



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Environmental Education	Administrative Procedure Number 308
Directional Policy Student Achievement and Well-Being	

Title of Administrative Procedure:

Environmental Education

Date Approved:

January 25, 2022

Projected Review Date:

January 25, 2027

Directional Policy Alignment: Student Achievement and Wellbeing

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society. Thus, this administrative procedure aims for comprehensive environmental education for our community of learners to understand interconnections between regions, processes, and systems, to engage with Indigenous voices as principal dialogue partners, to seek personal and communal ecological conversation, and to take action in, with, and for the environment.

Alignment with Multi-Year Strategic Plan:

The Environmental Education Administrative Procedure supports our vision for achieving excellence in Catholic Education by ensuring the Board has clearly outlined the procedures for

protecting the environment in accordance with the Ministry of Education and Board policy and Directives.

This administrative procedure aligns with the Board's Multi-Year Strategic Plan in the following areas:

Protecting the Environment to create greater ecological sustainability in all of the Board's educational, strategic, and corporate practices and to act on the urgency expressed in Pope Francis' Encyclical on the Environment *Laudato Si'*.

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

Action Required:

As a Board, we are committed to:

- Prioritizing environmental education learning expectations in all schools by providing the necessary staff training to build capacity among teachers and leaders, ensuring that environmental topics in the current K-12 curriculum documents be taught and assessed for all students.
- Striving to certify all schools in an environmental education program.
- Developing short and long-term environmental plans for the Board, creating a multi-disciplinary resource committee on the environment and reporting to the Board of Trustees twice per year to assess the progress being made toward the established goals.

CURRICULUM: Ministry of Education curriculum policy clearly states what students should know and be able to do, as well as the perspectives they need to consider as responsible citizens in a changing world. While environmental education rests on a foundation of knowledge from both science and social studies/geography, this knowledge will be applied across the curriculum. Environmental education will be reflected in an age-appropriate way throughout the K-12 curriculum through strands, topics, and expectations, and will be recognized as a board priority.

TEACHING: All teachers will be equipped with the knowledge and skills to effectively model and teach environmental education, individually and in collaborative practice. Teachers will have access to the professional development required to build their competence and confidence in delivering environmental education. The board will partner with organizations to provide professional learning opportunities for teachers.

LEARNING: Environmental education will draw on effective learning strategies - including deep inquiry learning, problem solving, critical thinking, and assessing alternatives - that engage students personally in their own learning, connect them to the world they live in, and give them the systems thinking and futures thinking they will need to become discerning believers and active citizens. Outdoor Education opportunities will be provided to students to ensure a deeper appreciation of our natural environment.

SCHOOLS: In order to facilitate the effective design and delivery of environmental education, schools will adopt innovative policies for school culture, curriculum, facilities, and operations. Environmental education will involve collaboration among students, teachers, parents,

administrators, and the community, and foster a habit of mind that sees, and seeks out, the interconnections in life and across subject areas and disciplines.

LEADERSHIP: The board will drive and support the development of environmental leadership at all levels of the system, and specifically, will incorporate the six pillars outlined in the Eco-Schools certification process. Schools will demonstrate their commitment to environmental responsibility through their practices and operations, and engage students to actively apply their learning as environmentally responsible members of the school and broader community.

ACCOUNTABILITY: The effectiveness of environmental education in PVNC schools will be measured both on a system level and against clearly defined student achievement outcomes. The goals and content of and approaches taken to environmental education will likewise be subject to cyclical review, to ensure that they remain dynamic and relevant in a changing world.

Adapted from: [Shaping our Schools, Shaping our Future, 2007](#).

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the [Student Achievement and Well Being Directional Policy](#).
- Reviewing the Environmental Education Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Prioritizing a commitment to environmental education is prioritized in our multi-year strategic plan
- Maintaining the commitment to prioritize environmental education and outdoor education for all students.

Superintendents of Schools and System Portfolios are responsible for:

- Fostering authentic connections between the *Framework for Environmental Education Policy*, board administrative procedures, the *Catholic Social Teachings* (ie. *Laudato Si*) and frameworks such as the *Ontario First Nation, Métis, and Inuit Education Policy Framework*.
- Embedding environmental education within the [Catholic Board Improvement Plan for Student Achievement and Well-Being](#) and in each school's Catholic School Improvement Plan for Student Achievement and Well-being.
- Supporting community-connected opportunities, such as Specialist High Skills Majors focused on the environment, cooperative education placements and work experiences that are relevant to environmental education.

Superintendent of Environmental Education is responsible for:

- Facilitating professional learning that supports learning and teaching *about* the environment, *for* the environment, and *in* the environment.
- Supporting staff and students in building partnerships and relationships that facilitate outdoor education and strengthen environmental awareness (e.g. First Nations and Métis communities, organizations, agriculture, industries, etc).
- Supporting students, on a system-wide basis, as they develop skills, act as decision makers and demonstrate care to effect positive environmental change.
- Sharing the board's work on environmental education with the Board of Trustees 2 times each year

Manager of Communications is responsible for:

- Communicating inspirational school and student environmental education achievements.

Principals and Vice-Principals are responsible for:

- Using relevant Environmental Education policy frameworks and curriculum documents to support classroom and school-wide practices.
- Supporting a school culture that encourages student leadership and participation in environmental activities that demonstrate care for creation in their local communities or at the global level.
- Encouraging outdoor learning and outdoor play in a variety of weather conditions when it is safe to do so.
- Promoting Specialist High Skills Major programs at the secondary level, where enrollment permits, focused on the environment, agriculture, forestry or other areas that promote an appreciation of and protection for the natural world.

Staff are responsible for:

- Making explicit connections between our relationship with the natural world and the Catholic Graduate Expectations.
- Teaching and assessing expectations from the [Environmental Education Scope and Sequence Grades 1-8 and the Kindergarten Program](#). (elementary).
- Teaching and assessing expectations from the [Environmental Education Scope and Sequence Grades 9-12](#). (secondary).
- Engaging all students in acquiring and applying knowledge, skills and perspectives related to environmental education in all subject areas both indoors and outdoors.
- Facilitating deep inquiry-based learning opportunities that promote partnerships and leverage use of digital tools that address environmental issues in their homes, in their local communities, or at the global level.
- Delivering effective environmental education, and modeling environmentally responsible practices.

Students are responsible for:

- Demonstrating knowledge, skills, and perspectives related to responsible citizenship as it pertains to the environment at the local, national, and global level.
- Taking action on environmental issues by planning and participating in environmental education activities and outdoor action projects (such as naturalization of the school yard, water walks, organic gardening, etc.).
- Caring for each other and all living things.

Parents are responsible for:

- Supporting environmental education opportunities (e.g. through Catholic school councils, volunteering, etc).

Progress Indicators:

- Prioritizing environmental education learning expectations in all schools by providing the necessary staff training to build capacity among teachers and leaders, ensuring that environmental topics in the current K-12 curriculum documents be taught and assessed for all students.
- Striving to certify all schools in an environmental education program.
- Developing short and long-term environmental plans for the Board, creating a multi-disciplinary resource committee on the environment and reporting to the Board of Trustees twice per year to assess the progress being made toward the established goals.

Definitions:

Environmental Education: Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- The Earth's physical and biological systems.
- The dependency of our social and economic systems on these natural systems.
- The scientific and human dimensions of environmental issues.
- The positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Environmental Literacy: A way of being able to understand and discuss environmental issues. An environmentally literate student will have the knowledge and perspectives required to understand public issues and place them in a meaningful environmental context. Thus, environmental literacy requires a mix of knowledge, vocabulary, key concepts, history, and philosophy.

Outdoor Education: Is likewise seen as a distinct and critical component of environmental education, concerned with providing experiential learning in the

environment to foster a connection to local places, develop a greater understanding of ecosystems, and provide a unique context for learning.

Integral Ecology: The bond between humans and the natural world requires an integrated approach to environmental and social justice ([source](#)). An integral ecology includes taking time to recover a serene harmony with creation, reflecting on our lifestyle and our ideals, and contemplating the Creator who lives among us and surrounds us, whose presence “must not be contrived but found, uncovered.”

References:

- Canadian Conference of Catholic Bishops Episcopal Commission for Justice and Peace (2017). [Living Out Laudato Si](#). Ottawa, Ontario.
- EcoSchools Canada (2019). Certification Guide - For Bronze, Silver, Gold, and Platinum schools. Retrieved from <https://ecoschools.ca/wp-content/uploads/2019/07/Standard-Certification-Guide.pdf>
- Francis (2015). [Laudato Si](#). 1st ed. [Vatican City]: [Vatican Website].
- PVNC Eco-Champion Student Presentation (2020). February 25 PVNC Board Meeting Minutes.
- Ontario Ministry of Education. (2006). [Shaping our schools, Shaping our Future: Environmental Education in Ontario schools](#). Toronto, Ont.: Ontario Ministry of Education.

B.5.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#205 (#816) – *Environmental Stewardship***, be deleted and the revised, newly formatted Administrative Procedure – **#308 – *Environmental Education*** be received and posted as amended under Directional Policy – **#300 – *Student Achievement and Well-being***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Pupil Accommodation Review	Administrative Procedure Number 606
Directional Policy 600 – Stewardship of Resources	

Title of Administrative Procedure:

Pupil Accommodation Review

Date Approved:

February 2022

Projected Review Date:

February 2027

Directional Policy Alignment:

This Administrative Procedure is aligned with the following directional policies:

- Student Achievement and Well-being
- Stewardship of Resources

Alignment with Multi-Year Strategic Plan:

This procedure supports our Strategic Priorities by ensuring that learning environments support all students in an effective, efficient and economical manner. Decisions to be considered by the Board regarding the future of a school shall be made with the involvement of an informed local community using a transparent process.

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

Legislative Background:

This Administrative Procedure applies to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this AP. In these circumstances, the Board shall inform school communities about proposed accommodation plans for students before a decision is made by the board of trustees:

- where a replacement school is to be rebuilt by the Board on an existing site or built or acquired within the existing school attendance boundary as identified in the Board's existing procedures, i.e. replacement of a rural school within its existing rural community;
- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during reconstruction;
- when a lease is terminated;
- when a board is considering the relocation (in any school year or over a number of school years) of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school (this calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years);
- when a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of the students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over capacity and/or is under construction or repair;
- where there are no students enrolled at the school at any time throughout the school year.

