountable respecting the implementation and operational details of the *Employee Relations Policy*.

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

- Providing leadership regarding implementation and operational details in the *Employee Relations Policy*.
- Providing direction to staff in the development of administrative procedures and practices to ensure implementation of the *Employee Relations Policy*.
- Ensuring employees whom he/she supervises meet the requirements of the *Employee Relations Policy* and related administrative procedures.

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

- Working in collaboration with the senior team, managers, and all employee groups in the development of administrative procedures and practices to support the *Employee Relations Policy*.
- Ensuring all employees of the Board are aware of the *Employee Relations Policy* and where to access it and the relevant administrative procedures.
- Ensuring the Unions and/or Associations that represent employees of the Board understand the expectations outlined in the *Employee Relations Policy* and relevant administrative procedures.

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

- Providing leadership and supports for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the *Employee Relations Policy*.
- Working collaboratively with Human Resource Services to develop administrative procedures and practices that align with the *Employee Relations Policy*.
- Ensuring employees whom they supervise meet the requirements of the *Employee Relations Policy* and related administrative procedures.

**Managers are responsible for:**

- Providing leadership, management and support for the members of their department in their knowledge, understanding, and implementation of the *Employee Relations Policy*.

- Working collaboratively with Human Resource Services to develop administrative procedures that align with the *Employee Relations Policy*.
- Ensuring employees whom they supervise meet the requirements of the *Employee Relations Policy* and related administrative procedures.

**Communications Services is responsible for:**

- Working collaboratively with Human Resource Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the *Employee Relations 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 implementation of the *Employee Relations Policy*.
- Ensuring employees whom they supervise meet the requirements of the *Employee Relations Policy* and related administrative procedures.

**All Employees are responsible for:**

- Being proactive and self-directed in building their knowledge and understanding of the *Employee Relations Policy* as it relates to their role with the PVNC Catholic District School Board.
- Adhering to the administrative procedures and practices that support the *Employee Relations Policy*.

**PROGRESS INDICATORS:**

- All employees are aware of the *Employee Relations Policy* and the requirements of the related administrative procedures.
- Employees of the PVNC Catholic District School Board are following the defined expectations and acting with integrity and professionalism in light of our Catholic faith.
- Public confidence and trust is maintained and enhanced.

**REFERENCES:**



- [PVNC Catholic District School Board Vision and Strategic Priorities 2014-2017](#)
- [Education Act, RSO 1990, c. E.2](#)

DRAFT

That the Policy Development Committee recommend to the Board:

**R.A.:** that the DRAFT Directional Policy #500 – Employee Relations be approved.

January 16, 2017

Administration



BOARD DIRECTIONAL POLICY	
<i>DIRECTIONAL POLICY TITLE</i>	<i>Policy Number</i>
<b>PARENT AND COMMUNITY RELATIONS</b>	<b>1000 (New)</b>

**TITLE OF DIRECTIONAL POLICY:**

Parent and Community Relations

**DATE APPROVED:****PROJECTED REVIEW DATE:**

2021

**POLICY:**

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board (PVNCCDSB) values parent, family, parish and community engagement in Catholic education and the positive impact it has on student achievement and well-being. Parent, family, parish and community engagement is a collective responsibility.

Parents and families play an invaluable role in supporting student learning both in the home and by making valuable contributions to classrooms and schools. The Board welcomes and appreciates the ideas, perspectives and contributions that come from these partnerships. Their collective input informs Board policies, practices and planning processes.

Parents, families, parishes and community members are engaged with the Board in a variety of ways; these include the Catholic Parent Engagement Committee (CPEC), the Faith and Equity Committee, the Special Education Advisory Committee (SEAC), First Nations, Metis and Inuit (FNMI) Committee, Catholic School Councils, student councils, and many other working groups and community partnerships, which are important components of the Board's operations.

The PVNCCDSB recognizes the need to be proactive, equitable, inclusive and innovative by using diverse strategies to attract input from **all** partners and to facilitate engagement in support of student achievement and well-being.

**PURPOSE:**

The Parent and Community Relations Directional Policy supports the Ministry of Education's [Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#) (2010), and thereby the development of positive relationships among students, staff, parents/guardians, parish and community members by promoting engagement in Catholic education.

