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## POLICY DEVELOPMENT COMMITTEE MEETING

**MONDAY, MAY 28, 2018**

**6:30 – 8:30 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, Ms. Christine Dunn.
2. Approval of Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Draft Minutes of the Policy Committee Meeting held on April 3, 2018.
5. Business Arising from the Minutes.

**B. Presentations/Recommended Actions:**

1. R.A.: Draft Employee Attendance Support Program #504 (New).  
Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services  
Mr. Darren Kahler, Manager of Human Resource Services
2. R.A.: Draft Administrative Procedure #515 (New) Confirmed Cases of Fifth Disease.  
Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services  
Mr. Darren Kahler, Manager of Human Resource Services
3. R.A.: Draft Administrative Procedure #703 (New) First Nation, Métis and Inuit Voluntary Self-Identification. *(This will combine Policy/Administrative Procedure #304 First Nation, Métis and Inuit Student Voluntary Self-Identification – Policy/Administrative Procedure).*  
Mr. Tim Moloney, Superintendent of Learning/Student Success  
Mrs. Sharon Lajoie, Indigenous Education Lead
4. R.A.: Updated Administrative Procedure # 305 Out of School Activities.  
Mrs. Dawn Michie, Superintendent of Learning/Program (K-12)

**C. Information Items:**

1. Revisions to Approved Administrative Procedures
  - a. 507 AP-Disability Management Revised (posted on website)
  - b. 302 AP-Assessment, Evaluation and Reporting Revised (posted on website)

**D. Next Meeting:**

1. Date: Tuesday, October 2, 2018. 6:30 p.m. – 8:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

**E. Conclusion:**

1. Closing Prayer, Mrs. Ruth Ciraulo.
2. Adjournment.



# Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, April 3, 2018 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough

## PRESENT

Trustees: Mmes. Linda Ainsworth (Chairperson), Ruth Ciraulo, Christine Dunn, Michelle Griepsma, Helen McCarthy.  
Messrs. Dave Bernier.

Administration: Mmes. Joan Carragher, Laurie Corrigan, Isabel Grace, Dawn Michie.  
Messrs. Galen Eagle, Darren Kahler, Timothy Moloney.

Regrets: Mmes. Cali Brake (Student Trustee), Anne Marie Duncan.  
Messr. Dan Demers, Michael Nasello, Winston Steward (Student Trustee).

Recorder: Mrs. Pamela Smith

### 1. **Call to Order:**

#### 1. Opening Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, called the meeting to order at 6:30 p.m. and asked Mrs. Helen McCarthy to lead the Opening Prayer.

#### 2. Approval of the Agenda.

**MOTION:** Moved by Mr. Dave Bernier, seconded by Ms. Christine Dunn, that the Policy Development Committee Meeting Agenda dated April 3, 2018 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 January 30, 2018.

**MOTION:** Moved by Mr. Dave Bernier, seconded by Mrs. Michelle Griepsma, that the minutes of the January 30, 2018, Policy Development Committee Meeting be approved as amended.

Carried.

5. Business Arising from the Minutes.

There was no business arising from the minutes.

**B. Presentations/Recommended Actions:**

1. R.A.: Draft Administrative Procedure #313 (New) Student Acceptable Use of Technology. (This will combine Policy/Administrative Procedure # 902).

Mrs. Laurie Corrigan, Superintendent of Learning/Innovation Technologies, and Mr. Sean Heuchert, Manager of Information Technology, presented the draft administrative procedure #313 and answered questions. This administrative procedure will be shared yearly with students and parents. Mr. Heuchert noted that this Administrative Procedure is separate from AP #904 Personal Network Devices.

Trustees reviewed Draft Administrative Procedure #313 Student Acceptable Use of Technology, and made the below recommendations:

1. Alignment with the Multi-Year Strategic Plan: **Include a statement describing how this procedure aligns with the current multi-year strategic plan.**
2. Action Required:
  - a. (Paragraph two) The Board will, from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems. Principals will be informed of any serious infraction of the Student Acceptable Use of Technology Policy. Disciplinary actions of a student will be handled in accordance with the discipline policies of the Board and the school. **(Review wording regarding disciplinary action and reference applicable policies/administrative procedures).**
  - b. (Paragraph three) In our digital world it is imperative our students are well equipped to meet our Catholic Graduate Expectations and become effective communicators. This includes having the knowledge and skills to navigate social media and the internet in a safe, ethical and affirming manner. We know that access to technology can significantly deepen and enrich the learning opportunities for our students. The board is committed to providing digital citizenship resources for both staff and students that support the safe and responsible use of technology. **(Provide clarity on digital citizenship and suggestion to add to definitions).**
  - c. (Paragraph four) Students will abide by the terms of the applicable Student Acceptable Use of Technology Agreement and refrain from unlawful activity. Failure to comply with the Student Acceptable Use of Technology Agreement may result in the loss of computer/network privileges, financial compensation to the Board, pursuance of criminal charges, and/or other disciplinary action consistent with the School Code of Behaviour, Board Code of Conduct, Board Policy, and/or the Education Act. Inappropriate use of technology that impacts on the school community may fall under the purview of this policy even if not on school property. **(Identify meaning of property and provide example (i.e. bus)).**
3. Responsibilities sections should have consistent grammar either all with suffix "ing" for the first word at the beginning of each bullet or all without suffix "ing".

4. Principals and Vice-Principals are responsible for: **Review below language to ensure legal requirements for acceptance of electronic acknowledgement/signature are met.**
  - Securing on an annual basis the signatures of each student and their parent/guardian on the appropriate Acceptable Use of Technology Agreement for their grade. An electronic acknowledgement of the agreement may also serve as the official record in lieu of a paper copy.

**MOTION:** Moved by Ms. Christine Dunn, seconded by Mrs. Helen McCarthy,

that the current Policy and Administrative procedure, *P-902 and AP-902 – Student Acceptable Use of Technology* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – #313 Student Acceptable Use of Technology and will be under Directional Policy-#300 Student Achievement and Well Being.

Carried.

2. R.A.: Draft Administrative Procedure #511 (New) Employee Acceptable Use of Technology. (This will combine Policy/Administrative Procedure # 903).  
Mrs. Laurie Corrigan, Superintendent of Learning/Innovation Technologies and Mr. Sean Heuchert, Manager of Information Technology, presented administrative procedure #511 and answered questions. This administrative procedure will be shared yearly with staff.

Trustees reviewed Draft Administrative Procedure #511 Employee Acceptable Use of Technology, and made the below recommendations:

1. Alignment with the Multi-Year Strategic Plan: **Include a statement describing how this procedure aligns with the current multi-year strategic plan.**
2. Responsibilities Section:
  - a. Have consistent grammar either all with suffix “ing” for the first word at the beginning of each bullet or all without suffix “ing”.
  - b. The Board of Trustees is responsible for:
    - Ensuring alignment with the Employee Relations **Directional** Policy.
2. Principals and Vice-Principals are responsible for: Review below language to ensure legal requirements for acceptance of electronic acknowledgement/signature are met.
  - Ensuring that on an annual basis each of their staff complete the Employee Acceptable Use of Technology Agreement. **With An** electronic acknowledgement of the **policy administrative procedure** may also serve as the official record in lieu of a paper copy.