Guidelines:

These procedures have been established to align with the Ministry of Education's Accommodation Review Committee Guidelines and as such focus on student well being; student achievement; and school board financial viability/sustainability. The final decision regarding the future of a school or group of schools rests solely with the Board of Trustees.

General Overview of the Process

- i) Administration may recommend to the Board that Pupil Accommodation Reviews be completed on those schools or a geographic area of schools where there is potential for consolidation.
- ii) Administration shall present School Viability Reports, with administrative recommendations, to trustees when appropriate or relevant conditions are met, as outlined in this Administrative Procedure.
- iii) Based on the School Viability Report and the recommendations, trustees may approve a resolution that begins the public Accommodation Review process and identifies a school(s) for potential closure, with the actual closure of the school(s) to be implemented no later than June 30 of the school year specified in the resolution.
- iv) The public accommodation review process of a particular school or schools shall involve an Accommodation Review Committee (ARC) appointed by the Board. The ARC will complete its work within the timelines as set out in this Administrative Procedure.
- v) Where specified conditions and factors are met, as outlined in the Administrative Procedure, trustees may approve a resolution for a modified accommodation review process, which would not require the establishment of an Accommodation Review Committee.
- vi) Where the Board has approved a resolution to close or consolidate a site:
 - an Integration Committee shall be formed as outlined in the Administrative Procedure;
 - a plan for asset management shall be developed, including inventorying, asset relocation, building security, and alternative use or disposal of the facility(ies). Any disposal or alternate use will be consistent with Ministry of Education regulations.

Action Required:

1. Relevant Conditions for considering an accommodation review

As part of the overall management of the Board's facilities and in conjunction with long-range planning and the Board's long-term capital plan, administration shall prepare School Viability Reports for potential school closures where one or more of the following conditions apply:

- enrolment is declining or low and no improvement is forecast in the next five years;
- the building requires significant five-year capital or maintenance expenditures;

- capital expenditures would be required to provide lacking core facilities;
- low enrolment is an impediment to school organization, instructional programming, and/or program offerings;
- the social, cultural, and recreational use of the facility by the community can be accommodated in other facilities;
- alternatives would result in school operating cost savings;
- closure of a school is in the best interests of the overall school system.

2. Preparation of School Viability Reports

Prior to engaging in a pupil accommodation review, an initial staff report (School Viability Report) will be presented to the Board of Trustees. The School Viability Report must contain one or more options to address the accommodation issues(s), with supporting rationale. The School Viability Report will provide details on, but is not limited to, the following aspects of schools with potential for closure:

- Summary of accommodation issues for the school(s) under review;
- Where students would be accommodated
- If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review
- Identify any program changes as a result of the proposed option
- How student transportation would be affected if changes take place
- If new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using underutilized space.

Wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

The School Viability Report should include a projected summary of time lines for implementation.

3. Preparation of School Information Profiles

Board administration will prepare the School Information Profile(s) for the school(s) under review. The minimum data requirements and factors to be included are outlined in Appendix B.

The School Information Profile (SIP) is an orientation document to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review. A SIP will be completed by board/school staff for each of the schools under review. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

4. Establishment of Accommodation Review Committee (ARC)

After reviewing the School Viability Report and recommendations, the Board may direct the formation of an Accommodation Review Committee for a group of schools or for a single school. The members of the Accommodation Review Committee (ARC) shall be appointed by the Board.

To be consistent with trustees' corporate decision-making responsibility, trustees will not sit on ARCs, but may attend meetings to observe.

ARC Terms of Reference

School boards will provide the ARC with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement and well-being. The Terms of Reference will also outline the school board's expectations of the roles and responsibilities of the ARC and describe the procedures of the ARC. The Terms of Reference will outline the minimum number of working meetings of the ARC.

(a) The ARC will, at a minimum, consist of the following persons:

- (i) the appropriate school superintendent;
- (ii) from each affected school:
 - the school principal or designate;
 - one teacher;
 - one non-teaching staff member;
 - one parish priest as appointed by the Diocese

- one student representative from each affected secondary school as selected by the student council
 - a parent/guardian representative chosen by the respective school community
- (b) Once the ARC has been constituted, it will invite a representative from the broader school community.
- (c) Unless the Board decides otherwise, where any person appointed to the Committee is unable or unwilling to participate in the work of the Committee, the Committee shall continue to act and perform its duties under this Policy despite the absence of the member(s), and no act or duty performed by the Committee shall be deemed invalid by reason only of the absence of that member(s).
- (d) The Board will appoint the Chair of the ARC (this can include an outside party/consultant acting as facilitator). The Chair will convene and chair meetings and will, in cooperation with the superintendent, ensure that the ARC successfully carries out its obligations under this Policy. The superintendent will function as secretary and resource person. Other resource personnel can be called to provide information to the ARC including third party private and public bodies such as municipalities, post-secondary institutions, and coterminous school boards.

5. Accommodation Review Committee Responsibilities

The ARC shall represent the school(s) under review and act as the official conduit for information shared between the school board and the school communities. At a minimum, the ARC will provide feedback on the initial School Viability Report. The ARC may comment on the initial staff report (School Viability Report) and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report, with supporting rationale for any such option. The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

ARCs must review the School Information Profile for each school reviewed and seek clarification, where appropriate. Information developed and/or provided during the process must be considered objectively and fairly.

ARCs must share the School Information Profile in plain language with the community at a public meeting.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community to be presented to the Board of Trustees.

Trustees will consider the findings and feedback from the ARC along with the recommendations from administration and make the final decision regarding the future of the school(s).

Public Information and Access

ARCs are to ensure that all information relevant to the accommodation review is to be made public by posting it in a prominent location on the School Board's website or making it available in print upon request. Where relevant information is technical; it is to be explained in plain language.

Community Consultation and Public Meetings

The ARC must ensure that a wide range of school and community groups are afforded the opportunity to provide input or feedback. These groups may include the school(s) councils, parents/ guardians, students, teachers, parish community, the local community, and other interested parties.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept and made publicly available. ARCs are to ensure that there is a process in place to respond to questions raised at meetings that cannot be answered directly at the public meetings. For example, responses could be appended to the minutes of the meeting and made available on the Board's website.

6. Timelines

Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper- tier municipalities through the Clerks department (or equivalent), other community partners that expressed an interest prior to the a pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report (School Viability Report). School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's School Viability Report before the final public meeting.

Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.

There must be a minimum of 40 business days between the first and final public meetings.

The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

From the posting of the final staff report there must be no fewer than 10 business days before the public delegations.

There must be no fewer than 10 business days between the public delegations and the final decision of the Board of Trustees.

School holidays such as summer vacation, Christmas break, and spring break must not be considered part of the minimum number of business day periods.

7. Completing the Accommodation Review

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees, which must be available to the public, and posted on the school board's website. The final staff report may include an amendment to the proposed option(s) included in the initial staff report, and must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

Administration's report and recommendations will be presented to the Board in a public session. The recommended option(s) must contain a timeline for implementation.

Delegations to the Board of Trustees

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of public delegation opportunities will be provided based on existing bylaws.

Decision of the Board of Trustees

When making its final decision regarding the pupil accommodation review, the Board of Trustees will be provided with a final staff report, which will include compiled feedback from the public delegations. The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendations of the final staff report or to approve a different outcome.

8. Modified Accommodation Review Process

Where the potential accommodation options available are deemed to be less complex, the Board of Trustees may approve a modified pupil accommodation review process.

Conditions where a modified pupil accommodation review process could be initiated include consideration of two or more of the following factors:

- Distance to the nearest available accommodation is less than 5 km;
- Utilization rate of the facility is currently less than 50% and a proposed receiving school(s) has room to accommodate students with minimal capital requirements;
- Number of the students enrolled at the school is less than 100 pupils, and is consistently resulting in classes of more than 2 combined grades;
- The Board is planning the relocation of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of relocation, or the first phase of a relocation carried over a number of school years).

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, and it and the School Information Profile must be made available to the public and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board. Where possible, the public meetings will be held in the community affected by the review.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public and posted on the school board's website. Feedback from any public consultations must be included in the report, as well as any relevant information obtained from municipalities and other community partners prior to and during the modified public accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees must be allowed.

A final report to the Board of Trustees will include a compilation of feedback from any public delegations (if any).

A transition plan will be put in place following any decision to consolidate or close a school.

9. Timelines for the Modified Accommodation Review Process

Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks department (or equivalent), other community partners that expressed an interest prior to the a pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report (School Viability Report). School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's School Viability Report before the final public meeting.

The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.

The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

From the posting of the final staff report there must be no fewer than 10 business days before the public delegations.

There must be no fewer than 10 business days between the public delegations and the final decision of the Board of Trustees.

10. Integration Committee

Where there is an approved resolution to close a facility, an Integration Committee will be established.

The mandate of the Integration Committee will be to organize an action plan for the smooth transition for all concerned.

The Integration Committee will include:

- one trustee appointed by the Board
- the superintendent responsible
- the principal(s) of the school(s) involved
- one staff member from each school involved
- an equal number of parent representatives reflecting the profile of the schools involved
- at least one school council parent member
- one student council representative in the case of a secondary school.

An information report on the activities of the Integration Committee will be presented to the Board no later than June 30 of the school year in which the school(s) will be closed.

Responsibilities:

The Board of Trustees is responsible for:

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

The Board of Trustees is also specifically responsible for:

- i) approving a resolution that begins the public Accommodation Review process when the appropriate reports and administrative recommendations as outlined in the administrative procedures have been brought forward;
- ii) appointing an Accommodation Review Committee (ARC) and its Chair;
- iii) where specific conditions have been met as outlined in the administrative procedures, approving a resolution for a modified accommodation review process; and
- iv) making a final decision regarding the pupil accommodation review at the conclusion of the process.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Pupil Accommodation Review Administrative Procedure;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Pupil Accommodation Review Administrative Procedure.