The goals of [Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#) are:

- making schools and the school system accessible and welcoming to parents and other members of the community;
- making sure the public has open access to relevant information about educational policies, programs, and services;
- encouraging meaningful opportunities for input into decision-making at the school and Board level;
- ensuring that community partnerships are nurtured in the service of experiential learning opportunities for students.

**ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Parent and Community Relations Directional Policy supports our vision for achieving excellence in Catholic Education through an unwavering focus on 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.

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

- defining, articulating and directing the PVNC Catholic District School Board mandate to support parent and community relations in a Catholic learning community supported by the Multi-Year Strategic Plan;
- reviewing and considering for approval the Parent and Community Relations Directional Policy recommended for consideration by the Policy Development Committee;
- understanding and communicating with members of the community the content of the Parent and Community Relations Directional Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Parent and Community Relations Directional Policy;
- monitoring and holding the Director of Education accountable for the implementation and operational details of the Parent and Community Relations Directional Policy;
- receiving input from community partners and serving as a conduit for community views and ideas that support the Board's mission, vision, and values.

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

- providing leadership regarding implementation and operational details in the Parent and Community Relations Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Parent and Community Relations Policy;
- promoting parent, family, parish and community engagement with staff and the community.

**The Superintendents are responsible for:**

- supporting the promotion of parent, family, parish and community engagement with staff and the community;
- supporting the implementation of the Parent and Community Relations Directional Policy.

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

- providing leadership to ensure the effective implementation of the Parent and Community Relations Directional Policy;
- supporting staff in understanding and implementing effective parent, family, parish and community engagement that supports student achievement and well-being, which includes that all parents:
  - are welcomed, respected and valued by the school community as partners in their children's learning and development;
  - have opportunities to be involved, and also a full range of choices about how to be involved, in the educational community to support student success;
  - are engaged with other educational partners through ongoing communication, dialogue and timely feedback, to support a positive learning environment at home and at school;
  - are supported with the information and tools necessary to participate in school life.
- identifying and removing barriers to parent engagement that may prevent some parents from fully participating in their children's learning;
- creating processes to seek diverse voices of our students and their communities;
- reviewing and expanding communication and outreach strategies to share information and strategies related to supporting learning at home and parent engagement in schools.

**Staff Members are responsible for:**

- knowing and understanding the Parent and Community Relations Directional Policy;
- fostering a commitment to parent, family, parish and community engagement; and
- supporting and implementing strategies that enhance engagement by parents, family, parishes and the community to support student achievement and well-being, including:
  - fostering and sustaining a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard;

- identifying and removing barriers to parent engagement that may prevent some parents from fully participating in their children's learning and to reflect the diversity of our students and communities;
- provide parents with the knowledge, skills and tools they need to support student learning at home and at school.

**Students are responsible for:**

- fostering a commitment to parent, family, parish and community engagement; and
- supporting the engagement of their families and community in their achievement and well-being.

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

- supporting parent, family, parish and community engagement;
- understanding that they have an important role in fostering parent, family, parish and community engagement;
- fostering and developing relationships and partnerships with the PVNC Catholic District School Board to support student achievement and well-being, including:
- having productive conversations with teachers so that there is clear communication between the school and the home;
- becoming involved in school activities and, where possible, volunteering to help with school events, trips and other activities;
- providing a positive learning environment at home, actively working with children to support what they are learning in school, and making learning an important part of the day.

**PROGRESS INDICATORS:**

- Catholic Parent Engagement School Leadership profiles reflect parent and community relations as strengths of the school communities;
- Bi-annual School Climate Surveys reflect the voices of parents in each school community.

According to Ontario's Vision for Parent Engagement, students are supported and inspired to learn in a culture of high expectations in which parents:

- are respected, welcomed and valued by the school community as partners in their children's learning and development;

- have opportunities to be involved, and also a full range of choice about how to be involved, in the educational community to support student success;
- are engaged through ongoing communication and dialogue with other educational partners to support a positive learning environment at home and at school;
- are supported with the information and the tools necessary to participate in school life.