**MOTION:** Moved by Mrs. Ruth Ciraulo, seconded by Mrs. Helen McCarthy,

that the current Policy and Administrative procedure, *P-903 and AP-903 – Employee Acceptable Use of Technology* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – #511 Employee Acceptable Use of Technology and will be under Directional Policy-#500 Employee Relations.

Carried.

3. R.A: Draft Administrative Procedure #1203 (New) Ontario Student Record (OSR) Management. (This will combine Policy/Administrative Procedure #307).

Mr. Galen Eagle, Manager of Communications, presented administrative procedure #1203 and answered questions. Mr. Eagle indicated that a content directory and retention schedule will be available soon and these will assist personnel regarding processes and timelines. Mr. Eagle recognized Nancy Massie, Records and Information Management Coordinator, for her work on this administrative procedure and associated documents. Mr. Eagle will follow up on the Trustee inquiry regarding who will be the acting authority in the case of a school closure.

Trustees reviewed Draft Administrative Procedure #1203 Ontario Student Record (OSR) Management, and made the below recommendations, (~~strikeout in red~~ –remove from document, red no ~~strikeout~~ is ~~added~~ wording):

1. Under Section 4.0 Access

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

Right of access:

In the school:

1. Student.
2. Parents/guardians, unless access rights have been revoked by a court.
3. Principals, teachers, secretaries, early childhood educators, and special education consultants and safe schools teachers assigned to the school-, ~~if required in the performance of their job.~~

Within the Board:

1. Superintendents.
2. Board staff with responsibilities associated with the management of student information such as information technology, records and information management, freedom of information and protection of privacy and administrative assistants-, ~~if required in the performance of their job.~~

2. Under Responsibilities sections have consistent grammar to either show suffix “ing” for the first word at the beginning of each bullet or all without suffix “ing”.

**MOTION:** Moved by Mr. Dave Bernier, seconded by Mrs. Helen McCarthy,

that the Draft Policy and Administrative procedure, *P-307 and AP-307 – Ontario Student Record* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure –new Administrative Procedure #1203 Ontario Student Record Management and will be under Directional Policy-#1200 Records and Information.

Carried.

4. R.A.: New Draft Administrative Procedure # 503 (New) Workplace Accommodation.

Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resources, and Mr. Darren Kahler, Manager of Human Resource Services, presented the draft administrative procedure #503 and answered questions.

Trustees reviewed Draft Administrative Procedure #503 (New) Workplace Accommodation, and made the below recommendations, (~~strikeout in red~~ –remove from document, red no ~~strikeout~~ is added wording):

1. Under Section Phase 1-Recognize the Need for Accommodation- paragraph two:

Employees or prospective employees may request the participation of a support person if required. Employees may request the participation of their Union Representative in the process, if applicable. In some cases, a Union Representative is required:

- When an employee requests the union's involvement;
- When the union has participated in creating a ~~discriminatory~~ policy or rule; which results in a barrier to accommodation;
- When the union's agreement is necessary to facilitate accommodation (by alleviating the application of a term of the collective agreement).

2. Under Responsibilities sections have consistent grammar to either show suffix "ing" for the first word at the beginning of each bullet or all without suffix "ing".

**MOTION:** Moved by Mrs. Michelle Greipsma, seconded by Mrs. Ruth Ciraulo, that that the new Administrative Procedure – Workplace Accommodation # 503 that will fall under Directional Policy Employee Relations #500 be received and posted.

Carried.

**C. Information Items:** No Items.

**D. Next Meeting:**

1. Tuesday, May 29, 2018 6:30 p.m. – 8:30 p.m.  
(per April 24, 2018 Board Meeting New Policy Development Committee Meeting date is **May 28, 2018**)
2. Selection of Member for Opening Prayer – Ms. Christine Dunn
3. Selection of Member for Closing Prayer – Mrs. Ruth Ciraulo

**E. Conclusion:**

1. Closing Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, asked Mr. Dave Bernier to lead the Closing Prayer.

2. Adjournment.

**MOTION:** Moved by Mrs. Helen McCarthy, seconded by Mr. Dave Bernier,  
that the meeting adjourn at 7:58 p.m.

Carried.

Linda Ainsworth  
Committee Chairperson

Joan Carragher  
Superintendent of Learning/  
Leadership and Human Resource  
Services

pls



## BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

### Employee Attendance Support Program

ADMINISTRATIVE  
PROCEDURE NUMBER

**504**

Directional Policy

**Employee Relations - 500**

### TITLE OF ADMINISTRATIVE PROCEDURE:

Employee Attendance Support Program

**DATE APPROVED:** May 28, 2018

**PROJECTED REVIEW DATE:** 2023

### DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the purpose of the [Employee Relations Directional Policy - 500](#) by ensuring there is a shared understanding of the Board's expectations as it relates to regular attendance at work.

### ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Employee Attendance Support Program Administrative Procedure supports our Vision of achieving Excellence in Catholic Education by ensuring our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings. This Administrative Procedure will ensure supports are in place for all employees so that they can attend work on a regular basis.

**Draft**



## Strategic Priorities 2017-2020

### Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

### Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

### LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

### LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

### SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.



**ACTION REQUIRED:****1.0 Background**

The Board recognizes the contributions of all employees and their importance in realizing the Board's Vision of Achieving Excellence in Catholic Education. All employees will be treated with fairness, consistency, respect and compassion.

The Employee Attendance Support Program (EASP) is aimed at positively supporting employees in achieving regular attendance. Regular attendance is a condition of employment and the EASP supports that goal. The types of supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.

The focus of the EASP is on non-culpable absences. Non-Culpable absenteeism relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. These absences are not dealt with through a progressive discipline model; instead the employee is supported through the EASP.

The EASP is non-disciplinary with the goal being to maintain regular attendance with or without accommodation of those employees who exceed the Board's established absence threshold.

Should a disability be identified that requires support or accommodation at any time during the process, the Board will support the employee by following [AP 507 – Disability Management](#) and/or [AP 503 – Workplace Accommodation](#).

Culpable Absenteeism relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness for work or leaving early and abuse of leave are examples of culpable absences. Employees with culpable absences are subject to progressive discipline, in accordance with their respective Collective Agreements or Terms and Conditions. These absences are not dealt with through the EASP.

The Board will gage employees in EASP in a manner consistent with the Human Rights Code, the Workplace Safety and Insurance Act and other applicable legislation in place to accommodate the individual needs of employees and assist them in the performance of their duties.