The Director of Education is also specifically responsible for:

- i) bringing forward recommendations for pupil accommodation reviews to be completed on those schools or a geographic area of schools where there is potential for consolidation, and presenting School Viability Reports, with administrative recommendations, when appropriate or relevant conditions are met, as outlined in this Administrative Procedure

The Superintendent of Business and Financial Services is responsible for:

- providing leadership and supports to the senior team, and managers in the development of data and reports to support the Pupil Accommodation Review administrative procedure.
- Acting as resource to the Pupil Accommodation Review committee and its Chair and ensuring the processes are followed as outlined and within the timelines as set out in this procedure.

Superintendents of Schools and System Portfolios are responsible for:

- providing leadership and supports for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Pupil Accommodation Review Policy;
- acting as resource to the Pupil Accommodation Review committee in accordance with the portfolios

Managers are responsible for:

- providing leadership, management and support for the members of their department in their knowledge, understanding, and implementation of the Pupil Accommodation Review Policy.

Communication Services is responsible for:

- working collaboratively with the Director and Superintendents to develop the system-wide communications documents focused on building knowledge and understanding with our various stakeholders on the Pupil Accommodation Review administrative procedure to support its effective implementation.

Principals and Vice-Principals are responsible for:

- providing leadership, management and support for the members of their school communities in their knowledge, understanding, and implementation of the Pupil Accommodation Review Policy.
- working collaboratively with the Pupil Accommodation Review committee should their school be named to be part of the process.

Staff are responsible for:

- working collaboratively with colleagues to successfully implement the Pupil Accommodation Review administrative procedure should their school be named to be part of the process;
- being proactive and self-directed in building their knowledge and understanding of the Pupil Accommodation Review administrative procedure as it relates to their role.

Definitions:

Accommodation Review: A process, as defined in a school board pupil accommodation review policy or procedure, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC Working Meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business Day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) Capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public Meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Consolidation: A school consolidation is the amalgamation of two or more school populations. In most cases, a school consolidation will result in the closure of one or more schools.

School Information Profile (SIP): an orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific schools(s) in a pupil accommodation review.

Space Template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.

References:**Legislative Authority**

- The authority of school boards to make decisions regarding pupil accommodation is set out in section 171(1), paragraph 7 of the Education Act.

171(1) A board may...

(7) determine the number and kinds of schools to be established and maintained and the attendance area for each school,

and close schools in accordance with policies established by the board from guidelines issued by the Minister.

- **Ministry of Education Memorandum 2015: B09**

Release of New Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline

- Ministry of Education Pupil Accommodation Review Guideline: March 2015



APPENDIX A AP-606

TABLE OF TIME LINES FOR STANDARD ACCOMMODATION REVIEW PROCESS (Minimum timelines)

Action	By Whom	When
Preparation of Initial staff report (School Viability Report)	Board Administration	Discretion
Presentation of School Viability Report	Board Administration	Discretion
Board Decision to Establish Accommodation Review Committee, or engage in Modified Accommodation Review Process	Board	Discretion
Notice of Board Decision to establish an ARC	Director	Within 5 business days of decision
Notices provided of first ARC meeting	ARC Chair	At least 30 business days prior to the meeting
Remaining ARC meetings	ARC	No fewer than 40 business days between the first and final public meeting
Final Staff report and recommendations to the Board posted publicly	Director	No fewer than 10 business days after the final public meeting
Meeting for public delegations	Director	No fewer than 10 business days after the posting of the final staff report.
Board meeting to consider recommendations	Board	No fewer than 10 business days after the public delegations are held
Decision of the Board to become effective		June 30 of the school year recommended in reports

Updated: January 2022



APPENDIX B AP-606

SCHOOL INFORMATION PROFILE

The following school-specific factors are to be provided for each individual school in the group of schools being studied in order to provide information on a consistent basis. The minimum data requirements and factors that are to be included in the School Information Profile (if available and relevant) are as follows:

FACILITY PROFILE

- School name and address
- Name of the parish that is associated with the school
- Site plan and floor plan(s) of the school with the date of school construction and any subsequent additions
- School attendance boundary map
- Context map (or air photo) of the school indicating the existing land uses surrounding the school
- Planning map of the school with zoning. Official plan or secondary plan land use designations
- Size of school site (acres or hectares)
- Building area (square feet or square metres)
- Number of portable classrooms
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.)
- Areas of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis etc.)
- Ten-year history of major facility improvements (item and cost)
- Projected five-year facility renewal needs of school (item and cost)
- Current facility condition index (FCI) with a definition of what the index represents
- A measure of the proximity of the students to their existing school, and the average distance to the school for students
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride time to the school (longest, shortest, and average length of bus ride times)
- School utility costs (total, per square foot, and per student)
- Number of parking spaces on site at the school, and an assessment of the adequacy of parking, and bus/car access and egress
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free)
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places

INSTRUCTIONAL PROFILE

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school
- Describe the course and program offerings at the school
- Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.)
- Current grade configuration of the school (e.g. junior kindergarten to Grade 6 or 8, junior kindergarten to Grade 12, etc.)
- Current grade organization of the school (e.g. number of combined grades, etc.)
- Number of out-of-area students
- Utilization factor/classroom usage
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and by program
- Current extracurricular activities

OTHER SCHOOL USE PROFILE

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery
- Availability of before and after school programs or services (e.g. child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery
- Description of the school's suitability for facility partnerships.

Additional items may be introduced to reflect local circumstances and priorities to further understand the school(s) under review.

B.6.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#109 – Pupil Accommodation Review**, be deleted and the revised, newly formatted Administrative Procedure – **#606 – Pupil Accommodation Review** be received and posted as amended under Directional Policy – **#600 – Stewardship of Resources.**

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<i>Volunteers in Our Schools</i>	<i>1005</i>
Directional Policy	
<i>Parent and Community Relations</i>	

Title of Administrative Procedure:

Volunteers in Our Schools

Date Approved:

January, 2022

Projected Review Date:

January, 2027

Directional Policy Alignment:

Peterborough Victoria Northumberland and Clarington Catholic District School Board supports and encourages the participation of volunteers in school activities while ensuring a safe and secure learning environment for each school community. The Board is committed to working in partnership with volunteers. The purpose of this administrative procedure is to provide guidelines to help principals effectively deploy volunteers while maintaining the safety of our students, staff, and those involved in the delivery of Catholic education.

Alignment with Multi-Year Strategic Plan:

Volunteers are vital to the mission of Catholic Education. Volunteer programs benefit the students, the school system and the volunteers themselves. Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to working in partnership with volunteers. This Administrative Procedure supports the Being Community pillar by enhancing an inclusive Catholic educational community, and contributing to the development and preservation of positive relationships with our schools, parishes, families and communities.

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

Action Required:

1. The purpose of this Administrative Procedure is to ensure that volunteers are used appropriately and students are assured of a safe learning environment.
2. The principal or designate shall be responsible for:
 - a. Determining Volunteering Needs:
 - i. The principal will consult with the school staff and the Catholic School Council to determine needs, preferences, tasks, assignments which could be supported by a volunteer, and develop a list of specific volunteer activities.
 - ii. The principal will address any concerns about the volunteer program. Staff may have concerns regarding respect of confidentiality, health and safety, liability, and issues related to supervision.
 - b. Recruitment, Selection, and Screening Process:
 - i. The principal will invite parents/guardians and interested community members to volunteer in their schools.
 - ii. Any parent/guardian or community member who wishes to volunteer at a school for activities such as breakfast programs, reading programs, school excursions, etc., may contact the school principal.
 - iii. In selecting a volunteer, the principal will consider at least some of the following:
 - skills, knowledge;
 - past and background experiences - e.g. work, community, personal;
 - interview results; and
 - references.
 - iv. In consultation with the staff receiving the volunteer, the principal will determine the best 'fit' for the volunteer's placement.
 - v. The depth of screening volunteers by the principal will be dependent upon the volunteer activities and the extent of the volunteer's responsibility for and/or interaction with students.

- vi. When parents/guardians or grandparents who wish to volunteer in their home school are well known to the school community, the principal, in consultation with all employees, will screen and may approve the volunteer applicant.
- vii. For other volunteers from the community who are not parents/guardians or grandparents of students attending the school, a higher level of screening is required. These volunteers will provide three references which will be contacted by the principal.
- viii. The principal, or vice-principal, will interview volunteer applicants. This can be an informal process for applicants that are well known to the school. A more formal interview for new volunteers is recommended and would be helpful, especially for those applicants who will have a great deal of interaction with students.
- ix. All new volunteer applicants (including cooperative education and teacher candidates) will be required to provide a current Criminal Record Check and a Vulnerable Sector Check and present the results of the checks to the principal. Volunteers are required to complete an Offence Declaration annually until the volunteer assignment ends.
- x. If (under any circumstance) the volunteer has a criminal record, the principal will bring it to the attention of the school superintendent to decide on the volunteer's offer of service.
- xi. The principal, on behalf of the Board, will retain the right to accept or decline any volunteer's offer of service. If the decision is not to proceed, the principal will notify the volunteer applicant.
- xii. The principal, or his or her designate, will maintain a Checklist of Criminal Record and Vulnerable Sector Checks pertaining to volunteers (see Appendix D). The original Criminal Record Check and Vulnerable Sector Check will remain with the volunteer.
- xiii. Successful volunteer candidates will be asked to provide an email address so the process of training and vaccine attestation can begin.
- xiv. All volunteers in our schools must be fully vaccinated as per the requirements of Administrative Procedure 823 - Covid-19 Vaccination Disclosure. Volunteers approved by the principal will be contacted by Human Resources who will collect proof of vaccination.