**DEFINITIONS:***Parent, Family and Community Engagement*

Parent, Family and Community Engagement refers to the interdependent relationships and partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy. Parent, family, and community engagement also refers to engaging people at various levels within the organization and the community. This can occur in a variety of contexts; at home, in the community, in the classroom, at school, within families of schools, and at the Board. This engagement also supports the development of strategic, cooperative, collaborative partnerships with parents, communities, agencies, businesses, and others.

**REFERENCES:**

*Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities.* OESC, 2014

[Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#) (2010),

**Related Administrative Procedures:**

AP 601 - Catholic School Council

AP 602 - Catholic Parent Engagement Committee

AP 703 - Opening Blessing: Schools and Additions

AP 705 - Supporting Community Concerns

AP 707 - Volunteers in Our Schools



That the Policy Development Committee recommend to the Board:

**R.A.:** that the DRAFT Directional Policy #1000 – Parent and Community Relations be approved.

January 16, 2017

Administration



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
<b>SAFE AND ACCEPTING SCHOOLS</b>	<b>900</b>

**TITLE OF DIRECTIONAL POLICY:**

Safe and Accepting Schools

**DATE APPROVED:**

X

**PROJECTED REVIEW DATE:**

X

**POLICY:**

Through the Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations, the Peterborough Victoria Northumberland and Clarington Catholic District School Board believes that every school must create a welcoming, safe, respectful, inclusive and accepting learning and teaching environment. We believe that these attributes are essential for student achievement and well-being.

**PURPOSE:**

The purpose of the Safe and Accepting Schools Directional Policy is to create a shared understanding and systematic approach to the implementation of Safe and Accepting School procedures and protocols. The Safe and Accepting Schools Directional Policy responds to legislative requirements for school boards in the areas of equity and inclusive education, bullying prevention, progressive discipline and codes of conduct.

The Board recognizes that creating safe and accepting school environments requires the collective effort and engagement of the entire system: trustees, staff, students, parents, parishes, and the community. As a result, system and school level safe and accepting school strategies will focus on the process of ongoing development and continuous assessment of effectiveness.

Administrative Procedures (indicated in the References section of this directional policy) that specify system-wide practices for Safe and Accepting Schools, operationalize this directional policy.

### **ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Safe and Accepting Schools 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:**

- 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 governs the PVNC Catholic District School Board.
- reviewing, and considering for approval, the Safe and Accepting Schools Directional Policy recommended for consideration by the Policy Development Committee.
- understanding, and communicating with members of the community, the content of the Safe and Accepting Schools Directional Policy.
- assigning responsibility to the Director of Education for operationalizing and managing the Safe and Accepting Schools Directional Policy.
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Safe and Accepting Schools Directional Policy.

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

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

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

- collaboratively leading the development of administrative procedures and practices aligned with the Safe and Accepting Schools Directional Policy.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Safe and Accepting Schools Directional 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 Safe and Accepting Schools Directional Policy.
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Safe and Accepting Schools 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 Safe and Accepting Schools Directional Policy.
- working collaboratively with the Superintendent of Safe Schools to develop administrative procedures that align with the Safe and Accepting Schools 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 Safe and Accepting Schools Directional Policy.
- working collaboratively with the Superintendent of Safe Schools to develop administrative procedures that align with the Safe and Accepting Schools Directional Policy.

**Communications Services is responsible for:**

- working collaboratively with the Superintendent of Safe Schools to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Safe and Accepting Schools 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 Safe and Accepting Schools Directional Policy.

**Staff are responsible for:**

- working collaboratively with colleagues to successfully implement Safe and Accepting Schools Directional Policy.
- adhering to the administrative procedures that support the Safe and Accepting Schools Directional Policy.
- being proactive and self-directed in building their knowledge and understanding of the Safe and Accepting Schools Directional Policy.

**PROGRESS INDICATORS:**

- All employees are aware of, and implement, their roles in the Safe and Accepting Schools Directional Policy and in the related administrative procedures.
- Ongoing review and development of Administrative Procedures for Safe and Accepting Schools responding to system and legislative needs.
- Bi-annual School Climate Survey indicates that students feel safe and welcome in their school environments.