**2.0 Employee Attendance Support Program - Process**

The following steps outline the process by which the Board will engage in non-disciplinary discussion with those employees whose sick leave (including medical appointments) usage is above the predetermined threshold.

At each of the four levels of the Employee Attendance Support Program the Board shall assess whether any of the absences in question were related to:

- a disability;
- a requirement for accommodation under the Human Rights Code; or
- extenuating circumstances (i.e. single event or a one-time sickness) which would indicate that it would not be appropriate for the employee to enter into the EASP.

Absences where the employee is on:

- an Employment Standards Act leave,
- a leave of absence related to a workplace injury covered by the Workplace Safety and Insurance Act, or
- a Long Term Disability leave of absence shall not be taken into account in determining the absence threshold.

**2.1 Entry into the EASP**

- 2.1.1 An employee may enter the EASP when his/her absences are over the threshold (or prorated threshold) in a rolling twelve (12) month period.
- 2.1.2 The threshold is twenty (20) days with fifteen (15) occurrences. For example, an employee who is absent for twenty consecutive days, would have only have one occurrence, and as such would not meet the threshold. An employee absent for twenty non-consecutive days would meet the threshold as they have 20 occurrences. The threshold is reviewed annually and is at the sole discretion of the Board.
- 2.1.3 The Board will review employee sick leave usage for the purpose of entry into, progression to the next level, or exit out of the EASP three times each year.
- 2.1.4 An employee who enters the program will remain in the program until such time that his/her attendance comes under the threshold and stays there for two consecutive review periods.

**2.2 Notification of Entry into the EASP**

- 2.2.1 An employee who enters the EASP will be notified by letter during one of the review periods outlined in 2.1.3. The employee's direct supervisor and union representative, if applicable, will be copied on this letter.
- 2.2.2 The letter will outline the requirement to attend a meeting during the next review period outlined in 2.1.3.

### 2.3 Appeal Period

- 2.3.1 An employee who has a disability, has a need for an accommodation, or other rationale for the high level of sick leave use will have the opportunity to appeal his/her entry into the EASP.
- 2.3.2 If the employee has a disability, a need for an accommodation, or there are other extenuating circumstances they shall notify the Manager of Human Resource Services and request a meeting to discuss the circumstances. After collecting the relevant information from the employee, the employee may be removed from the EASP at the Board's discretion.

### 2.4 Preliminary Meeting

- 2.4.1 In the review period following entry into the EASP, the employee will meet with his/her supervisor, union representative (if applicable), and Human Resource Services.
- 2.4.2 At this meeting, the Board will share information related to the employee's sick leave, explain the concerns the Board has, and offer resources and/or accommodation if the employee has a need. The employee will not provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of sick leave.
- 2.4.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.4.4 Following the preliminary meeting the employee may be placed in Level 1 of the EASP or this decision may be deferred to the next review period.
- 2.4.5 The Board will issue a letter following the meeting which confirms the date, attendees and other relevant details of the meeting.

**2.5 Level 1**

- 2.5.1 Following the preliminary meeting, an employee who remains in the EASP will attend a Level 1 meeting to review the preceding rolling 12 month's (or prorated) sick leave usage. Level 1 consists of a meeting that includes the employee, Principal/Supervisor/Manager, Human Resources Officer, and a union representative (if applicable).
- 2.5.2 During the Level 1 meeting the discussion will focus on sharing information related to the employee's sick leave, explaining the concerns the Board has, and offering resources and/or accommodation if the employee has a need. The employee will not be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of sick leave.
- 2.5.3 The supports that can be offered include, but are not limited to, the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.5.4 If the employee's attendance has improved and the employee is now under the Board's threshold for entry into the EASP, the employee will remain in Level 1 of the program until he/she is under the threshold for two consecutive review periods.
- 2.5.5 If the employee's attendance has not improved and the employee's average remains above the Board's threshold for entry into the EASP, the employee will proceed to Level 2 of the program.
- 2.5.6 The Board will issue a letter following the Level 1 meeting which confirms the date, attendees and other relevant details of the meeting.

**2.6 Level 2**

- 2.6.1 Following the Level 1 Meeting, an employee who remains in the EASP will attend a Level 2 meeting to review the preceding rolling 12 month's (or prorated) sick leave usage. Level 2 consists of a meeting that includes the employee, Principal/Supervisor/Manager, Human Resources Officer, and a union representative (if applicable).
- 2.6.2 During the Level 2 meeting the discussion will focus on sharing information related to the employee's sick leave, explaining the concerns the Board has, and offering resources and/or accommodation if the employee has a need. The employee will not

be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of sick leave.

- 2.6.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.6.4 If the employee's attendance has improved and the employee is now under the Board's threshold for entry into the EASP, the employee will remain in Level 2 of the program until he/she is under the threshold for two consecutive review periods.
- 2.6.5 If the employee's attendance has not improved and the employee's average remains above the Board's threshold for entry into the EASP, the employee will proceed to Level 3 of the program.

### **2.7 Level 3**

- 2.7.1 Following the Level 2 Meeting, an employee who remains in the EASP will attend a Level 3 meeting to review the preceding rolling 12 month's (or prorated) sick leave usage. Level 3 consists of a meeting that includes the employee, Principal/Supervisor/Manager, Manager of Human Resource Services, and a union representative (if applicable).
- 2.7.2 During the Level 3 meeting the discussion will focus on sharing information related to the employee's sick leave, explaining the concerns the Board has, and offering resources and/or accommodation if the employee has a need. The employee will not be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of sick leave.
- 2.7.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.7.4 If the employee's attendance has improved and the employee is now under the Board's threshold for entry into the EASP, the employee will remain in Level 3 of the program and will remain there until he/she is under the threshold for two consecutive review periods.
- 2.7.5 If the employee's attendance has not improved after this and the employee's average remains above the Board's threshold for entry into the EASP, the employee will proceed to Level 4 of the program.

**2.8 Level 4**

- 2.8.1 Following the Level 3 Meeting, an employee who remains in the EASP will attend a Level 4 meeting review the preceding rolling 12 month's (or prorated) sick leave usage. Level 4 consists of a meeting that includes the employee, Superintendent, Manager of Human Resource Services, and a union representative (if applicable).
- 2.8.2 During the Level 4 meeting the discussion will focus on sharing information related to the employee's sick leave, explaining the concerns the Board has, and offering resources and/or accommodation if the employee has a need. The employee will not be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of sick leave.
- 2.8.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.8.4 If the employee's attendance has improved and the employee is now under the Board's threshold for entry into the EASP, the employee will remain in Level 4 of the program and will remain there until he/she is under the threshold for two consecutive review periods.
- 2.8.5 If the employee's attendance has not improved and the employee's average remains above the Board's threshold for entry into the EASP, the Board will commence a review of the viability of continuing the employment relationship.

**2.9 Employment Viability Review**

Where the employee progresses beyond Level 4 and the Board determines that it has fulfilled its obligations under the applicable collective agreement, terms and conditions and/or policies and procedures, the Workplace Safety and Insurance Act, the Human Rights Code and any other applicable legislation and the employee's absenteeism is excessive and there is no reasonable likelihood that the employee will be able to attend work regularly in the foreseeable future the employee may be advised that his/her employment is being terminated on a non-disciplinary basis.

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

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Employment Attendance Support Program Administrative Procedure as part of its regular policy and procedures review cycle.

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

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

**Superintendents are responsible for:**

- Providing support and acting as a resource to all aspects of the attendance support process.
- Following the completion of the first three levels, attend the level 4 meeting.
- Assisting in determining the viability of ongoing employability in conjunction with Human Resources representatives, Principals, and Supervisors and Managers.

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

- Communicating attendance expectations to all employees through an annual review of the Employee Attendance Support Program.
- Reviewing absence reports for staff.
- Identifying absenteeism trends or patterns which may lead to an absence being considered culpable.
- Addressing all absenteeism issues using discretion and seek support from Human Resource Services.
- Supporting employees and act as a resource and advising employees of available resources (i.e. EFAP).
- Participating in all meetings as outlined in the Employee Attendance Support Program

**Human Resource Services staff are responsible for:**

- Supporting Principals/Supervisors/Managers in addressing absenteeism issues.
- Identifying employees who exceed the threshold level of absences.
- Advising employees of resources available to them;
- Facilitating attendance support meetings.
- Providing a written outcome of each level meeting with copies to the employee, Principal/Supervisor/Manager and employee's union representative, if applicable.



**Staff are responsible for:**

- Maintaining regular on time attendance.
- Giving the notice of absence required by Board procedures.
- Participating actively in all levels of the attendance support process.
- Contacting his/her union representative if the employee wishes them to be involved.

**PROGRESS INDICATORS:**

PVNCCDSB employees will achieve and maintain regular attendance with an absenteeism rate which does not exceed the Board's established absence threshold.

**DEFINITIONS:**

**Accommodation** - Any modification to the work or the workplace, including but not limited to reduced hours, reduced productivity requirements, and/or the provision of assistive devices, that results in work becoming available that is consistent with the worker's functional abilities and that respects applicable human rights legislation.

**Disability** - As per the Ontario Human Rights Code, a disability is defined as any of the following:

- Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, including, but not limited to, diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- A condition of mental impairment or a developmental disability.
- A learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- A mental disorder.
- An injury or disability for which benefits were claimed or received under the Workplace Safety and Insurance Act, 1997.

**Duty to Accommodate** - The obligation of an employer to take steps to eliminate the disadvantage caused by systemic, attitudinal, or physical barriers that unfairly exclude individuals or groups protected under the Ontario Human Rights Code.

**Undue Hardship** - The point at which an employer is not legally required to accommodate an employee's particular needs, as the action would impose significant strain or risk to the

operation of the business. The Ontario Human Rights Commission prescribes three considerations in assessing whether an accommodation could cause undue hardship: cost, outside source of funding, and health and safety considerations. Budgetary restrictions cannot be assumed to be a barrier to accommodation, and therefore cannot be presumed to be the point of undue hardship.

**Culpable Absence** - Blameworthy, or culpable, absenteeism occurs when an employee fails to attend work without a reasonable explanation. For example, an employee who sleeps through his/her alarm clock, or takes a sick day when he/she is not sick, is engaged in culpable absenteeism.

**Non-Culpable Absence** - absenteeism that is not within the employee's control. Illness and injury are the most common examples of this kind of absenteeism.

**REFERENCES:**

[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)  
[Employee Relations Directional Policy - 500](#)  
[AP 503 – Workplace Accommodation](#)  
[AP 506 - Reporting Absences](#)  
[AP 507 – Disability Management](#)  
[Employment Standards Act](#)  
[Ontario Human Rights Code](#)  
[Workplace Safety and Insurance Act](#)

BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE <b>Confirmed Cases of Fifth Disease</b>	ADMINISTRATIVE PROCEDURE NUMBER <b>515</b>
Directional Policy <b>Employee Relations - 500</b>	

**TITLE OF ADMINISTRATIVE PROCEDURE:**

Confirmed Cases of Fifth Disease

**DATE APPROVED:**

**PROJECTED REVIEW DATE:**

**DIRECTIONAL POLICY ALIGNMENT:**

This Administrative Procedure aligns with the Employee Relations Directional Policy - 500 by ensuring employees understand the requirements when there is a confirmed case of Fifth Disease at a work location. By having a shared understanding, it will ensure employees are able to either remain at their own work location or be assigned to an alternate location and continue to work.

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

The Confirmed Case of Fifth Disease Administrative Procedure supports our Vision of achieving Excellence in Catholic Education by ensuring our structures, processes, relationships and actions reflect our Gospel values and Catholic Social Teachings. This vision calls the Board to these Strategic Priorities:

**Draft**



## ACTION REQUIRED:

### 1.0 Background

“Fifth Disease is a mild viral disease caused by human parvovirus B19. It is sometimes called “slapped cheek syndrome.” Everyone is at risk of getting Fifth Disease, but it occurs more commonly in children. Most adults have been exposed in childhood and have immunity. Individuals suffering from anemia or immunodeficiency, and pregnant women may have a greater risk of complications from the disease. Pregnant women who are immune are protected from getting the illness and therefore provide protection to the fetus.”<sup>1</sup>

All employees who could be affected by an outbreak and its effect on a pregnancy are encouraged to arrange for a blood test through their family physician in advance. Determining immunity ahead of time will alleviate the anxiety of waiting for blood test results and will help pre-determine a course of action should an outbreak occur at your work location.

This administrative procedure provides direction for the management of confirmed Cases of Fifth Disease within the school environment.

### 2.0 Procedures

The following procedures are to be followed when a case of Fifth Disease has been confirmed by a doctor and is reported to the Principal of the school:

- 2.1 Upon confirmation by a physician, the Principal will post the Fifth Disease Notice (Appendix A) in highly visible areas, including the front entrance to the school, the office and any other prominent areas where visitors and staff members pass. The poster must remain up for 20 calendar days and can be removed if no new cases are reported.

- 2.2 The Principal of the school will notify Human Resource Services so SmartFindExpress can be updated with the notice.
- 2.3 The Principal will send home the Fifth Disease Letter (Appendix B) and Fact Sheet (Appendix C) to parents of the affected class.
- 2.4 The Principal will notify the school Custodial staff to implement extra cleaning measures to ensure that the areas of concern have been disinfected to stop the spread of the infection.
- 2.5 The Principal will advise all employees, particularly any employee known to be pregnant at the work site to contact their family doctor to arrange for a blood test to determine their immunity to Fifth Disease (if they have not previously been tested for immunity).
- 2.6 Should an occasional teacher or supply support staff member choose to leave the work site due to the concern of Fifth Disease they must contact Human Resource Services immediately so SmartFindExpress can be updated.
- 2.7 Should a permanent or long-term occasional employee need to leave the worksite due to non-immunity they shall immediately notify the Principal as well as Human Resources directly so an alternate work assignment can be arranged. The employee shall contact Human Resource Services and return to their original work location under the following conditions:
  - a. after 20 calendar days have passed since the first report.
  - b. when immunity has been determined via blood test.
  - c. when advised by their physician.

Should another confirmed case of Fifth Disease present itself within the 20 calendar day period of the first report, the outlined procedures about will remain in effect for 20 calendar days following the last confirmed report.

## **RESPONSIBILITIES:**

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

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

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

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

**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 requirement under this Administrative Procedure and that employees follow the requirement for reporting when action is required.

**Principals are responsible for:**

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting the need to accommodation.
- Informing Staff, Students, Parents, Visitors and Human Resources of Confirmed Cases of Fifth Disease within the school.
- Ensuring that the protocol outlined in this Administrative Procedure is followed during occurrences of Confirmed Cases of Fifth Disease within the school.

**Employees are responsible for:**

- Protecting personal health by knowing if they are immune to Fifth Disease and working in compliance with this Administrative Procedure.
- Immediately reporting to their supervisor at the Confirmation of Case of Fifth Disease that they are not immune and require accommodation at an alternate work location.
- Co-operating in the accommodation process to minimize their absence from work.

**Custodial Staff is responsible for:**

- Implementing extra cleaning measures to ensure that areas of concern have been disinfected.

**Human Resources is responsible for:**

- Ensuring SmartFindExpress dispatch is updated for the location of a Confirmed Case of Fifth disease.
- Coordinating the accommodation needs with other stakeholders.

**Parents are responsible for:**

- Notifying the Principal of the School at the confirmation of Fifth Disease of a student by a Physician.

**PROGRESS INDICATORS:**

- Addressing accommodation needs in a timely fashion.
- Absences from work are minimized wherever possible.
- Appropriate coverage is maintained while an employee is accommodated at an alternate location.

**DEFINITIONS:**

**Confirmed** – Verified by a medical practitioner or nurse.

**RELATED DOCUMENTS:**

Appendix A – Fifth Disease Notice

Appendix B – Letter to Parents

Appendix C – Fifth Disease Fact Sheet

**REFERENCES:**

<sup>1</sup>[HKPR District Health Unit – Non-Reportable Diseases – Fifth Disease](#) 2012

[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)

[Employee Relations Directional Policy - 500](#)





## BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

**First Nation, Métis  
and Inuit Voluntary  
Self-Identification**

ADMINISTRATIVE PROCEDURE  
NUMBER

**703 (NEW)**

**304 (OLD)**

*Directional Policy*

**700-Equity and Inclusive Education**

### TITLE OF ADMINISTRATIVE PROCEDURE:

First Nation, Métis and Inuit Voluntary Self-Identification

### DATE APPROVED:

X

### PROJECTED REVIEW DATE:

X

### DIRECTIONAL POLICY ALIGNMENT: Student Achievement and Well-Being

This administrative procedure articulates a system-wide procedure to support evidence-based instructional practices that are innovative, fair, transparent and equitable for all students to further enhance student achievement and well-being.

### ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure supports our vision for achieving excellence in Catholic education by ensuring the Board has clearly outlined the procedures for voluntary self-identification by First Nation, Métis and Inuit families and students in accordance with the *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)*.

The Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board is committed to implementing the *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)*. The vision of this framework is that First Nation, Métis and Inuit students will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. All students will have knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit traditions, cultures and perspectives.

This administrative procedure aligns with the board's multi-year strategic plan, specifically as an expression of its mission "to educate students in a faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body, and spirit of all". It serves to include all students, in particular students who identify as First Nations, Métis, or Inuit, by providing opportunities and supports to them to enable them to realize their God-given potential and to become reflective, self-directed, lifelong learners.



## Strategic Priorities 2017-2020

### Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

### Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

### LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

### LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

### SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

## ACTION REQUIRED:

The First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure outlines the multiple opportunities for families and students of First Nation, Métis and Inuit ancestry to self-identify, as well as the specific procedures system-wide for storing, accessing and using this information.

This administrative procedure is supported by the following:

1. Elementary and Secondary School Registration forms
2. First Nation, Métis and Inuit Voluntary Self-Identification form available on the board website
3. First Nation, Métis and Inuit Voluntary Self-Identification brochure, with tear-off Self-identification form, to be shared at multiple opportunities board-wide
4. Informational poster/plaque displayed in publicly-accessible areas of schools

The Board collects this confidential student self-identification data for the purpose of supporting student achievement, determining the success of current programs, and providing information for decision-making regarding the support, development and provision of programs and services required to ensure the success of all students.

## **RESPONSIBILITIES:**

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

- Ensuring alignment with the Student Achievement and Well-Being Policy
- Assigning responsibility to the Director of Education for operationalizing and managing the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure.
- Monitoring and holding the Director of Education accountable for respecting the implementation and operational details of the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure.

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

- Providing leadership regarding implementation and operational details in the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure and ensuring this is done with regard for the principles of equity and inclusion for all.
- Ensuring protection of access, storage, and use of data of First Nation, Métis and Inuit student information obtained in compliance with the Ministry of Education Ontario Student Record Guidelines, and the Municipal Freedom of Information and Protection of Privacy Act.
- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

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

- Providing leadership and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure.
- Ensuring that informational material about First Nation, Métis and Inuit Voluntary Self-Identification procedure is posted in every school and on the board website, and that all information and forms remain current and readily accessible to students, parents/guardians, and principals.
- Using the self-identification data to inform Board decision-making regarding programs and services to ensure the achievement and well-being of all students.

- Providing a mechanism for parents and/or students (18 years of age or older) to withdraw Voluntary Self-Identification information.

**Principals are responsible for:**

- Ensuring that information pertaining to First Nation, Métis and Inuit Voluntary Self-Identification is available to all families and/or students (18 years of age or older) through displays in publicly accessible areas of the school, the school website and all forms of communication to students, parents/guardians, and the school community.
- Collecting First Nation, Métis and Inuit Self-Identification forms (e.g. registration forms, self-identification forms) and ensuring the information is entered into the Student Management System (Maplewood).
- Storing the submitted forms (e.g. registration forms and self-identification forms) in accordance to Directional Policy 1200 Records and Information Management.
- Knowing who the First Nation, Métis and Inuit self-identified students are in their schools in order to be able to provide these students with opportunities available specifically for them. These opportunities may include, but are not limited to:
  - sharing information about post-secondary pathways, bursaries and scholarships specifically for First Nation, Métis and Inuit students
  - leadership development opportunities like the Métis Nation of Ontario Infinite Reach Camp, Indspire Gatherings, etc.
  - access to culturally-relevant services in the community

**Teachers and Staff are responsible for:**

- Maintaining the confidentiality of First Nation, Métis and Inuit self-identified students regarding their self-identification, unless explicitly advised by the student and/or parent/guardian otherwise.

**Parents/Guardians and Student 18 years of age or older are responsible for:**

- Discerning whether they will choose to self-identify their children and completing the required form.

**PROGRESS INDICATORS:**

The implementation of First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure will result in:

- All schools providing multiple opportunities for parents/guardians and students 18 years of age or older to self-identify as First Nation, Métis or Inuit

- All members of the school community having an awareness of the opportunities for, and procedure to follow when, voluntarily self-identifying as First Nation, Métis or Inuit.
- An increase in the number of First Nation, Métis and Inuit self-identified students.

**DEFINITIONS:****FIRST NATION**

Peoples, excluding Inuit, whose ancestors used and occupied traditional territories before contact with Europeans.

**MÉTIS**

People of historic Métis Nation ancestry, distinct from other Aboriginal Peoples, and who are accepted by the Métis Nation.

**INUIT**

The Indigenous people of the Arctic, the majority of whom inhabit the northern regions of Canada and other northern countries.

**VOLUNTARY SELF-IDENTIFICATION**

Opportunities provided to students and parents/guardians to safely and securely specify First Nation, Métis, or Inuit ancestry.

**REFERENCES:**

Ontario First Nation, Métis and Inuit Education Policy Framework, January 2007  
<http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007 <http://www.edu.gov.on.ca/eng/aboriginal/buildBridges.pdf>

Sound Foundations for the Road Ahead - Progress Report on Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, Fall 2009  
<http://www.edu.gov.on.ca/eng/aboriginal/RoadAhead.html>

A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, Summer 2013  
<http://www.edu.gov.on.ca/eng/aboriginal/progressReport.html>

Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan, 2014 <http://www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf>

Strengthening Our Learning Journey – Third Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, Winter 2018  
<http://www.edu.gov.on.ca/eng/indigenous/progressReport3rd.html>



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE <b>Out of School Activities</b>	ADMINISTRATIVE PROCEDURE NUMBER <b>AP-S-305 (NEW)</b>
Directional Policy <b>Student Achievement and Well-being - 300</b>	

**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 learning opportunities to discover diverse educational and natural environments, cultures, faiths, workplaces, and global perspectives. Field trips and excursions are valuable extensions of the curriculum and will be linked to the [Ontario Catholic School Graduate Expectations \(OCGEs\)](#). Out of School Activities provide opportunities for students to develop a life-long love of healthy living through participation in well-planned and well-managed excursions. At all times, leaders of Out of School Activities are expected to care for the students as a responsible and prudent parent would.

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

The Out of School Activities Administrative Procedures support our Vision for achieving excellence in Catholic Education through learning, leadership and service. Well-planned experiential Out of School Activities develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.





## Strategic Priorities 2017-2020

### Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

### Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

### LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

### LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

### SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

### ACTION REQUIRED:

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 shall 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.



2. (a) Health and safety shall be given the highest priority for students and staff when planning an Out of School Activity. Where an Out of School Activity includes a High Care Activity, the consent form will contain a section which describes the elements of risk for the activities the students may experience during the excursion.
- (b) High Care Activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking, or swimming; rock-climbing; tobogganing; cycling on major roadways; contact sports; skiing; and snowboarding. These activities may involve increased risk, require additional specific safety considerations and/or safety equipment, as listed in the **OPHEA Safety Guidelines**, or require special certifications or qualifications for supervision. See Appendix A for a list of High Care Activities.
- (c) All staff are instructed to refer to OPHEA's (Ontario Physical and Health Educators Association) Ontario Physical Education Safety Guidelines when planning and supervising all High Care Out of School Activities.
- High Care Activities may be in combination with any Out-of-School Activity, in any Category 1 to 5. Teachers, by signing the Out of School Activity application, indicate they have addressed the appropriate OPHEA Safety Guidelines.
- (d) Some level of injury risk is inherent in any activity. The Board uses the Risk Management Guidelines of the Ontario School Board Insurance Exchange (OSBIE) to assist in identifying and managing the risks of Out of School Activities. In order to mitigate the risk of injury, some activities such as whitewater rafting and skydiving, are not permitted. For a list of Risk Managed Activities which are not permitted under this Administrative Procedure, see Appendix B.
- (e) Where Out of School Activities are part of the athletic (co-instructional) program, teachers are to follow the requirements outlined in the OPHEA Elementary or Secondary Athletics Guidelines, in coordination with this procedure. The appropriate permission forms for participating in physical activity must be completed, in addition to all other required forms.
- (f) Trips that do not reflect the curriculum, nor have a clear educational purpose, or cannot be adequately supervised, will not be considered or approved.

### 3. High Care Activities Involving Water

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

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

#### (a) Day Excursions (Category 1/Category 2)

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

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

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

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

Out of school activities at a licensed camp or outdoor education facility (pre-approved or otherwise) where water activities are included as part of the

program must ensure that the camp has a qualified lifeguard on staff who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, either at the camp or prior to the excursion. Results of unsuccessful swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative supervised activities for the duration of the excursion.

Consult the *OPHEA Guidelines - Outdoor Education - Swimming* for a complete list of requirements.

(c) Wilderness Trips (Category 4)

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

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

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

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

(a) Category 1 - Day Walking Trip

Students may be taken on a walking trip off school property 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 prior to booking 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 booking** the activity.

(c) Category 3 - Overnight Out of School Activity

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

Category 3 excursions requiring hotel accommodations must be arranged through a registered Travel Agent who possess a licence used by the Travel Industry Council of Ontario (TICO) as per the Travel Industry Act (2002).

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

Out of School Activities at a licensed camp facility (pre-approved or otherwise) where water activities are included as part of the program must ensure that the camp has a **qualified lifeguard** on staff who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, either at the camp or prior to the excursion. Results of unsuccessful swim tests will be communicated by the teacher to the student, parents/guardians and principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative activities for the duration of the excursion.

Consult the *OPHEA Guidelines - Outdoor Education - Swimming* for a complete list of requirements.

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

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

Elementary School canoe-tripping excursions will not be approved.

The Board 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 **prior to booking** the trip.

For first time trips, trips in which the itinerary has changed significantly or where there is an increased risk, 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 three Board meetings prior to the trip taking place.

All students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

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

Students who do not pass the swim test are not permitted to go on the wilderness excursion.

The swim test must be completed within the school year in which the activity is taking place.

In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

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

The Board shall be responsible for the approval of Category 5 Out of School Activities. A Category 5 Approval Form must be submitted to the Family of Schools superintendent **before the trip is booked**.

For Out of School excursions where water activities (including swimming at beaches or in hotel pools) are included as part of the program, supervising teachers must be present for the duration of the water activities, and must ensure that the beach or pool has a qualified lifeguard on site who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, **prior to the excursion**. Results of unsuccessful swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal. Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative supervised activities for the duration of the excursion.

Given that some countries may have different safety standards than Ontario, extreme caution should be exercised before approving any High Care Activities on an international excursion.

For first time trips, trips in which the itinerary has changed significantly or where there is an increased risk, 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 three Board meetings prior to the trip taking place.

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

5. (a) The principal shall be responsible for the approval of Out of School Activities, except Category 4 and 5 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, travelling requiring flights and overnight wilderness trips in Canada.

6.
  - (a) Students and parents must be provided with details of all expenses associated with the Out of School Activity along with the permission form. It should include total costs along with possible expenses that might be incurred while in attendance such as lunches, souvenirs, snacks, or added excursions.
  - (b) Costs associated with Out of School Activities which are an extension of the curriculum and not an optional trip may be subsidized by school budget, Catholic School Council funds, or 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 in Category 1, 2 and 3 Out of School Activities.
7.
  - (a) The Board requires that principals have the written consent of a parent or legal guardian prior to any student being granted permission to participate in any Out of School Activity. Students who have reached the age of consent (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, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.
8. **Excursion Providers**

Organizations may become pre-approved providers for excursions and trips by submitting for review to the Board of Trustees appropriate documentation regarding safety measures and facilities, which must be in compliance with OPHEA guidelines. Excursions and trips using one of the pre-approved providers will be submitted under Category 2 (day-trips) or 3 (overnight excursions) and will follow the process outlined in this administrative procedure for approval.

At any pre-approved camp facilities, where swimming is part of the excursion program, a lifeguard must conduct swim tests on site prior to any student



activities. Swim tests will be conducted by a qualified lifeguard and a supervising teacher. Results of unsuccessful swim tests will be communicated by the teacher to the student, parents/guardians and principal. Students who are not successful must wear a Personal Flotation Device when on or near the water or will be provided alternative supervised activities.

A pre-approved excursion provider must be reconsidered by the Board of Trustees every five years. In order to be reconsidered, the excursion provider or camp must submit a current safety qualifications package.

9. The principal has the right to exclude a pupil from an Out of School activity if, in the professional judgement of the principal after consultation with staff, attendance at the event will either be a safety risk for the student or for his or her classmates. The principal must inform the parent of the decision promptly, citing the reasons for the decision. Students who are suspended are not permitted to attend out of School Activities. Students who violate the Code of Conduct will be disciplined appropriately. This may include being removed from the Out of School Activity at the parents' expense.
10. (a) The staff member initiating the Out of School Activity is responsible for arranging transportation including the method of payment. Approved carriers include school buses, coach buses, and public transportation such as trains, airplanes, subways.
- (b) Private automobiles are allowed to transport students to and from out of school activities; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from 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 to an after-school activity are not considered to be doing so under the direction of any agent of the Board.

- (d) Large (12-15) passenger commuter vans shall not be used for any type of travel for students.
11. (a) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants. Supervisors must hold appropriate qualifications for the activities for which they are supervising. It is expected that Board employees and volunteers who act as supervisors will exercise the care and judgement that would be expected of a wise and judicious parent.

Factors to be considered before assigning supervisors:

(i) Transportation

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

(ii) Nature of Activity

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

(iii) Selection of Supervisors

- need for experienced supervisors
- need for specialized skills (skier, first aid, lifeguard, etc.)
- need for providing instruction to supervisors
- 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, 4 and 5 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 will consult with the principal or Family of Schools superintendent to decide an appropriate course of action. In some circumstances, the staff person in charge will be given the authority, by the principal or superintendent, to dismiss the student and so inform the student's parents, who will be responsible to meet their son or daughter at a location determined by the principal or supervising teacher. A written report of the incident will be prepared for by the staff member in charge for submission to the principal.

(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, school code of conduct, and any potential safety concerns. Staff are not permitted to share personal student information with any volunteers except when necessary for student safety. Volunteers should never be asked to take on duties for which they are not qualified to perform.

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

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

(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, 4 and 5 trips. All Category 4 Out of School Activities identified as wilderness or high care activities must have an appropriately qualified supervisor with first aid certification. See OPHEA Guidelines.

In case of an accident or student injury, First Aid, medical attention and/or Emergency Medical Services must be engaged immediately. At the first opportunity, contact the principal and the parents/guardians to inform them of the accident. The principal will contact the appropriate superintendent if the accident is deemed serious and 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 - 6	Minimum 2 adult supervisors per class
Grades 7 - 8	Minimum 1 adult supervisor per class
Grade 9 - 12	Minimum 1 adult supervisor per class

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

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 5 students
Grades 1 - 3	1 adult supervisor per 6 students
Grades 4 - 6	1 adult supervisor per 12 students
Grades 7 and 8	1 adult supervisor per 16 students
Grades 9 - 12	1 adult supervisor per class

#### Category 3 - Overnight Out of School Activity

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

	<p>students.</p> <p>A minimum of 2 supervisors is required at all times.</p>
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Category 4 – Wilderness Trips anywhere in Canada (High Care Activities)

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

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

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

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

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

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

### 13. Emergency Plans

For Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions, an Emergency Plan will be developed by the in-charge supervisor that will address medical, personal, weather, and disciplinary emergencies. The plan will establish a clear and precise communication procedure for informing parents in a timely and appropriate fashion in the event of an emergency. Consideration for alternative plans should be given in areas where cellular service may be limited (ex. use of satellite phone). The Emergency Plan will be reviewed by the principal. A sample Emergency Plan can be found within the OPHEA Safety Guidelines, as an appendix. (Note that some high care activities require a form of transportation available for emergency purposes and a designated second teacher-supervisor, should the in-charge supervisor be involved in or with an emergency.)

### 14. Hospitality and Gifts Guideline

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

## **RESPONSIBILITIES:**

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

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being;
- reviewing this Administrative Procedure to ensure compliance;
- receiving summary board reports from the Family of Schools superintendents, listing all repeat Category 4 and 5 excursions;
- reviewing and approving initial Category 4 and 5 – Out of School Activities.

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

- ensuring implementation of this Administrative Procedure;
- coordinating Category 4 and 5 presentations to the Board of Trustees, 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, 4 and 5 Out of School Activities;
- reviewing applications to ensure that the OPHEA guidelines are followed for all High Care Activities;
- preparing Board reports of recurring Category 4 and 5 excursions and presenting these to the Board of Trustees.

**Principals are responsible for:**

- ensuring staff whom they supervise are aware of the requirements and are following all requirements under this Administrative Procedure;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that safety procedures for all activities, including high care activities, are in compliance with the OPHEA Safety Guidelines;
- ensuring that all teachers have the additional qualifications or certifications required to supervise the Out of School Activity;
- ensuring that the appropriate swim test be conducted and all students and parents/guardians informed of the results prior to the excursion;
- 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, 4 or 5 excursions;
- ensuring that the Family of Schools superintendent is provided the list of students and adults participating in trips over March Break, including emergency contact information, prior to the excursion;
- reviewing the application package to ensure all supervision ratios, supervisor qualifications and OPHEA guidelines have been met;
- reviewing the Emergency Plan for the Out of School Activity;
- ensuring all students have an equal opportunity to participate in class excursions which are an extension of the curriculum, and, will not be denied such opportunity because of monetary factors or issues of accessibility;
- when appropriate, subsidizing costs associated with Out of School Activities by school budget, Catholic School Council funds, or fund-raising efforts. principals are responsible for ensuring fund-raising to defray costs incurred shall be



- consistent with the Board Policy on Fundraising;
- shortening, cancelling or terminating at any time if, in the opinion of the school principal or superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, due to weather or other circumstances;
- collaborating with other schools to combine trips and itineraries, where appropriate;
- ensuring a process is in place so that students participating in Out of School activities have opportunities to catch up on any missed work or assignments;
- ensuring that Category 3, 4 and 5 trips, requiring travel services such as hotel accommodations or air/bus transportation are coordinated through a registered Travel Agent, as per the Travel Industry Act (2002) – [Travel Industry Guidelines for School Trips](#);
- submitting all Category 4 and 5 applications to the Family of Schools superintendent.

**Curriculum Chairs are responsible for:**

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

**Teachers and Staff are responsible for:**

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- reading the appropriate sections of this Administrative Procedure, completing all necessary forms to ensure that the requirements for certification, ratios, and safety will be followed;
- for high care activities and Category 3, 4 or 5 excursions, creating an Emergency Plan and sharing it with the principal;
- ensuring that all students participating in an Out of School Activity have a signed parent permission submitted prior to departure;
- reviewing the [OPHEA Safety Guidelines](#) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance with the OPHEA Safety Guidelines. For all High Care Activities, signing the Out of School Activity application, indicating they have addressed the appropriate OPHEA Safety Guidelines;

- ensuring that all safety considerations have been met for all high care activities;
- reviewing with students safety and behaviour expectations for all Out of School Activities;
- ensuring all supervisors, volunteers and participating students have a common understanding of what is expected during the excursion, in alignment with the school's Code of Conduct;
- submitting a list of all students and adults attending an excursion to the school office, and also taking a copy of the list with staff attending the excursion. The list should include medical and emergency contact information for each student;
- providing the office with an alternate plan and assigned classroom location for students not attending the excursion;
- providing an emergency contact number to the school principal for communication purposes;
- ensuring a First Aid Kit is accessible in the case of student or supervisor injury;
- reporting all injuries (staff or student) on an excursion to the principal 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;
- ensuring that when lodged in overnight accommodations, they review with the participants, the evacuation plans and procedures to be followed in case of fire or other emergencies;
- ensuring that, as supervisors, they have the required, current qualifications and certification;
- arranging for the appropriate swim test to be conducted by a qualified lifeguard, if water activities are involved, prior to the excursion;
- sharing swim test results with the student and parents/guardians and principal;
- ensuring for Category 3 excursions, students who do not pass the swim test are not allowed to participate in activities in, on or in close proximity to water and that they are provided with alternative supervised activities;
- ensuring that any students who do not successfully pass the swim test do not participate in any Category 4 (Wilderness) excursions;

- ensuring swim test results are kept on file at the school;
- bringing copies of the emergency procedures and emergency contact information on the excursion;
- informing the principal of alternative plans, or any changes to the itinerary, at any time during the out of school activity;
- checking road and weather conditions daily and being prepared to alter plans if necessary;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School activity.

**Parents are responsible for:**

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

**Students are responsible for:**

- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in Out of School Activities;
- representing their school in a positive manner while on an excursion;
- listening to and following the directions of their teacher or supervisor;
- ensuring that any missed assignments are submitted after returning from an Out of School activity;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

**Volunteers are responsible for:**

- adhering to the policies and procedures of the Board, as applicable;
- reporting to the principal and teachers of the school;
- completing a Vulnerable Sector/Criminal Reference check;
- understanding the supervision expectations of the Out of School Activity, as well

- as the school's Code of Conduct;
- adhering to the trip schedule;
- modelling appropriate behaviour and dress;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

**PROGRESS INDICATORS:**

- Schools 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:**

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

Pre-approved excursion providers have had their safety standards reviewed by the Board's Health and Safety Officer and by the Board of Trustees. The following excursion providers have Board approval for the period of September 2017 – August 2021:

- Bark Lake Leadership Camp
- Brimacombe Ski Resort
- Camp Ganaraska
- Camp Kawartha
- Camp Muskoka
- Tree Top Trekking (<http://treetoptrekking.com/en/ganaraska/>)

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

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

**Lifeguard** - An individual who is at least 18 years of age; who has the required certification; and who is responsible for the overseeing of swimmer safety.

**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, 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](http://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. Information on Risk Managed Activities can be found at the [OSBIE's Field Trip Risk Management Guidelines](#). School boards should only undertake to organize field trip activities in accordance with board policies/procedures and after careful assessment of the risk factors and their ability to manage those risks.

#### REFERENCES:

- Administration of Medication Procedures or Health Support Services, and Emergency Response,
- Anaphylaxis: Reducing the Risks
- Asthma Reducing the Risks
- Concussions
- Expenditure Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs
- [OPHEA Safety Guidelines](#)
- [OPHEA – Elementary Skiing/Snowblading/Snowboarding Guidelines](#)
- [OPHEA – Secondary Skiing/Snowblading/Snowboarding Guidelines](#)
- [OPHEA – Elementary Outdoor Education Guidelines – Canoe Tripping](#)
- [OPHEA – Secondary Outdoor Education Guidelines – Canoe Tripping](#)
- [OSBIE - Field Trip Risk Management Guidelines](#)
- [OSBIE – School Board/Snow Resort Safety Guidelines](#)

- Safe Schools - Code of Conduct
- Safety and Conduct on School Buses
- Student Safety
- [Travel Industry Guidelines for School Trips](#)
- Volunteers in our Schools

## RELATED FORMS

- Appendix A – High Care Activities
- Appendix B – Activities Not Approved
- Appendix C – Reference Chart
- Category 2 Approval Form
- Category 3 Approval Form
- Category 4 Approval Form
- Category 5 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
- Reference Chart
- Volunteer Forms
- Emergency Response Procedures for Medical Conditions