- xv. Volunteers are required to complete online health and safety and accessibility training in addition to providing a recent criminal record check. Human Resources will provide instructions on how to register for the online training modules.
 - xvi. The principal will collect, on an annual basis, an Offence Declaration from all volunteers. If a declaration is not signed on an annual basis, then new Criminal Clearance checks are once again required. An information sheet on each volunteer will be kept at the school. (see Appendix E)
 - xvii. For any volunteer task/assignment, the volunteer and the principal will sign a Volunteer Contract. (see Appendix G)
- c. Approving the Task/Assignment
- i. The principal will clearly define the tasks and the expectations for the volunteer.
 - ii. All volunteers will demonstrate a clear understanding of their activities, duties, responsibilities, rights, and the parameters of their involvement.
- d. Orientation for School Volunteers
- i. All volunteers will be properly welcomed and provided with essential information. A tour of the school, introduction to staff, and orientation workshop are essential for new volunteers.
 - ii. The principal will provide an orientation for the volunteer, which includes:
 - expectations and role description of the task/assignment;
 - a copy of relevant and related school rules and routines - e.g. student code of behaviour, emergency procedures, etc.;
 - school administration procedures relevant to volunteer - e.g. sign-out and sign-in procedures, bell times, notification of absence, coffee breaks, lunch breaks, key telephone numbers, school calendar, etc.;
 - a review of related policies and procedures and applicable legislation (e.g., Health & Safety, confidentiality, CAS Joint Protocol).
- e. Training for Volunteers
- Where necessary, school staff will provide “on-the-job” training to volunteers that involves learning through job experience supported by good communication links to staff.

Prior to commencement of volunteering duties, all new volunteers must complete the training modules as assigned in Vector Training (formerly Safe Schools).

- Principals are to provide the name and email address of new volunteers to the HR Coordinator, or designate responsible for Vector Training who will contact the volunteer with details on how to register.
- Principals can confirm completion of training through the method determined by the HR Coordinator.

f. Supervision and Review

- i. The principal will be responsible for supervising the actions and activities of the volunteers within his or her school or working with students in co-curricular/extra-curricular activities, and the supervision of the volunteers.
- ii. The principal will ensure that the work of volunteers is carefully and regularly monitored and supervised as a protection for our students and in the best interests of the volunteers.
- iii. The principal will ensure that the activities of individual volunteers are monitored and that they are regularly provided with feedback. As well, adjustment to activities, training and further follow-up may be necessary.
- iv. The principal will ensure that the performance of volunteers will be reviewed as determined by the principal. The length and detail of the review will be flexible and at the discretion of the principal. It may be beneficial to have the volunteer do a self-evaluation as well as to provide feedback about the volunteering experience and the volunteer program.

g. Termination of Volunteers

Volunteers who do not adhere to the policies and procedures of the Peterborough Victoria Northumberland and Clarington Catholic District School Board, or undertake an authorized role, or fail to satisfactorily perform their volunteer assignment, may have their assignment terminated at the sole discretion of the principal or the appropriate supervisor.

h. Recognition of Volunteers

Recognition of volunteers will vary from school to school as determined by the principal and staff. Suggestions for acknowledgment by the school staff are:

- encouragement, praise, and thanks on a regular basis;
 - acknowledge contribution through the school newsletter;
 - annual school recognition assembly, event, luncheon, etc.;
 - invitation to special school events.
3. The principal and staff of the school shall ensure that volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction and that volunteers of students have regular direct supervision of Board staff at all times.
 4. The principal and staff shall ensure that volunteers will:
 - not be involved in the evaluation of students, school personnel, or programs;
 - not be given access to personal information regarding students, their families, or staff unless it is essential to their performance as a volunteer.
 5. School staff shall not retain original copies of Criminal Records clearances. A checklist of volunteers having completed a successful Criminal Clearance shall be retained in a confidential file.
 6. Volunteers shall perform their assigned tasks as directed by Board staff and the participation of volunteers shall be respective of any collective agreement requirements.
 7. Volunteers shall maintain, in confidence, any personal information which is shared with them in the performance of their duties, in compliance with the Municipal Freedom of Information and Protection of Privacy Act.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring the alignment of this Administrative Procedure with the Parent and Community Relations Directional Policy.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure.

Human Resource Services is responsible for:

- Ensuring that principals are aware of the requirements under this Administrative Procedure.
- Assigning volunteer training through Vector Training (formerly Safe Schools).

Principals and Vice-Principals are responsible for:

- Complying with the requirements of this Administrative Procedure to ensure appropriate use of volunteers and maintain school safety.

Volunteers are responsible for:

- Complying with the requirements of this Administrative Procedure.

Progress Indicators:

- PVNCCDSB will continue to provide an environment that ensures the safety of all students and staff while promoting positive relationships with community members.

Definitions:

VOLUNTEER - A volunteer is a person who serves without remuneration and shall not be used to perform the duties of any PVNCCDSB employees. The definition of a volunteer also includes cooperative education and teacher intern students.

CO-OPERATIVE EDUCATION STUDENTS - Cooperative education students participate in a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace, e.g. in a school classroom or office environment. Cooperative education students must always follow the specific protocol for volunteers in schools as outlined by this Administrative Procedure.

TEACHER CANDIDATES - Teacher candidates are students on school placements as part of a university teacher education program. Teacher interns must always follow the specific protocol for volunteers in schools as outlined by this Administrative Procedure.

POLICE INFORMATION CHECK (PIC) - A police information check is a collection of offence information, including convictions, non-convictions, and other relevant police contact information available from a local police agency's records management system and other systems/records where authorized. This check is intended for applicants who are seeking volunteer and/or employment with agencies who require a criminal record check along with local police involvement. The agency has determined that a search of pardoned sex offenders or contacts relating to mental health apprehensions is NOT required (i.e., border crossing or visa); therefore, this check is NOT intended for

applicants who are seeking volunteer and/or employment with vulnerable persons. The Police Information Check WILL include the following, released as either a criminal record or police contact information:

- (a) criminal convictions (summary and indictable) from CPIC and/or local databases;
- (b) outstanding entries, such as charges and warrants, judicial orders, Peace Bonds, Probation and Prohibition Orders. As per CPIC policy, information obtained from the investigative data bank must be confirmed and authorized for release by the contributing agency;
- (c) absolute and conditional discharges from local database only;
- (d) Family Court Restraining Orders;
- (e) charged and processed by other means such as diversion, will be released as police contact only;
- (f) dispositions including, but not limited to, Withdrawn, Dismissed, and cases of Not Criminally Responsible by Reason of Mental Disorder;
- (g) a review of all available police contacts including, but not limited to, theft, weapons, sex offences, or violent, harmful and threatening behaviour;

The Police Information Check WILL NOT include:

- (a) convictions where a pardon has been granted;
- (b) convictions under provincial statutes;
- (c) Ministry of Transportation information (PARIS);
- (d) suspect information that would hinder an ongoing investigation or where the suspect has not been spoken to;
- (e) Youth Criminal Justice Act (YCJA) information beyond applicable disclosure period;
- (f) Special Interest Police (SIP) category of CPIC;
- (g) information gathered outside formal occurrence reports (i.e. street checks);
- (h) any reference to contagious diseases;
- (i) Victim/complainant information should not be released unless under exceptional circumstances;
- (j) foreign information;
- (k) a VS query of pardoned sex offenders to ascertain if the applicant has been convicted of and granted a pardon for any of the sexual offences that are listed in the schedule to the CRA;
- (l) any reference to incidents involving mental health contact that did not result in a criminal charge.

POLICE VULNERABLE SECTOR CHECK (PVSC) - The Police Vulnerable Sector Check is restricted to applicants seeking employment and/or volunteering with vulnerable individuals. It is a collection of offence information, including convictions, non-convictions, and other relevant police contact information available from a local

police agency's records management system and other systems/records where authorized. This check will include sexual offence convictions for which the individual has received a pardon where authorized by the Minister of Public Safety and Emergency Preparedness. The Police Vulnerable Sector Check WILL include the following information:

- (a) criminal convictions (summary and indictable) from CPIC and/or local databases;
- (b) outstanding entries, such as charges and warrants, judicial orders, Peace Bonds, Probation and Prohibition Orders. As per CPIC policy, information obtained from the Investigative data bank must be confirmed and authorized for release by the contributing agency;
- (c) absolute and conditional discharges from local database only;
- (d) Family Court Restraining Orders;
- (e) charged and processed by other means such as diversion;
- (f) dispositions including, but not limited to, Withdrawn, Dismissed, and cases of Not Criminally Responsible by Reason of Mental Disorder;
- (g) a review of all available police contacts including, but not limited to, theft, weapons, sex offences, or violent, harmful, or threatening behaviour which may or may not have involved a mental health incident;
- (h) as authorized for release by the Minister of Public Safety, all pardoned criminal convictions, including non-sex offences, identified as a result of a VS query.

The Police Vulnerable Sector Check WILL NOT include:

- (a) convictions under provincial statutes;
- (b) Ministry of Transportation information (PARIS);
- (c) suspect information that would hinder an ongoing investigation or where the suspect has not been spoken to;
- (d) Youth Criminal Justice Act (YCJA) information beyond the applicable disclosure period;
- (e) Special Interest Police (SIP) category of CPIC;
- (f) Information gathered outside formal occurrence reports (i.e. street checks, CAD) should not be released unless under exceptional circumstances;
- (g) any reference to contagious diseases;
- (h) Victim/complaint information should not be released unless under exceptional circumstances;
- (i) foreign information;
- (j) Mental Health Act terminology.

OFFENCE DECLARATION - An offence declaration is a written declaration signed by an individual listing all of the individual's convictions for criminal offences, including, but not limited to, offences under the *Criminal Code* (Canada), *Controlled Drugs and*

Substances Act, Narcotic Control Act, Firearms Act, and/or Immigration Act up to the date of the declaration:

- that are not included in the last criminal record check collected by the Board on or after April 1, 2003;
- for which a pardon under section 4.1 of the *Criminal Records Act* (Canada) has not been issued or granted.