**DEFINITIONS:**

**REFERENCES:**

- [Bill 13 - Safe and Accepting Schools Act](#) – 2012
- [Bill 157 - Keeping Our Kids Safe at School](#) – 2009
- [Bill 212 - Behaviour, Discipline and Safety](#) – 2007
- Ministry of Education Policy/Program Memoranda:
  - 9, "[Reporting of Children in Need of Protection](#)" - 2001
  - 119, "[Developing and Implementing Equity and Inclusive Education Policies In Ontario Schools](#)" - 2013
  - 120, "[Reporting Violent Incidents to the Ministry of Education](#)" - 2011

- 123, "[Safe Arrivals](#)" - 1999
- 128, "[The Provincial Code of Conduct and School Board Codes of Conduct](#)" - 2012
- 141, "[School Board Programs for Students on Long-Term Suspension](#)" - 2012
- 142, "[School Board Programs For Expelled Students](#)" - 2012
- 144, "[Bullying Prevention and Intervention](#)" - 2012
- 145, "[Progressive Discipline and Promoting Positive Student Behaviour](#)" - 2012
- Police Record Checks: [Ontario Regulation 521/01, Collection of Personal information](#)
- [Equity and Inclusive Education in Ontario's Schools, Guidelines for Policy Development and Implementation, 2014](#)
- [Local Police/School Board Protocol](#) - 2016
- Ontario Education Act/Ontario Regulation
  - 265(1) (m) Exclusion
  - 472/07 - [Behaviour, Discipline and Safety of Pupils](#)
- [Caring and Safe Schools in Ontario](#)
- [PVNC Administrative Procedure for Safe Schools: Code of Conduct](#)
- [PVNC Administrative Procedure for Safe Schools: Suspension, Expulsion, and Appeal](#)
- [PVNC Administrative Procedure for Safe Schools: Progressive Discipline and Promoting Positive Student Behaviour](#)
- [PVNC Administrative Procedure for Safe Schools: Bullying Prevention and Intervention](#)
- [PVNC Administrative Procedure for Safe Schools: Delegation of Authority](#)
- [PVNC Administrative Procedure for Safe Schools: Lockdown](#)
- [PVNC Administrative Procedure: Safe Arrivals - Elementary](#)
- [PVNC Directional Policy: Equity and Inclusive Education](#)
- [PVNC Administrative Procedure: Safety and Conduct on School Buses](#)

That the Policy Development Committee recommend to the Board:

**R.A.:** that the DRAFT Directional Policy 900 – Safe and Accepting Schools be distributed to the system for feedback.

AND

that the final DRAFT Directional Policy 900– Safe and Accepting Schools, reflecting changes if made from the feedback process be brought back to the Board for approval.

January 5, 2017

Administration



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
<b>STEWARDSHIP OF RESOURCES</b>	<b>600</b>

**DRAFT AS OF 2017-1-06**

**TITLE OF DIRECTIONAL POLICY:**

STEWARDSHIP OF RESOURCES

**DATE APPROVED:**

X

**PROJECTED REVIEW DATE:**

X

**POLICY:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will demonstrate fiscal accountability by effectively using the resources entrusted to it for the purposes of delivering effective and appropriate Catholic education in a manner that is in keeping with Catholic values and upholds public confidence.

**PURPOSE:**

The purpose of the *Stewardship of Resources* policy is to support the Board's decision making structures and processes, maximize its human and operational resources and make strategic fiscal decisions. An outcome of the policy is the establishment of administrative procedures that reflect responsive and responsible allocation of resources that adhere to relevant legislation and regulations, and ensures the effective and efficient delivery of services to students, parents, staff and other stakeholders.

**ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The *Stewardship of Resources 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 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.

## 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 community supported by the Multi-Year Strategic Plan
- setting direction and policy that governs the PVNC Catholic District School Board
- assigning responsibility to the Director of Education for operationalizing and managing the *Stewardship of Resources Policy* and associated administrative procedures.
- monitoring and holding the Director of Education accountable respecting the adherence, implementation and operational details of the *Stewardship of Resources Policy*.
- establishing informed, accountable and ethical decision-making for resource management.

### The Director of Education is responsible for:

- providing leadership regarding adherence, implementation and operational details in the *Stewardship of Resources Policy* and associated administrative procedures.
- providing direction to staff in the development of administrative procedures and practices in ensure implementation of the *Stewardship of Resources Policy*.