References:

- [Education Act, R.S.O. 1990, Chapter E.2](#)
- [Education Act Regulation 521/01: Collection of Personal Information](#)
- [AP 403 Criminal Record Checks](#)
- [AP 611 Expenditure Guidelines: Hospitality/ Honorariums/ Recognition/ Meeting Costs](#)
- [AP 823 Covid-19 Vaccination Disclosure](#)
- [PVNCCDSB Elementary And Secondary Athletics Guiding Principles and Code of Conduct](#)
- [CAS Joint Protocol](#)
- [COVID-19 Fully Vaccinated Status in Ontario](#)

Appendices:

- [Appendix A Request for Police Record Check](#)
- [Appendix B Criminal Record Clearance Request](#)
- [Appendix C Consent for a Criminal Record Check for a Sexual Offence for Which a Pardon Has Not Been Issued](#)
- [Appendix D Checklist of Criminal Record and Vulnerable Sector Check](#)
- [Appendix E Volunteer Annual Offence Declaration](#)
- [Appendix F Volunteer Emergency Contacts](#)
- [Appendix G Volunteer Contract](#)
- [Appendix H Statement of Liability Insurance](#)
- [Appendix I Volunteer Driver Form](#)
- [Appendix J Statement about Confidentiality and Privacy](#)
- [Appendix K Statement of Disclosure of Abuse by a Student to a Volunteer](#)
- [Appendix L Statement on Health & Safety Issues](#)
- [Appendix M Standard Health & Safety Requirements](#)



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

REQUEST FOR POLICE RECORDS CHECK FOR TRUSTEES AND VOLUNTEERING APPLICANTS

Note to Principal/Director/Superintendent:

This request form is to be filled out by the Principal/Director/Superintendent for all school volunteer applicants and/or Director/Superintendent for all Board Committee members. It will be followed up by the Principal/Director/Superintendent in the screening process and the Principal/Director/Superintendent will retain a checklist of Criminal Record Checks on every volunteer, signed by both parties, in a secure volunteer file in the school office.

Notes to Volunteer Applicant:

1. Present this form to the Records Clerk at the nearest Peterborough Victoria Northumberland and Clarington Region Police Station.
2. A Canada wide (CPIC) for both criminal record and vulnerable sector check is required. You may be reimbursed for the \$5 - \$30 fee upon presentation of this form and the appropriate Police Records Checks, at the discretion of the school Principal/Director/Superintendent.
3. Show this form and the Police Records Check to the school Principal/Director/Superintendent.
4. Your offer of service is conditional upon complying with this process and a decision by the Principal/Director/Superintendent and the Board upon assessment of the details of the Police Records.

Thank you.

Volunteer Applicant's Name: _____

Principal/Director/Superintendent Signature: _____ Date: _____

School/Catholic Education Centre: _____

Information Collection Authorization: Personal information on this form is collected under the authority of the Education Act and will be used for administrative purposes as determined in the Administrative Procedure for Volunteer Programs in the Peterborough Victoria Northumberland and Clarington Catholic District schools, and will be retained only for the current school year. Questions about this collection of personal information should be directed to the school Principal or the Manager of Communications and Freedom of Information/Protection of Privacy, Peterborough Victoria Northumberland and Clarington Catholic District School Board, 1355 Lansdowne Street West, Peterborough, Ontario, K9J 7M3. Phone: (705) 748-4861, Ext. 245 or (800) 461-8009 Fax: (705) 748-9691

COPIES TO: 1. PRINCIPAL/DIRECTOR/SUPERINTENDENT 2. VOLUNTEER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

CRIMINAL RECORD CLEARANCE REQUEST

**** VALID ONLY WHEN EMBOSSED BY A LEGAL SEAL ****

- ☐ Criminal Record Check/Local Record Check (2-3 Business Days)
- ☐ Vulnerable Sector Check (Includes Sexual Offender Registry) (5-10 Business Days)
- ☐ Volunteer

LAST NAME: _____ FIRST NAME: _____

MIDDLE NAME(S): _____ PREVIOUS NAMES: _____

MAIDEN NAME: _____ SEX: _____ DATE OF BIRTH: _____
(DAY/MONTH/YEAR)

ADDRESS: _____

PHONE NUMBER: _____

IDENTIFICATION (Drivers Licence) etc.: _____

Request Taken By: _____

I hereby consent to the full disclosure of information from the National Repository of Criminal Records, information from the local records of the _____ Community Police Service and/or any other police agency, if necessary, as follows:

- criminal record (adult and/or young offender)
- record if not criminally responsible on account of mental disorder
- probation, prohibition, and other judicial orders which are in effect
- pending charges under federal statutes
- convictions/pending charges under the Child and Family Services Act
- admissions of abuse of the vulnerable
- suspect Information
- details of incidents that may assist an agency in making an informed decision.

ARE THERE PRESENTLY CHARGES BEFORE THE COURTS? ☐ YES ☐ NO

Information Check By: _____ Date: _____

NOTE: THIS PERSONAL INFORMATION IS NOT CERTIFIED BY THE APPLICANT'S FINGERPRINT IDENTIFICATION NOR DOES IT OFFER AN OPINION OF THE APPLICANT. THE INFORMATION ON THIS FORM IS VALID ONLY AT THE TIME OF DATE OF CHECK.

I also certify that the information provided by me in this application is true and correct to the best of my knowledge.

Applicant's Signature: _____ Date: _____

Requires Police Seal stamped on form.

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COPIES TO: 1. PRINCIPAL 2. VOLUNTEER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Form 1 - CONSENT FOR A CRIMINAL RECORD CHECK FOR A SEXUAL OFFENCE FOR WHICH A PARDON HAS BEEN GRANTED OR ISSUED

(This form is to be used by a person applying for a position with a person or organization responsible for the well-being of one or more children or vulnerable person, if the position is a position of authority or trust relative to those children or vulnerable persons and the applicant wishes to consent to a search being made in criminal conviction records to determine if the applicant has been convicted of a sexual offence listed in the schedule to the Criminal Records Act and has been pardoned.)

Identification of the Applicant:

Full Name: _____ Sex: _____

Date of Birth: _____ Place of Birth: _____
(DAY/MONTH/YEAR)

Address: _____

Previous Addresses (if any) Within the Last 5 Years: _____

Reason for the Consent:

I am an applicant for a volunteer position with a person or organization responsible for the well-being of one or more children or vulnerable persons.

Description of the volunteer position: _____

The name of the person or organization is: _____

Provide details regarding the children or vulnerable persons: _____

Consent:

I consent to a search being made in the automated criminal records retrieval system maintained by the Royal Canadian Mounted Police to find out if I have been convicted of, and been granted a pardon for, any of the sexual offences that are listed in the schedule to the Criminal Records Act.

I understand that, as a result of giving this consent, if I am suspected of being the person named in a criminal record for one of the sexual offences listed in the schedule to the Criminal Records Act in respect of which a pardon was granted or issued, that record may be provided by the Commissioner of the Royal Canadian Mounted Police to the Solicitor General of Canada, who may then disclose all or part of the information contained in that record to a police force or other authorized body. That police force or authorized body will then disclose that information to me. If I further consent in writing to disclosure of that information to the person or organization referred to above that requested the verification, that information will be disclosed to that person or organization.

Signature: _____ Date: _____

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Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

CHECKLIST OF CRIMINAL RECORD AND VULNERABLE SECTOR CHECKS

Volunteer Name: _____

Address: _____

The following Criminal Checks have been completed and discussed with the above volunteer.

1. Criminal Record Check: Yes ☐ No ☐

2. Vulnerable Sector Check: Yes ☐ No ☐

Signature: _____ Signature: _____

Principal's Name (please print)

Volunteer's Name (please print)

Date: _____

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COPIES TO: 1. PRINCIPAL 2. VOLUNTEER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

VOLUNTEER ANNUAL OFFENCE DECLARATION

Volunteers are required to complete an Offence Declaration annually until the volunteer assignment ends.

It is a criminal offence to lie on an Offence Declaration and the Board may initiate criminal charges if this occurs.

I, _____, hereby declare that:

- ☐ I have no convictions for offences under the Criminal Code of Canada up to and including the date of this declaration for which a pardon has not been issued or granted under the Criminal Records Act (Canada).
- ☐ I have the following convictions for offences under the Criminal Code of Canada for which a pardon has not been issued or granted under the Criminal Records Act (Canada).

OFFENCE: _____ DATE: _____

OFFENCE: _____ DATE: _____

Dated at _____ this _____ day of _____, 20____

Name (please print): _____

Signature: _____

School: _____

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COPIES TO: 1. PRINCIPAL 2. VOLUNTEER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

VOLUNTEER EMERGENCY CONTACTS

School Year: _____

Name: _____

Address: _____

Telephone: _____

Family Doctor*: _____ Phone: _____

Doctor's Address: _____

* Should my family doctor not be available, I agree that the principal, in an emergency, shall call any local doctor or ambulance.

In case of emergency, please notify:

Name: _____

Address: _____

Telephone: _____

If you have any health condition or intolerance to certain medications, please indicate below:

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VOLUNTEER CONTRACT

(school letterhead)

- (1) I have been provided with a Volunteer's Information Package and I understand that it is my responsibility to become familiar with and act in accordance with its contents.
- (2) I have been provided with an orientation to the school and I agree to act in accordance with the norms and expectations of the school.
- (3) I agree to follow the directions provided by the principal regarding my assigned volunteering duties.
- (4) I agree to respect and act in accordance with Board policy and procedures and related laws designed to ensure fair treatment and well being of individuals, e.g. Health and Safety, Safe Schools, Personal and Sexual Harassment, Suspected Child Abuse, Antiracism and Ethnocultural Equity, Municipal Freedom of Information and Protection of Privacy.

Signature of Volunteer

Signature of Principal

Phone

School Phone

Date

Date

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COPIES TO: 1. PRINCIPAL 2. VOLUNTEER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

STATEMENT OF LIABILITY INSURANCE

The Liability Insurance of the Board covers persons who, at the request of the Board, are performing activities involving supervision of students. This includes volunteers assisting with either in-school or extra-curricular activities as arranged and/or approved by principals.

For example, if a volunteer was working with a group of students and an accident occurred resulting in a lawsuit, the Board's Liability Insurance would cover the volunteer as well as the Board.

If volunteers are transporting students in their private vehicles to Board approved events, it is necessary that they have liability insurance on their vehicles. It is recommended that the minimum liability limit be \$1,000,000.

The Board does carry excess third party liability insurance to provide protection for employees of the Board, including volunteers, who may, on occasion, use vehicles not owned by the Board to transport students, without charge, for emergencies, curriculum, or extra-curricular activities. The liability covered is that liability imposed by law upon an employee of the Board (including volunteers) for bodily injury or death to students suffered while such students are being transported by the person who is acting on behalf of the Board.

This insurance covers only that liability imposed by law, which may be in excess of the person's own third party auto liability coverage, to a maximum of the Board's non-owned auto policy.

There is no coverage provided by the School Board's insurance for damage to volunteers' or employees' vehicles while they are being operated for Board activities.

All Volunteer "trip drivers" are required to complete the "Volunteer Driver's Form" (see Appendix G2). The principal, as the Board's agent, must authorize use of a volunteer's car.



VOLUNTEER DRIVER FORM

Note: The School Board values your contribution as a volunteer driver and would like to thank you.

A "Trip Driver" is defined as any person authorized by the Board who has agreed to be a driver for a certain trip while he/she is driving his/her own or another licensed automobile.

This will authorize _____ (name of volunteer driver):

1. to transport students participating in the events listed on the attached school schedule; OR
2. to transport students participating in the following school activity:

Vehicle Information: Make _____ Year _____ Licence No. _____

All "trip drivers", including volunteer drivers, are advised that, in order to bring into effect the Board's excess liability insurance, they must:

- a) use a licensed automobile which carries valid third-party liability insurance as required under legislation in the Province of Ontario;
- b) provide the Board prompt written notice, with all available particulars, of any accident arising out of the use of a licensed automobile during a trip on business of the Board;
- c) be aware that the Board's Excess Liability Insurance comes into effect only after the "trip driver's" insurance has been exhausted;
- d) be aware that any damage to the volunteer's vehicle, the cost of any insurance deductible or premium adjustment as the result of an accident while the vehicle is being used on board-related business is NOT covered by the school board's Excess Automobile Liability insurance;
- e) be aware that if the vehicle is equipped with passenger-side airbags, children under 12 years should not be permitted to ride in the front seat. (See vehicle manufacturer's recommendation.)

I. Declaration to be Signed by Driver:

- I declare that I hold an unrestricted driver's license and am licensed to drive in Ontario and my vehicle is insured by valid automobile liability insurance as required by Ontario law.
- I declare that the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

Signature: _____ Date: _____

II. Declaration to be Signed by the Owner of the Vehicle if the Volunteer Does Not Own the Vehicle:

- I declare that I have authorized _____ to drive my vehicle to transport students participating in the school event(s) listed on this form.
- I declare that he/she holds an unrestricted driver's license and is licensed to carry passengers and is fully insured as a driver under the vehicle liability insurance as required by Ontario legislation.
- I declare that the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

School: _____

VOLUNTEER DRIVER FORM

A “trip driver” is defined as any person authorized by the board who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile. This includes, but is not limited to: Trustees, employees, teachers, parents, volunteers, officials of the school board.

SUMMARY OF INSURANCE

(1) Volunteer Supervisors on School Premises

The school board’s Liability insurance policy protects both staff and volunteers who are working within the scope of their duties for the board. This coverage responds to law suits that are brought against staff or volunteers who are supervising school events and provides protection up to \$24 million for each occurrence.

(2) Volunteer Drivers for School Activities

Ontario legislation makes automobile insurance compulsory in the Province of Ontario. The same legislation makes the owner’s insurance primary coverage in the event of an accident - in other words, the insurance carried on the vehicle responds first.

If a vehicle which is not owned by the school board is being operated by a volunteer or any other board employee for approved school activities, the board’s Non-owned Automobile Insurance endorsement will respond to Third Party Liability claims in excess of the owner’s insurance limit up to a total combined limit as stated in the Non- owned Auto policy.

There is no coverage provided by the school board’s insurance for damage to volunteer’s or employee’s vehicles while they are being operated for board activities.

According to Provincial legislation, passengers who are injured would recover Accident Benefits coverage from their own or a parent’s automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they were riding.

(3) Personal Automobile Insurance Coverage

For the personal protection of volunteer drivers, it is recommended that drivers carry a minimum of \$1 million of Third Party Automobile Liability insurance. Volunteers and board employees who use their personal vehicles for transporting students to school activities should advise their insurance carrier.

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COPIES TO: 1. PRINCIPAL 2. VOLUNTEER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

STATEMENT ABOUT CONFIDENTIALITY AND PRIVACY

Perhaps one of the greatest obstacles in the path of effective use of volunteers, especially parent volunteers, is the concern on the part of the teachers and principals regarding the possible use of privileged and confidential information.

Pursuant to the Municipal Freedom of Information and Protection of Privacy Act, volunteers with the Peterborough Victoria Northumberland and Clarington Catholic District School Board will, at all times, uphold complete confidentiality.

Volunteers are not allowed to have free access to a student's records for any reason. Under no circumstances will a volunteer be given such personal information as home phone numbers, addresses, birth dates, without the consent of the parent/guardian or student who is sixteen or older. Volunteers who are assisting administration and/or office staff will often need to access this information. This is permissible only if there is a staff member directly supervising the volunteer.

The volunteer will be privy to only that personal information which he or she needs for a consistent purpose to perform the function he or she has been assigned. In some circumstances, the volunteer may require background information on a student to best understand the particular needs of the student for the purpose of providing proper assistance. The teacher would share only the appropriate information. As well, volunteers, by being in the school setting and by working with students and staff, will form personal opinions and arrive at personal conclusions.

In addition, volunteers are in a position to learn and observe more about staff members than would be learned or observed in a regular parent to teacher relationship.

There is nothing wrong with the volunteer possessing such knowledge or personal opinions. However, in no case should such knowledge or opinions be shared in the community. Likewise, care must be taken to refrain from expressing comments harmful to the reputation of each pupil or professional.

If a problem develops, the line of communication regarding a situation in the school is always first with the staff member concerned and then, if necessary, with the principal.

A volunteer has every right to expect that his or her participation will be treated with the same confidentiality and respect.



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

STATEMENT ON DISCLOSURE OF ABUSE BY A STUDENT TO A VOLUNTEER

Volunteers who work closely with students have a unique opportunity to help these students to build feelings of competence, confidence, and self-worth. That student may show increasing trust in the volunteer. But with this opportunity also comes responsibility.

If a student has reached the point of feeling very trusting with a volunteer, it could happen, should the student be a victim of abuse, that the student makes a disclosure to the volunteer. As well, a volunteer, after working with a student for a period of time, may come to suspect, either from behavioural or physical signs such as injuries, that the student might be an abuse victim. It is, therefore, important that volunteers are aware of their responsibilities and the correct procedure to follow.

No one feels comfortable about reporting suspected abuse, but the fact is that it is a legal obligation of every Ontario resident to report any case of suspected child abuse to a Children's Aid Society (C.A.S.). A volunteer should also ensure that any suspicion of child abuse is relayed to the principal.

One of the most difficult things to handle may be the student who asks the person in whom they have confided and disclosed to "promise not to tell". You cannot legally make such a promise, and you should be clear about it with the child. Also do not try to counsel the student or investigate the situation or circumstances. Be sympathetic and empathetic without being judgmental.



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

STATEMENT ON HEALTH AND SAFETY ISSUES

Observing the safe work practices in our day-to-day activities is the responsibility of all who work for the Peterborough Victoria Northumberland and Clarington Catholic District School Board, both employees and volunteers. It is in everyone's best interests to work safely in our schools. A list of standard health and safety requirements for all employees and volunteers is attached as Appendix J2.

The Board does not provide accident insurance or Workers' Compensation that would provide benefits or compensation for injuries to volunteers.

Certain safety fundamentals are basic to the operation of our schools and facilities. As well, more in-depth information and procedures cover a large and diverse range of activities in our schools.

As a volunteer, you may be involved in a variety of activities. Use of common sense, good judgment and, when in doubt, asking questions may be all that is normally required. At times, specific training or information needs will be provided, e.g. a list of the students that you will be working with who have specific allergies and the care plan for what to do if they have a reaction. If you feel a need for information or training, please contact the principal.

Please report any incident or accident to the principal, even if there seems to be no injury to yourself or others, or damage to equipment etc.

Emergencies and fire drills are generally indicated by an alarm bell. Follow the principal's instructions calmly but quickly. Everyone must leave the building. The students have usually rehearsed for these eventualities.

Any bodily fluids, i.e. blood, vomit, urine, must be cleaned up and handled in a prescribed manner. Advise a staff member of a problem and the school caretaker will deal with this.



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

STANDARD HEALTH AND SAFETY REQUIREMENTS

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the prevention of illness, injury and property damage through the provision and maintenance of a healthy and safe workplace environment for all employees, students, volunteers, visitors, and contractors. To fulfil this commitment, the Board shall comply with and enforce legislative requirements including the Ontario Occupational Health and Safety Act, Environmental Protection Act, and other federal and provincial statutes, local by-laws, plus all policies, rules, or procedures issued by the Board.

In consideration of the above policy it is essential that all employees and volunteers must:

1. work in compliance with the provisions of the Occupational Health and Safety Act, Environmental Protection Act and Regulations, and the Board's environmental, health and safety policies and procedures;
2. use or wear protective equipment, devices, and clothing that the supervisor requires to be worn;
3. report to their supervisor the absence of, or a defect in any protective device of which they are aware, that may endanger themselves or another person;
4. not remove or make ineffective any protective device required by the regulations or by the supervisor;
5. report to their supervisor any contravention of the Occupational Health and Safety Act, Environmental Protection Act and Regulations, or the existence of any hazard of which they are aware;
6. not use or operate any equipment, machine, device, or work in a manner that may endanger themselves or any other person;
7. not engage in any prank, contest, feat of strength, unnecessary or rough and boisterous conduct;
8. report to their supervisor all accidents and incidents.

B.7.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#707 – Volunteers in Our Schools***, be deleted and the revised, newly formatted Administrative Procedure – ***#1005 – Volunteers in Our Schools*** be received and posted as amended under Directional Policy – ***#1000 – Parent and Community Relations***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Workplace Harassment Prevention	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP - 508
<small>Directional Policy</small> Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Harassment Prevention

DATE APPROVED: February, 2022

PROJECTED REVIEW DATE: February, 2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The PVNC Catholic District School Board will ensure that all employees act, and are seen to be acting, in the best interest of the students they serve as they conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Workplace Harassment Prevention Administrative Procedure supports the Board's Multi-Year Strategic Plan to inspire faith, value relationships, nurture mental health & well-being, ensuring equity and maximizing resources.