- aligning human and financial resources with the Board priorities and by demonstrating professionalism and accountability for high standards of practice in all Board operations
- bringing to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director may result in, or has resulted in, a contravention of the Act or any policy, guideline, or regulation made under the Act; and
- if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention, advising the Deputy Minister or Minister of the act or omission.

**Superintendent of Business and Finance is responsible for:**

- collaboratively leading the development of the administrative procedures and practices aligned with the *Stewardship of Resources Policy*.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the *Stewardship of Resources Policy*.
- work collaboratively with the Director and Superintendents, Managers, Principals and Vice-Principals, Federations, Unions, and Non-aligned groups to build capacity of all staff in their knowledge and understanding of the *Stewardship of Resources Policy* and associated administrative procedures.

**Superintendents are responsible for:**

- providing leadership and supports for Principal/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, implementation and adherence to the *Stewardship of Resources Policy* and associated administrative procedures.

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

- providing leadership, management and support for the members of their schools and departments in the knowledge, understanding, implementation and adherence of the *Stewardship of Resources Policy* and associated administrative procedures.

**Staff are responsible for:**

- working collaboratively with colleagues to successfully implement *Stewardship of Resources Policy*.
- adhering to the administrative procedures that support the *Stewardship of Resources Policy*.
- being proactive and self-directed in building their knowledge and understanding.

**PROGRESS INDICATORS:**

- achieving compliance with the Education Act and various regulations with respect to accountability measures
- approval of annual budgets in compliance with the Education Act
- sound application and management of financial systems and internal controls
- meeting regular timelines for financial and operational reporting

**DEFINITIONS:**

**REFERENCES:**

- Education Act and Regulations

DRAFT

That the Policy Development Committee recommend to the Board:

**R.A.:** that the DRAFT Directional Policy 600 – Stewardship of Resources be distributed to the system for feedback.

AND

that the final DRAFT Directional Policy 600– Stewardship of Resources, reflecting changes if made from the feedback process be brought back to the Board for approval.

January 5, 2017

Administration



## BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE  
**STUDENT TRUSTEES**

ADMINISTRATIVE PROCEDURE  
NUMBER

**1101** (OLD)

**105** (NEW)

*Directional Policy*  
**100 Governance, Vision and Strategic  
Priorities**

**DRAFT as of 2017-01-09**

### TITLE OF ADMINISTRATIVE PROCEDURE:

Student Trustees

### DATE APPROVED:

January 20, 2017

### PROJECTED REVIEW DATE:

January 20, 2022

**DIRECTIONAL POLICY ALIGNMENT:** 100 Governance, Vision and Strategic Priorities:

### ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Governance, Vision and Strategic Priorities 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, 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:**

The board and senior administration recognize the importance of student trustees and their role in bringing forward the student voice of the system. There will be two student trustees: a junior student trustee who is in Gr. 11 and a senior student trustee who is in Gr. 12. The term of office of each trustee will be two years. In the spring of each year, a new junior student trustee from Gr. 10 will be elected for the following two years. In the transition year 2016-2017, two student trustees will be elected in the spring of 2017, one who will be in Gr. 11 and another who will be in Gr. 12 the following year. This will establish the two-student trustee system, and in subsequent years only one new junior student trustee will be elected.

A student trustee's term of office shall run from August 1 of the year in which he or she is elected and shall end July 31 two years later.

The student trustee does not have a vote on any matter and shall not affect quorum. The student trustee shall otherwise participate as a regular trustee to examine and debate issues leading up to a vote, with their position on the matter being recorded in the minutes.

The Vice-chairperson of the board shall be designated as mentor to the student trustee. The Director of Education shall designate a member of the Board administration for ongoing support and contact.

**1. SELECTION**

- a) The election of a student trustee candidate from each school shall be by a direct or indirect peer election process. The Secondary Administration team at each secondary school will determine which process they will follow. The student trustee candidates, as a group, shall be known as the Student Council Liaison Committee. The existing and future Student Council Liaison Committees shall elect from among the group a member to recommend to the Board as student trustee by April 30 each year.
- b) Secondary school principals will ensure that a direct or indirect election process is in place prior to the end of March to allow eligible and interested individuals to be nominated as student trustee candidates.
- c) The Director of Education or his or her designate will meet with the students elected by each school, as well as members of the current Student Council Liaison Committee, to review the student trustee role and expectations, and assist with the election of a candidate to the Board as student trustee.

**AP- STUDENT TRUSTEES**

# 105 New/1101 Old

- d) The nominees from each secondary school will present their information packages and, following the presentations, all those in attendance will elect the individual to serve as student trustee.
- e) The information packages will consist of a résumé and cover letter including:
  - (i) reasons for seeking the position;
  - (ii) educational background;
  - (iii) achievements and interests;
  - (iv) other pertinent information; and
  - (v) references from parish priest/pastoral care worker; secondary school principal/vice-principal; guidance counsellor/student council staff advisor.

**2. ELIGIBILITY**

The student trustee will:

- (a) be Roman Catholic;
- (b) be a full-time pupil of the Board in the senior division as of August 1 after the election;
- (c) shall meet the eligibility requirements within the Education Act and Municipal Elections Act related to Catholic School Board Trustees, excluding those related to age;
- (d) be maintaining a grade average of 70% or better at the time he or she becomes a candidate for the position, and must maintain that average throughout his or her term of office;
- (e) receive written approval of his or her parent/guardian, if under 18 years old;
- (f) receive the written recommendations of the principal or vice-principal, parish priest or school pastoral care worker, and his or her guidance counsellor or student council staff advisor of the Catholic secondary school he or she attends;
- (g) have displayed proven leadership experience, parish and community involvement, and an acceptable academic achievement.

**4. ATTENDANCE**

The student trustee is expected to attend public sessions of regular meetings of the Board and its standing committees. A member of the Student Council Liaison Committee may be designated to attend a meeting when the student trustee is unable to attend. Absence from three consecutive Board meetings, regardless of replacement, will result in disqualification of the student trustee in accordance with the Education Act.

## 5. VACANCY

The Student Trustee Liaison Committee will be called upon to elect from among its members a new student trustee upon the resignation or disqualification of the student trustee.

## 6. EXPENSES

The student trustee will be afforded expenses according to Board policy.

## 7. ADMINISTRATIVE SUPPORT

The student trustee will receive orientation and in-service by the Board Chairperson, or designate, and Board administration, prior to the beginning of his or her term of office. Orientation will include an introduction to the Board Mission and Vision, as well as issues of confidentiality and conflict of interest. The student trustee will be provided with normal support services afforded to trustees. The Board will make arrangements to provide the student trustee access to computer, phone, fax, voice mail, and photocopy services.

## 8. MATERIALS

Appropriate agendas and supporting materials pertaining to Board and committee meetings will be provided to the student trustee. Business cards will be provided by Communication Services.

## 9. COMMISSIONING SERVICE

A commissioning service will be organized in September of each year to welcome the new student trustee into his or her position. Such a service will be celebrated at a Board meeting and will include the family and guests of the student trustee.

## RESPONSIBILITIES:

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

- ensuring there is a process in place for the encouragement, election and support of student trustees
- ensuring that the student trustees are welcome and that they are given opportunities to voice their opinions and views on matters being discussed, and to give a student trustee report at each board meeting
- assigning the Vice Chair to mentor the student trustees

### **Student Trustees are responsible for:**

- attending public sessions of regular meetings of the Board and its standing committees; normally, the student trustee will not attend the in-camera portion of a board meeting.



**AP- STUDENT TRUSTEES**

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- upholding and promoting the Board's Mission and Vision in the performance of his or her duties;
- demonstrating confidentiality and discretion, where required, and act in accordance with Board Policies, By-laws, and Rules of Order;
- participating fully with other trustees in discussions, giving voice to the interests of all students and reporting regularly to the Board, and to act on behalf of the well-being of the student population within the Board;
- taking the lead, as Co-Chair of the Student Council Liaison Committee, in planning the annual leadership event for secondary student council members;
- liaising with the student population through local school student councils by means of the Student Council Liaison Committee, and communicate with them on Board matters;
- following the normal process of dealing with complaints, questions, or suggestions regarding a school or service by advising the appropriate Board personnel;
- representing the Board at various functions when specifically designated to do so by the Chairperson of the Board or the Director of Education;
- maintaining a 70% average and conduct himself or herself with proper demeanor at all times in accordance with the Catholic School Graduate Expectations for students of Catholic secondary schools;
- wearing appropriate attire when in attendance at Board or Board committee meetings (following his or her school dress code, or casual business attire);
- completing the Student Trustee Profile Form and return to the Communication Services for media purposes;
- having a photograph taken for use in publications and media documents produced by the Communication Services.

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

- facilitating the election of student trustees each year
- orienting and mentoring the student trustees in their role
- facilitating the leadership of the student trustees at the student liaison committee

**Superintendents are responsible for:**

- supporting the secondary administration team in preparing for the election of their student trustee candidates
- working with the director of education in facilitating and supporting the work of Student Trustees and the Student Liaison Committee

**Secondary Principals are responsible for:**

- ensuring that candidates for student trustee are encouraged and brought forward, properly screened, and given appropriate support for their candidacy in the student trustee election
- establishing an election process within their schools for the election of their school candidate
- conducting an election for student trustee candidate before March 30th of each school year

**Teachers and Staff are responsible for:**

- supporting and encouraging appropriate candidates for the role of student trustee

**Parents are responsible for:**

- ensuring that their students who have chosen to run for election have their written consent
- supporting their children's decision and ensuring transportation to and from meetings and other special events that require the participation of the student trustee

**Students are responsible for:**

- voting for appropriate student trustee candidates in their schools
- supporting their student trustees elected by the Student Liaison Committee
- communicating with their student trustees or Student Liaison Committee their ideas, concerns, and vision to be help form part of the student trustees monthly reports

**PROGRESS INDICATORS:**

- Student trustees are in place for the commencement of each school year, and are ready to participate in the first and subsequent board meetings of the year.
- The transition from one to two students has effectively taken place.

- The student liaison committee gives positive feedback to the Director as to the process for election and that their voices are being effectively raised at the board table.

**DEFINITIONS:**

**STUDENT TRUSTEE:** Student trustee is a contributing, non-voting student member on the Board of Trustees who represents the voice of the students served by the Board, and play a key role in Board issues through active participation in the decision-making process at the Board level.

**STUDENT COUNCIL LIAISON COMMITTEE:** Student Council Liaison Committee members include the student trustee candidates from each secondary school.

**IN-CAMERA:** In-camera is a meeting of a committee of the Board, including a committee of the whole Board, and may be closed to the public when the subject under consideration involves:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the Board; or
- (e) litigation affecting the Board.

Education Act, Section 207

**VOTING:** Student trustees are not Board members and are, therefore, not entitled to a binding vote - that is, their vote doesn't "count". However, a student trustee does have the right to have his or her vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a Board or any of its committees be put to a vote, in which case there must be two votes:

- (a) a non-binding vote that includes the student trustee's vote, and
- (b) a recorded binding vote that does not include the student trustee's vote.

A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits. If no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

**DIRECT ELECTION PROCESS:** Once eligibility is established, student trustee candidates will be given the opportunity to present themselves to the student body and a school-wide election will be held. The student elected will become that school's representative on the Student Council Liaison Committee.

**INDIRECT ELECTION PROCESS:** Once eligibility is established, student trustee candidates will be given the opportunity to present themselves to the sitting Student Council. An election by members of the Student Council will be held. The student elected will become that school's representative on the Student Council Liaison Committee.

### **REFERENCES:**

Municipal Elections Act, 1996, Section 17 (2) and 29.1

Education Act, Section 1 (1) Education Act,

Section 55

Education Act, Section 58.9 (3) Education Act,

Section 67

Education Act, Section 207 (2) Education Act,

Section 219.1

Peterborough Victoria Northumberland and Clarington Catholic District School Board By-Laws

Peterborough Victoria Northumberland and Clarington Catholic District School Board Policies and Administrative Procedures Manual

That the Policy Development Committee recommend:

**R.A.:** that the current Policy and Administrative procedure, *P-1110 and AP-1110 – Student Trustee* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – 105 Student Trustee and will be under Directional Policy-Governance, Vision, Strategic Priorities.

January 5, 2017

Administration