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

ACTION REQUIRED:

1.0 How to Deal with an Issue in the Workplace

If you are experiencing issues with the conduct or behaviour of one of your co-workers, there are some things that may be done in advance of filing a harassment complaint.

a. Speak to the Person

If you feel able to do so, advise the person the behaviour is unwelcome verbally or in written communication to stop the behaviour. In many cases, when the offender is aware their conduct is unwelcome and will not be tolerated the behaviour will stop. Harassment and discrimination negatively affects everyone. Bystanders are also encouraged to speak up and ask an offender to stop.

Some of the things an employee may say to another employee that might stop the behaviour include:

- I don't want you to do/say that
- Please stop doing or saying that
- It makes me uncomfortable when you do/say that
- I don't find it funny when you do/say that

b. Document the Conduct

Take notes of the offensive conduct by writing down what happened, the time and date(s) when it happened and the names of those who were present. Write down what was said by all parties.

c. Involve a Union / Association Representative

If an employee is part of a union or association, a union or association representative may be a good person to get advice from and/or intervene on your behalf. This could involve use of the Joint Protocol for Enhancing Positive Relationships in the Workplace.

2.0 Confidentiality:

2.1 Procedural fairness requires that the respondent to a complaint be apprised of the nature of the complaint and by whom it has been made so that they have an opportunity to respond to the allegations. A copy of the Workplace Harassment Formal Complaint Form will be shared with employee respondents to a complaint. The disclosure of witness names and statements to the parties may also be necessary.

2.2 All correspondence and other documents generated under these Procedures must, subject to the Municipal Freedom of Information and Protection of Privacy Act, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in Human Resource Services.

2.3 The Board may be required to provide information obtained during an investigation to an outside agency such as, but not limited to, police services,

court or tribunal that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act.

3.0 Misuse of Complaint Process and Reprisals:

- 3.1 If there is a determination on a balance of probabilities that a complaint has been filed in bad faith, the complaint process will discontinue and disciplinary action will occur.
- 3.2 Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals will be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

4.0 Rights of Complainants, Respondents and Witnesses:

- 4.1 Nothing in this Procedure denies or limits access to other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. Where there is such an occurrence, this process will cease until the parties and their respective representatives have met with the Superintendent of Schools/Human Resource Services to determine whether a formal investigation must proceed or whether the complainant wishes to proceed under another process. Multiple processes will not be permitted to proceed concurrently.
- 4.2 Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support in the form of a union or association representative, if applicable.
- 4.3 Each employee has the right and is encouraged to contact his or her union/association for assistance and advice throughout this process.
- 4.4 The complainant is free to commence the complaint procedure at the formal stage outlined herein (see Appendix A). The complainant is also free to discontinue a complaint at any time. The Board, however, may deem the circumstances worthy of further investigation and initiate its own action.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.
- Reviewing the Workplace Harassment Prevention Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Reviewing the Administrative Procedure with respect to workplace harassment as often as necessary, but at least annually.

Superintendents are responsible for:

- Collecting all pertinent information relating to the behaviours and the reported circumstances.

Human Resource Services is responsible for:

- Ensuring that employees are informed of this Administrative Procedure and how it can be accessed.
- Reviewing this Administrative Procedure at orientations for all employees.

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

- Notifying Human Resource Services of workplace harassment incident complaints.
- Posting this Administrative Procedure at a conspicuous place in the workplace.
- Addressing and attempting to resolve disputes in a timely fashion.
- Maintaining confidentiality in the complaint process.
- Informing witnesses while obtaining a statement, such statements will be maintained in strict confidence, subject to their ability to conduct a full and thorough investigation.

Board employees are responsible for:

- Initiating complaints if the employee believes he/she is the target of harassment or has witnessed harassment directly, have received reports of harassment incidents, or have reasonable grounds to suspect that harassment is occurring.
- Ensuring all matters are confidential, whether the employee is complainant, respondent, or any other way involved with the complaint, unless legally required to report.

PROGRESS INDICATORS:

- PVNCCDSB will continue to provide a work environment in which all workers are treated with respect and dignity.
- Workplace harassment complaints will be addressed and resolved in a timely fashion.

DEFINITIONS:

Workplace Harassment - engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

Workplace Sexual Harassment -

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome;

Workplace - any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this Administrative Procedure.

Reprisal - any act of retaliation, either direct or indirect.

Supervisory and Managerial Personnel - include principals, vice-principals, managers, supervisors, superintendents, and directors.

Time Limits - set out in the Board's Administrative Procedure; can be extended if, upon the determination of the Board and/or Superintendent of Human Resource Services, or designate, there is an appropriate reason for doing so, or if both parties agree. The Board adopts the one year time frame prescribed by the Human Rights Code and the Board may, at its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than one (1) year before the complaint was filed.

RELATED DOCUMENTS:

[APPENDIX A – Formal Resolution Process](#)

[APPENDIX B – Workplace Harassment Formal Complaint Form](#)

[APPENDIX C – Workplace Harassment Complaint Process Flow Chart](#)

[PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)

REFERENCES:

[Canadian Charter of Rights and Freedoms](#)

[Ontario Human Rights Code, R.S.O. 1990, c.H.19](#)

[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)

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

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

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

[The Early Childhood Educators Act, S.O. 2007, c.7, Schedule 8](#)

[Code of Ethics for Catholic School Trustees](#)

[Social Work and Social Service Work Act, S.O. 1998, c.31](#)

[Psychology Act, S.O. 1991, c.38](#)

[PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)
[Bill 132, Sexual Violence and Harassment Action Plan Act \(Supporting Survivors and Challenging Sexual Violence and Harassment\), 2016](#)
[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)
[Education Act, RSO 1990, c. E.2](#)

APPENDIX A

Workplace Harassment AP 508

COMPLAINT PROCESS

A Workplace Harassment complaint form shall be completed, signed, placed in a sealed envelope marked private and confidential, and forwarded to the Superintendent of Schools/Human Resources Services. The Superintendent of Schools/Human Resource Services will have the discretion to refer a complaint to the appropriate supervisor and the parties.

a) RESPONDENTS TO A CLAIM

Individuals who are named as respondents in a complaint have a right to know in a timely manner that they are the subject of a complaint, who the complainant is, what the allegations are, and what approach to a resolution is being considered. In particular, a respondent has a right to know the specifics of an allegation, including times, dates, and alleged conduct. Respondents will be given a copy of the complaint and given time to prepare a full and complete response to the allegations.

Teachers are also advised to refer to the statutory requirements when making a report in accordance with Section 18.1 (b) of the Teaching Profession Act.

b) THRESHOLD ASSESSMENTS

All reports filed under the Workplace Harassment Prevention Policy will be subject to an immediate threshold assessment to determine whether the alleged conduct would, if proven, meet the definition of workplace harassment.

If the Board, following this threshold assessment, determines that the report filed:

- would not, if true, meet the definition of workplace harassment;
- does not provide sufficient details of the alleged harassment, provided the complainant is given notice that insufficient details have been provided and given reasonable time to provide sufficient details; or
- is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Workplace Harassment Prevention Policy,
- the complainant will be so advised and no further action will be taken under the Workplace Harassment Prevention Policy.

Where allegations relate to discrimination on the basis of a ground prohibited by the Ontario Human Rights Code, they will be addressed using the appropriate Board policy.

c) INVESTIGATION AND RESOLUTION

Complaints require an investigation of the complainant's allegations. Investigators will most often be the supervisory staff of the complainant and/or respondent. Where the complainant and the respondent have different reporting structures, supervisory and

APPENDIX A

Workplace Harassment AP 508

managerial personnel involved will determine who the appropriate person is to take responsibility for the investigation.

Supervisory or managerial personnel who conduct the investigation will ensure that the following steps are taken as soon as possible:

- take appropriate measures to ensure the safety of the complainant;
- notify the complainant(s), the respondent(s), and witness(es) that they are entitled to support and assistance throughout the process;
- ensure that the respondent(s) have a copy of the complaint;
- interview the complainant(s) and/or the third party reporting the complaint;
- inform the respondent(s) of the allegations and provide an opportunity for response;
- interview the respondent(s);
- interview witness(es);
- come to conclusions about whether a specific incident did or did not occur based on a balance of probabilities (The question of whether behaviour is objectionable will be assessed using objective standards.);
- provide a written summary of the findings and conclusions to the complainant and to the respondent and give them an opportunity to respond to same; and
- take appropriate action(s) to resolve the situation.

If the respondent declines to participate in the investigative process, the investigation will still proceed. The respondent should be encouraged to participate in the interest of a balanced and fair process.

- d) The standard of proof to be applied is the balance of probabilities.
- e) In the event a complaint is not substantiated, no further action will be taken, subject to the section on maintaining records. In cases where the complaint is found to be trivial, vexatious, or an abuse of the process, in which case the complainant may be subject to disciplinary action as outlined in section 1.13 (h) below. However, if there is need to restore positive learning or working environment or if the complainant and/or respondent require counselling, appropriate steps will be taken to meet such needs.

Follow-up possibilities:

- counselling for the parties;
- application of strategies to restore a positive learning/working environment;
- mediation;
- specific training for the complainant or respondent;
- workshops for the staff and/or others in the school/workplace regarding their rights and responsibilities;
- permanent separation of respondent and complainant from each other; and/or
- restorative measures.

APPENDIX A

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f) DISCIPLINARY ACTIONS

Employee Respondents - The appropriate supervisor or manager may impose discipline as appropriate and consistent with the circumstances. The principles of progressive discipline will be applied in dealing with disciplinary actions under this Policy. These would include the following possibilities:

- verbal warning;
- written reprimand;
- suspension with pay;
- suspension without pay; or
- dismissal from employment with the Board.

Other User Respondents - Actions must be determined as appropriate for the individual situation and may include such responses as a letter of disapproval and caution or warning, a revoking of permits or contracts, an issuing of a trespass warning, or other remedies as provided by the common law and/or the appropriate legislation. The involvement of the Superintendent of Schools/Human Resource Services is recommended in these cases.

g) MEDIATED RESOLUTION

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to resolve disputes in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between the parties.

Where there is already a complaint being investigated under these Procedures, at any time during the investigation the parties may agree to hold the investigation in abeyance and attempt to achieve a mediated resolution.

Mediation is appropriate when all parties agree that a mutually agreeable solution is achievable and desirable. The investigator will request approval to mediate or attain a trained mediator from the Board's list of approved mediators when the parties have expressed an interest in a mediated resolution. (In cases where mediation is sought, the department of the Board responsible for human resources management will provide trained mediators who are acceptable to both parties.)

Meetings required for mediation sessions will be scheduled as soon as possible and, where practical, in a time and place convenient for the complainant, the respondent, and the mediator.

APPENDIX A**Workplace Harassment AP 508**

When matters are resolved through mediation, the complainant and the respondent will sign a memorandum of agreement outlining the terms to which they have agreed. Supervisory and managerial personnel will ensure that the terms that the parties have agreed to have been met.

Mediation is voluntary and the complainant or the respondent may choose to withdraw at any time.

h) REVIEW

In the event a complainant or respondent to a complaint has one or both of the specific concerns listed below, a request may be made to the Director of Education to convene a review within ten working days of the final decision. A reviewer will be appointed by the Director of Education.

The grounds for review are:

- the investigators did not comply with the procedures; or
- new evidence has become known after the final decision but before the expiry of the ten working days limitation period for requesting a review.

No review of the final decision will be undertaken with regard to the claim that the conclusions drawn by the investigator(s) based on findings of fact were incorrect. The reviewer will report his or her findings to the Director of Education who will affirm or amend a final decision or require that a new investigation be undertaken.



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

WORKPLACE HARASSMENT COMPLAINT FORM

COMPLAINANT INFORMATION

Discrimination and/or harassment was directed towards

Name of Complainant: _____

Title/Position: Worksite: _____

Additional Information: _____

Supervisor/Manager's Name: _____

Supervisor Title/Position: Supervisor Work Phone: _____

RESPONDENT INFORMATION

Discrimination and/or harassment was directed by

Name of Respondent: _____

Title/Position: Worksite: _____

INITIATOR INFORMATION

Complete this section only if the employee who initially identified the offensive behaviour is different from the complainant

Name of Person Making the Report (if different from above): _____

Title/Position: _____

Worksite: _____

PRE-STEP

Was the respondent advised that the behaviour was unwelcome? ☐ Yes ☐ No

Date Complainant advised Respondent that the behaviour was unwelcome: _____

COMPLAINT

Describe the alleged discrimination/harassment. Set out all facts, in chronological order, on which the complaint is based. Include dates, times, locations, the identity of witnesses, and a description of the steps already taken to resolve the matter. Attach additional pages if necessary.

RESOLUTION REQUESTED

Explain the resolution you believe would resolve this matter.

I acknowledge having read the Workplace Harassment Prevention Administrative Procedure. I hereby certify that to the best of my knowledge the above-mentioned information is true, accurate and complete. I understand that making false or frivolous allegations is in violation of this policy and is subject to disciplinary sanctions.

Initiator/Complainant Signature: _____ Date: _____

INSTRUCTIONS FOR SUBMITTING THIS FORM:
PLACE THIS FORM IN A SEALED ENVELOPE MARKED "PRIVATE AND CONFIDENTIAL" AND FORWARD TO THE SUPERINTENDENT OF SCHOOLS/HUMAN RESOURCE SERVICES

INFORMATION COLLECTION AUTHORIZATION:
The personal information contained on this form has been collected under the authority of the Occupational Health and Safety Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Privacy Act, and will be used to investigate incidents of workplace violence. This form will be used by the Supervisor of the department, Legal Counsel and the Ministry of Labour staff. The form will be handled with the strictest confidence, stored in a locked and secure file cabinet in Human Resources Services and retained for a three-year period. Questions pertaining to the collection of this information should be directed to the Superintendent of Human Resources.

COPIES:
1. Superintendent of Human Resource Services 2. Employee's Supervisor 3. Complainant 4. Respondent 5. Initiator

APPENDIX C
Workplace Harassment AP 508


Workplace Harassment Complaint Process Flow-chart

This flow-chart provides an overview of major steps in the workplace harassment complaint process. Persons seeking further information regarding the complaint process are advised to refer to Workplace Harassment Prevention Administrative Procedure.

THE COMPLAINANT IS FREE TO DISCONTINUE A COMPLAINT AT ANY TIME.

INCIDENT	<ul style="list-style-type: none"> A person engages in a course of vexatious comment or conduct against a worker in his or her workplace that is known or ought reasonably to be known to be unwelcome.
PRE-STEP SPEAK UP	<ul style="list-style-type: none"> Bring the matter to the attention of the alleged harasser. Inform him or her that the behavior is unwelcome and must stop immediately. Document the event details and the communication.
COMPLAINT DOCUMENTATION AND NOTIFICATION	<ul style="list-style-type: none"> File a written complaint outlining the particulars of the allegation and the initial attempted resolutions. The complaint is recorded on the Workplace Harassment Complaint Form and is submitted to the Superintendent of Schools/Human Resource Services. The Superintendent of Schools/Human Resource Services may refer a complaint to the appropriate supervisor and the parties. The Superintendent of Schools/Human Resource Services will provide copies to the complainant, respondent, and their supervisory officer(s).
THRESHOLD ASSESSMENT	<ul style="list-style-type: none"> The Superintendent of Schools/Human Resource Services will conduct a Threshold Assessment to ensure that the alleged conduct, if proven, would meet the definition of workplace harassment.
INVESTIGATION	<ul style="list-style-type: none"> An investigator(s) will be assigned. An investigation of the complainant's allegations will be completed. The respondent will be given an opportunity to respond to the allegations. Interviews will be conducted and conclusions will be drawn based on the balance of probabilities.
REPORT AND CONCLUSION	<ul style="list-style-type: none"> A written summary of the findings and conclusions will be provided to the complainant and the respondent. They will be given an opportunity to respond. Appropriate actions will be taken to resolve the issue.

APPENDIX C
Workplace Harassment AP 508

REVIEW 	<ul style="list-style-type: none"> • If within ten working days of the final decision a complainant or respondent to a complaint has grounds for review, a reviewer will be appointed by the Director of Education. • The findings of the review will be reported to the Director of Education who will affirm or amend the final decision or require that a new investigation be undertaken.
MEDIATED RESOLUTION	<ul style="list-style-type: none"> • At any time during the complaint investigation, and at the request of both the complainant and respondent, an unbiased third party may be requested to act as a facilitator of communication between the parties. • Any investigation into the allegations will be held in abeyance while mediation is ongoing. Mediation is voluntary and the complainant or respondent may choose to withdraw at any time.

BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE
**Occupational Health
and Safety**

ADMINISTRATIVE PROCEDURE
NUMBER
AP- 809

Directional Policy
Healthy Schools and Workplaces - 800

TITLE OF ADMINISTRATIVE PROCEDURE:

Occupational Health and Safety

DATE APPROVED: February, 2022

PROJECTED REVIEW DATE: February, 2023

DIRECTIONAL POLICY ALIGNMENT:

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

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Board is committed to providing a safe and healthy working environment for all employees and shall comply with the responsibilities placed upon employers by the Occupational Health and Safety Act.

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

ACTION REQUIRED:

The Board will take every precaution reasonable to protect the health and safety of employees. This shall be accomplished by ensuring the development of health and safety policies, procedures and programs to support this objective.

As workplace health and safety is a joint responsibility, the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) and all

of its employees are to act in compliance with the requirements of the Occupational Health and Safety Act.

The Board recognizes and endorses the Internal Responsibility System philosophy, whereby all workplace parties share the responsibility for health and safety. The Occupational Health and Safety Act defines responsibilities for the employer, the supervisor, employees, and the Multi-workplace Joint Health and Safety Committee.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- Reviewing the Occupational Health and Safety Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for the implementation of and compliance with this Administrative Procedure;
- Reviewing this Administrative Procedure annually;
- Providing a semi-annual report on health and safety issues at a regular meeting of the Board.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;
- Ensuring the appointment of 'competent persons' as principals, managers and supervisors as defined under the Occupational Health and Safety Act and required within Section 25 (2)(c) of the same;
- Ensuring the provision of health and safety orientation sessions for all new hires or those transferring to new roles;
- Maintaining and supporting the Multi-Workplace Joint Health and Safety Committee (hereinafter referred to as the JHSC);
- Ensuring the JHSC establishes a Terms of Reference and maintains Ministry of Labour, Training and Skills Development approval of such.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring compliance with health and safety training, legislation, policy, procedures and programs;
- Receiving health and safety concerns, investigating the concerns, and responding with appropriate corrective actions;

- Advising staff of potential hazards in their place of employment;
- Investigating accidents and taking steps to prevent recurrence.

Workers are responsible for:

- Protecting personal health and safety by working in compliance with legislation and with safe work practices and procedures established by the board;
- Immediately reporting to their supervisor any safety hazards of which they become aware.

Joint Health and Safety Committee is responsible for:

- Adhering to the responsibilities delegated under the Occupational Health and Safety Act and contained within the Multi-Site JHSC Terms of Reference approved by the Ministry of Labour, Training and Skills Development.

PROGRESS INDICATORS:

- Ensuring the JHSC reports periodically to Director as defined in the Terms of Reference;
- Addressing and resolving Occupational Health and Safety concerns in a timely fashion.

DEFINITIONS:

COMPETENT PERSON - as defined in the Occupational Health and Safety Act, a Competent person means a person who,

- a) is qualified because of knowledge, training and experience to organize the work and its performance,
- b) is familiar with the (Occupational Health and Safety) Act and the regulations that apply to the work, and
- c) has knowledge of any potential or actual danger to health or safety in the workplace.

WORKER - as defined under the Occupational Health and Safety Act

REFERENCES:

[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)

Terms of Reference – Joint Health and Safety Committee

B.8.

Recommended Action:

That the Policy Development Committee recommend to the Board revised Administrative Procedures – **#508 – Workplace Harassment Prevention**, be received and posted as amended under Directional Policy – **#500 – Employee Relations**; and that revised Administrative Procedure **#809 – Occupational Health and Safety**, be received and posted as amended under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried