



Agenda

POLICY DEVELOPMENT COMMITTEE VIRTUAL MEETING

Tuesday, February 2, 2021

6:30 – 8:30 p.m.

[CLICK HERE TO JOIN](#)

Chairperson: Emmanuel Pinto

Trustees who are unable to attend are asked to please notify
Andrea Bradley, Administrative Assistant
abradley@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer, Michelle Griepsma.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishinaabe.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Committee Meeting held on November 17, 2020. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – New #1201, Old #305 and #309 Page 8
Records and Information Management
Galen Eagle, Communications Manager
2. R.A.: Draft Administrative Procedure – New #608, Old #202 Page 20
Fair Trade Purchasing for Student Clothing
Isabel Grace, Superintendent of Business and Finance

3. R.A.: Draft Administrative Procedure – New #611, Old #205 Page 27
Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs
 Isabel Grace, Superintendent of Business and Finance

4. R.A.: Draft Administrative Procedure – New #613, Old #209 Page 35
Fees for Learning Materials and Activities
 Isabel Grace, Superintendent of Business and Finance

5. R.A.: Draft Administrative Procedure – New #404 Page 43
Recruitment and Promotion – Teachers
 Steve O’Sullivan, Superintendent of Learning / Leadership and
 Human Resource Services

6. R.A.: Annual Review of Administrative Procedures
#508 – Workplace Harassment Prevention Page 54
#509 – Workplace Violence Prevention Page 68
#809 – Occupational Health and Safety Page 87
 Steve O’Sullivan, Superintendent of Learning / Leadership and
 Human Resource Services

C. Information Items:

D. Next Meeting:

1. Wednesday, April 14, 2021
 6:30 – 8:30 p.m.

E. Conclusion:

1. Closing Prayer, David Bernier.
2. Adjournment.

Draft

2020-PD-16



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, November 17, 2020 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Linda Ainsworth (via video conference), Helen McCarthy (via video conference).
David Bernier, Josh Hill - Senior Student Trustee (via video conference), Braden Leal (via video conference), Kevin MacKenzie (via video conference), Eli McColl - Junior Student Trustee (via video conference), Emmanuel Pinto (Committee Chairperson).

Administration: Joan Carragher, Laurie Corrigan, Isabel Grace.
Pepe Garieri, Timothy Moloney, Michael Nasello, Stephen O'Sullivan.

Guests: Wayne Clark, Principal, St. Alphonsus Catholic Elementary School, Peterborough.

Regrets: Michelle Griepsma.

Recorder: Andrea Bradley.

A. Call to Order:

Emmanuel Pinto, Committee Chairperson, called the meeting to order.

1. Opening Prayer.

Emmanuel Pinto, Committee Chairperson, called the meeting to order at 6:30 p.m. and lead the Opening Prayer.

2. Emmanuel Pinto, Committee Chairperson, acknowledged that the Policy Development Committee Meeting was taking place on the traditional territory of the Mississauga Anishinaabe.

3. Approval of the Agenda.

MOTION: Moved by David Bernier, seconded by Kevin MacKenzie, that the Policy Development Committee Agenda be accepted as amended with the addition of C1. 2021-2022 School Year Calendar.

Carried

4. Declarations of Conflicts of Interest.

There were no conflicts of interest.

5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on October 20, 2020.

MOTION: Moved by Linda Ainsworth, seconded by David Bernier, that the Minutes of the Policy Development Committee Meeting held on October 20, 2020, be approved.

Carried.

6. Business Arising from the Minutes.

Administrative Procedure – New #910, Old #801 – ***Suspension, Expulsion, and Appeal.***

Michael Nasello, Director of Education, met with legal counsel on the practice of bringing the Expulsion Committee recommendations to the Board for approval. Recommendations made by the five Trustees on the Expulsion Committee do not have to go to the Board for approval.

B. Recommended Actions/Presentations:

1. Michael Nasello, Director of Education, informed the Policy Development Committee, that once a Recommended Action has been made on a Directional Policy or an Administrative Procedure, the “Old” number would be removed before publishing. The Policy Register contains the history of the previous numbering system.

2. Draft Administrative Procedure – New #324, Old #825-001

Concussion Protocol, Awareness and Training

Pepe Garieri, Superintendent of Learning / Learning Technologies / P/J Program, and Wayne Clark, Principal, St. Alphonsus Catholic Elementary School, Peterborough, presented the Draft Administrative Procedure ***Concussion Protocol, Awareness and Training*** to the Policy Development Committee and answered questions from Trustees. Pepe will be making some minor adjustments to the Administrative Procedure before it goes to the Board for final approval.

MOTION: Moved by Braden Leal, seconded by David Bernier that the Policy Development Committee recommend to the Board that Administrative Procedure – ***#825-001 – Concussions***, be deleted and the revised, newly formatted, Administrative Procedure – ***#324 – Concussion Protocol, Awareness and Training***, be received and posted as amended at the November 17, 2020 Policy Development Committee, under Directional Policy – ***#300 – Student Achievement and Well-being***.

Carried

3. Draft Directional Policy – #700

Equity and Inclusive Education

Stephen O’Sullivan, Superintendent of Learning / I/S Program / Faith and Equity, presented the Draft Directional Policy, ***Equity and Inclusive Education*** to the Policy Development Committee, along with a PowerPoint slideshow, and answered questions from Trustees. Stephen will be making some minor adjustments to the Administrative Procedure before it goes to the Board for final approval.

MOTION: Moved by Kevin MacKenzie, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board that Directional Policy – ***#700 – Equity and Inclusive Education***, be deleted and the revised, newly formatted, Directional Policy – ***#700 – Equity and Inclusive Education***, be received and posted as amended.

Carried

4. Draft Administrative Procedure – New #1004, Old #602

Catholic Parent Engagement Committee

Michael Nasello, Director of Education, presented the Draft Administrative Procedure ***Catholic Parent Engagement Committee*** to the Policy Development Committee and answered questions. Michael took the Draft Administrative Procedure, after the last Policy Development Committee Meeting, to the Catholic Parent Engagement Committee for input. Minor grammatical changes were made.

MOTION: Moved by Kevin MacKenzie, seconded by Braden Leal that the Policy Development Committee recommend to the Board that Administrative Procedure – ***#602 – Catholic Parent Engagement Committee***, be deleted and the revised, newly formatted, Administrative Procedure – ***#1004 – Catholic Parent Engagement Committee***, be received and posted as amended under Directional Policy – ***#1000 – Parent and Community Relations***.

Carried

C. Information Items:

1. 2021-2022 School Year Calendar.

Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services informed the Policy Development Committee of the two options in collaboration for the 2021-2022 school year.

- Option #1: 2 Board Designated Days and 1 PA day before Labour Day
- Option #2: 1 Board Designated Day and 2 PA days before Labour Day and
1 Board Designated Day before March Break

The calendar will be going out for consultation and Joan will bring back a recommendation in 2021.

D. Next Meeting:

1. Tuesday, February 2, 2021 6:30 p.m. – 8:30 p.m.

Draft

2020-PD-20

E. Conclusion:1. Closing Prayer.

Emmanuel Pinto, Committee Chairperson, asked Braden Leal to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Braden Leal seconded by Helen McCarthy, that the Policy Development Committee Meeting adjourn at 8:11 p.m.

Carried.

Emmanuel Pinto
Committee Chairperson
/ab

Michael Nasello
Director of Education



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Records and Information Management	<i>Administrative Procedure Number</i> 1201 (NEW) 305 (OLD)
<i>Directional Policy</i> Records and Information Management (RIM)	

TITLE OF ADMINISTRATIVE PROCEDURE:

Records and Information Management

DATE APPROVED:

TBA

PROJECTED REVIEW DATE:

February 2026

DIRECTIONAL POLICY ALIGNMENT:

The Records and Information Management Administrative Procedure supports *Directional Policy 1200 - Records and Information* by putting into operation the Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board's commitment to strategically maintain records and information and ensure the efficient creation, maintenance, retrieval, security, storage, and disposition of records.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Records and Information Management Administrative Procedure supports our Vision for achieving Excellence in Catholic Education by supporting the Board's efforts to maintain reliable and accessible records of Board actions, transactions and decisions through a coordinated and integrated approach to records and information management.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

GUIDELINES:

The Board's Records and Information Management (RIM) program allows PVNC to strategically maintain records and information and ensure the efficient creation, maintenance, retrieval, security, storage, and disposition of records.

At the heart of the Board's RIM management program is the Records and Information Management Classification and Retention Schedule (CRS). It provides instructions governing the minimum amount of time a record must be maintained based on legislation and operational need, providing a systematic and logical arrangement of Board information into various subject groups.

This Administrative Procedure outlines the Board's expectations for the management of active and inactive Board records. It ensures the management of school, department and staff records align with the CRS and that records with an archival and historical value are identified and preserved.

All staff can access the CRS by using the "Records Lookup" tool on the PVNC Hub.

Appendix A of this Administrative Procedure outlines the subject-based classification scheme that will assist staff in labelling, organizing and maintaining Board records in alignment with the CRS.

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

- Ensuring alignment of this administrative procedure with the Records and Information Management Directional Policy;
- Reviewing the Records and Information Management Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools are responsible for:

- Ensuring any employee for whom they have supervisory responsibility are compliant with the requirements under this Administrative Procedure.

Principals, Managers and Supervisors are responsible for:

- Maintaining effective management of records created and/or used in the school or department in compliance with the CRS.

Manager of Communication is responsible for:

- Overseeing the Records and Information Department, the implementation and ongoing operation of the Board's RIM program and the training of PVNC staff with respect to RIM practices and compliance with the CRS.

Records and Information Management Staff are responsible for:

- Maintaining and updating the CRS.
- Providing relevant staff training on the Board's records and information management program.
- Overseeing the centralized secure storage facilities of board inactive records and the formal process of transferring inactive records from schools/departments to the storage facilities.
- Arrange for confidential destruction of records in accordance with the CRS.

Staff are responsible for:

- Complying with this Administrative Procedure.
- Understanding their obligations to create and maintain accurate records within the operation of their roles.

ACTIONS REQUIRED:**1.0 General**

- a) The Board shall institute a records and information management program that complies with the *Education Act* and accompanying regulations, the *Municipal Freedom of Information and Protection of Privacy Act*, and federal and provincial legislation governing retention periods for all its information holdings.
- b) The Records and Information Management (RIM) Policy shall apply to all records within the custody or under the control of the Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board related to all Board business regardless of the medium in which those records are stored and maintained.
- c) Board documents are retained in accordance with the Records and Information Management Classification and Retention Schedule (CRS).
- d) Departments and schools are responsible for the management of records and information relevant to their functions in compliance with the CRS.
- e) The Records and Information Management Department is responsible for providing storage and retrieval of inactive records and overseeing record-keeping systems and services that effectively maintain and retrieve information in compliance with the CRS.
- f) All Board records will be efficiently and promptly disposed in accordance with the CRS and on the authority of the record owner when administrative, legal and fiscal values have ceased and all legislative requirements as they affect Board documents have been met, while preserving those records of enduring value due to archival, historical or vital reasons.
- g) All records scheduled for disposal containing confidential information will be destroyed in a secure and permanent manner.

- h) Legal requirements supersede any and all Board policies authorizing destruction of records, including the authority granted in approved retention schedules.

2.0 Records and Information Classification and Retention

2.1 The Board's Records and Information Management Classification and Retention Schedule (CRS) is the key management tool aiding staff to:

- a) classify documents and information for filing and retrieval based on subject;
- b) ensure records are retained for the periods of time necessary to satisfy statutory, regulatory, legal, fiscal, audit, historical or operational needs;
- c) dispose of records as per the CRS; AND
- d) delete or destroy records upon satisfaction of the retention period, and with documented authorization from the responsible party.

2.2 The CRS is maintained in its original form in the RIM department and can be accessed by all Board staff on the online employee HUB under "Records Lookup."

2.3 CRS content is dynamic and will be updated as changes brought by the government or the Board will influence how information is managed. Therefore, Board staff should reference the CRS regularly.

2.4 RIM staff will notify staff about new updates to the CRS critical to their role.

3.0 Management of Active Records

3.1 Active records are information resources that are still in active use. These records are usually referenced on a daily, weekly or monthly basis.

3.2 Active records should be classified based on subject and function in accordance with the CRS classification scheme so that periods of retention can be applied.

3.3 This classification scheme is hierarchical and flexible. It includes a series of broad categories with lower level breakdowns that become increasingly specific.

3.4 See **Appendix A**, which outlines the classification scheme.

4.0 Management of Inactive and Expired Records

4.1 Records and information become inactive when the need for ready reference declines and records become expired when a predetermined period of time to keep has ended and the owner of the record has no further use for it.

4.2 The organization and management of inactive records and information is comprised of the following:

- a) The application of retention periods to records and information both paper and electronic in compliance with the CRS and the proper labelling and organizing of inactive records to ensure efficient retrieval and destruction.
- b) Centralized secure storage facilities of board inactive records including a formal process of transferring inactive records using the Records Transfer List form.
- c) Environmentally and legally acceptable means of deletion or destruction of obsolete records when legislative, legal, fiscal, and operational requirements have been met.

5.0 Records Disposition

5.1 Records and information are disposed of in the following way:

If Inactive:

- Store: Paper official records that are no longer regularly referenced but have a lengthy retention period are sent to Central Storage until the completion of the retention period. This includes all records marked Permanent and Archival.

If Expired:

- Shred: Paper official records are shredded when their period of retention has expired and the owner has authorized their destruction in writing. Stored and shredded paper records are tracked using the Records Transfer List.
- Delete: Electronic records are deleted when their period of retention is complete. Deleted electronic records are tracked using the Disposition Log.

5.2 Confidential/Personal Information Records

- Confidential records and those containing personal information will be treated as such when storing, maintaining, transferring, or destroying them. They will be destroyed in such a manner that they cannot be read, interpreted, or reconstructed according to the terms of the *Municipal Freedom of Information and Protection of Privacy Act*.

6.0 Historical Archives

- 6.1 A historical archive is a collection of historically significant documents and memorabilia that provide a perspective on the provision of education in our district over time.
- 6.2 The CRS identifies those records deemed to be significant to preserving the history of Catholic education in the areas our board serves.
- 6.3 Together with records owner representatives, Records and Information department staff will assign archival value to records and information so that they may be evaluated for archival preservation.
- 6.4 Archival records will have administrative, fiscal, legal, evidential, and/or informational values that deem them to merit permanent retention.
- 6.5 The archival program will effectively store records which are to be kept permanently once the original operational need for the record has ceased to ensure that valuable documents are not destroyed.
- 6.6 Care will be taken in handling and boxing archival records. Adequate descriptions must be made to permit ready access, and appropriate protective measures must be taken to reduce the wear and tear on records that do not have to be consulted often.

7.0 Vital Records

- 7.1 A Vital Records Plan will be developed to identify and protect those records that are vital to getting the system up and running immediately after a disaster, e.g. water damage, fire. It will include a pre-arranged set of scenarios for dealing with system records and back-up copies of vital records.

PROGRESS INDICATORS:

Appropriate records management training and advisory services for all Board employees implementing the RIM program will be provided.

DEFINITIONS:**Record**

A record in the context and application of this procedure is preserved information that serves as evidence of plans, decisions, actions, results and history. Records are proof that the Board is operating as intended. Records have corporate, evidentiary and, in some cases, historical value, and are essential for school board operations. Records must be retained for a predetermined period of time and require owner authorization for destruction. Recorded information formats include paper, electronic and audio and visual recordings.

Official records are the “master” or “original” record (as opposed to a copy of the same) to which the program of management including retention is applied.

Certain records, called “**transitory records**”, are required only for a limited time to ensure the completion of a routine action or the preparation of a subsequent record such as working papers, copies or drafts. They do not include records required to control, support, or document the delivery of programs, to carry out operations, to make decisions, or to account for activities of the Board. Transitory records can be destroyed without authorization.

RIM

Records and Information Management is the planning, directing, controlling and evaluating of information assets to assist in the efficient delivery of operations, programs and services. It applies to all business and school program applications and information technology systems. It is based on a number of principles including compliance, accountability, transparency, integrity and protection.

Responsibility

Certain operational areas are responsible for certain records and further, they are responsible for keeping those records (official records) for the full period of retention. This is because they are responsible for the function or process that requires or generates the information. For example, Payroll Services is responsible for payroll records. Responsibility is documented in the CRS. An area that has records but does not have official responsibility may keep the records for ease of reference but are not to keep them for the full retention period and do not send records to storage or utilize the authorization process for destruction.

Records Retention

Records retention scheduling prescribes the period of time official records are kept in order that the board can be sure it has kept information appropriately. Information retained beyond the retention period can change it from being an asset to it becoming a liability and is discouraged.

Vital Information

Vital records and information are those that are essential towards protecting the Board's assets and the rights of students and employees. They allow the Board to fulfill its obligations and ensure the continued operation of the Board in the event of a disaster.

References

- Education Act R.S.O. Chapter E.2, section 171 (38)
- Municipal Freedom of Information and Protection of Privacy Act R.S.O. 1990 Chapter M.56, section 4.1 and section 48. (1) (c.1)
- Archives and Recordkeeping Act, Schedule A s. 2(2)

Supporting Documents

- Appendix A

Forms

- Records Transfer List
- Disposition Log

Related Policy and Procedure

- Directional Policy 1200 – Records and Information Management
- Administrative Procedure 1203 – OSR Management
- Administrative Procedure 1202 – Protection of Privacy
- Administrative Procedure 1207 – Freedom of Information

PVNC RECORDS AND INFORMATION CLASSIFICATION AND RETENTION SCHEDULE CLASSIFICATION SCHEME

The use of subject-based classifications is a standardized means of organizing records based on subject and function so that periods of retention can be applied.

This classification scheme is the basic foundation of the Board's Records and Information Classification and Retention Schedule (CRS), which can be accessed by all Board staff on the online employee HUB under "Records Lookup."

This classification scheme is hierarchical and flexible. This means the classification begins with broad subject codes, e.g. Administration, then becomes increasingly more specific e.g. Meetings, Staff Meetings. It is a flexible scheme in that it can be used in many different ways to best organize information.

The following ten subject codes are the first step in organizing records and information.

The subject codes are available as labels to adhere to file folders, binders and file dividers. Subject codes are also used to organize online documents and email messages.

ADM

Administration: Administrative operations under the authority of the Board.
E.g. ADM – Staff Meetings

COM

Communications & Public Relations: The communication, promotion, and marketing of board and school activities, programs, and services. E.g. PUB – Media Relations

CUR

Curriculum Programs: The function of planning and implementing curriculum and curriculum related programs. E.g. CUR – Blended Learning

FAC

Facilities Management: The management and maintenance of assets and property, health, safety and security, and inspections and testing. E.g. FAC – Maps

FIN

Finance: Financial planning and reporting, and the administration of accounting, payroll and procurement. E.g. FIN – Board Budget

GOV

Governance: Corporate governance of the school board such as policy and bylaws.
E.g. GOV – Standing Committee Agendas and Minutes

HUM

Human Resources: The management of employees in accordance with policy, procedure, and the law. E.g. HUM – Benefits Administration

LEG

Legal Matters: Legal matters as they relate to school board operations.
E.g. LEG – Appeals and Hearings

PLN

Planning and Research: The undertaking of planning and research to support the operations of the school board. E.g. PLN – Enrolment Planning

STU

Student Services: Activities related to the provision of academic-based and other programs and services to students. E.g. STU – Registration

- 2.0 In addition to the subject code label, a second label is adhered that shows the content of the file called the “filename”. Filenames are found in the **Records Classification and Retention Schedule (CRS)** available on the HUB. There is no restriction to use only these filenames; other, more common terms can be used so long as the proper subject code label and the proper retention period are used.

The retention period is also recorded on the second label. Retention periods have been determined to ensure records are kept for the right amount of time based on statutory (e.g. Education Act), operational, or other needs. Refer to the **Records Classification and Retention Schedule (CRS)**.

FAC

- Holy Cross CSS Floor Plans
- Life of Facility + 6 yrs

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure –

#305 – *Records and Information Management*

and Policy and Administrative Procedure

#309 – *Historical Record*, be deleted and the revised, newly formatted, Administrative Procedure –

#1201 – *Records and Information Management*, be received and posted as amended under Directional Policy – **#1200 – *Records and Information Management***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Fair Trade Purchasing for Student Clothing	<i>Administrative Procedure Number</i> 608
<i>Directional Policy</i> 600 – Stewardship of Resources	

TITLE OF ADMINISTRATIVE PROCEDURE:

Fair Trade Purchasing for Student Clothing

DATE APPROVED:

February 2021

PROJECTED REVIEW DATE:

February 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by ensuring that clothing manufactured for students is made under humane working conditions in compliance with accepted international standards and local laws, and to foster improving the working conditions and labour practices in the clothing industry worldwide.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Fair Trade Purchasing for Student Clothing – 608 supports our Vision for Achieving Excellence in Catholic Education: Learn, Lead, Serve, by contracting the purchase of student clothing only if the supplier guarantees the clothing is made in compliance with acceptable international standards based on the principles of the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

1.0 General

- 1.1 The Board shall take reasonable measures to seek proof from suppliers providing student clothing, as well as subcontractors and agents of suppliers, that their goods are manufactured under safe, just and healthy working conditions.
- 1.2 The Board shall ensure that schools within the jurisdiction of the Board only purchase or grant licenses to those suppliers who agree to adhere to the Board's Administrative Procedure.

2.0 Student Clothing Contracts

- 2.1 Companies/suppliers shall be required to include a declaration of compliance to this Administrative Procedure in their tender agreement for the supply of student clothing

Should the Board require a review of detailed information concerning a prospective supplier, the Manager of Purchasing, Planning and Facilities Administration shall pursue compliance with this Administrative procedure.

- 2.2 Suppliers shall be required to provide the names, addresses, telephone numbers, and other contact information of all workplaces where the clothing is being manufactured. This information will be considered public information. When companies make this information publically available, human rights organizations can investigate conditions and report violations when they occur.
- 2.3 It is the supplier's responsibility to prove that the worker rights outlined in this Administrative Procedure are being respected. Suppliers shall be required to provide annual, public reports on their progress in achieving compliance with the Procedure. Reports shall include: information on the supplier's monitoring and verification program; the name of the third-party auditing organization if they are using one; the findings of monitoring and third-party audits; and a summary of corrective action taken.
- 2.4 Clothing suppliers shall be required to allow factory monitoring by reputable third-party and independent monitors. The findings of third-party audits are to be made available to the Board.
- 2.5 In the event of non-compliance, the Manager of Purchasing, Planning and Facilities Administration will send a letter to the supplier/licensee directing him to rectify the concerns within a period of six months from the review date. If the supplier/licensee fails or refuses to rectify the concerns to the satisfaction of the Manager of Purchasing, Planning and Facilities Administration, he or she will recommend that the Board terminate the contract

3.0 Sports & Spirit Wear

- 3.1 All Suppliers providing Sports and Spirit Wear will be required to complete and sign a Fair Trade Purchasing for Student Clothing declaration form (Appendix A). Suppliers agree to comply and adhere to all the provisions of this Administrative Procedure.

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

- Ensuring alignment of the administrative procedure Fair Trade Purchasing of Student Clothing, with the Stewardship of Resources Directional Policy.

The Director of Education is responsible for:

- Ensuring compliance with the administrative procedure Fair Trade Purchasing of Student Clothing and the Stewardship of Resources Directional Policy.
- Designating resources to implement this Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- Assigning resources to ensure the implementation of and compliance with the Administrative Procedure.

Manager of Purchasing, Planning and Facilities Administration is responsible for:

- Ensuring that systems and processes are in place so that the purchase of Student Clothing is compliant with the Fair Trade Purchasing of Student Clothing Administrative Procedure.
- Ensuring that Purchasing Department maintains overall responsibility for determining the terms and conditions for tendering and that any Student Clothing tender documents refer to and are compliant with this Administrative Procedure.
- Providing tools and supports to each principal, supervisor, manager and superintendent to ensure his or her staff are appropriately informed and comply with the Fair Trade Purchasing of Student Clothing Administrative Procedure.

Principals are responsible for:

- Ensuring all school and department purchases of student clothing, sports and spirit wear are compliant with the Fair Trade Purchasing of Student Clothing Administrative Procedure.
- Ensuring that student councils and school clubs are appropriately informed of this administrative procedure.

Managers and Supervisors are responsible for:

- Ensuring all department purchases of clothing and spirit wear for staff are compliant with the Fair Trade Purchasing of Student Clothing Administrative Procedure.

PROGRESS INDICATORS:

- PVNC Catholic will continue to require that the Purchase of Student Clothing be from approved suppliers that guarantee their clothing is made in compliance with acceptable international standards.

DEFINITIONS: (Based on the United Nations Universal Declaration of Human Rights)

SWEATSHOP - A “sweatshop” is a factory where workers do piecework in a poor working environment for very low wages and are prevented from forming unions.

SUPPLIER - The term “supplier” shall include all persons or entities that manufacture apparel sold or distributed by or on behalf of the Board/schools.

LICENSEE - The term “licensee” shall include all persons or entities that have entered into an agreement with the Board/schools to manufacture items bearing the name, trademarks, and/or images of the Board/schools.

MANUFACTURING PROCESS - The term “manufacturing process” shall include the assembly, packaging, and decoration of apparel.

DISCRIMINATION - Factories shall employ workers on the basis of their ability to do the job, not on the basis of their personal characteristics or beliefs.

The factory employs workers without regard to race, colour, gender, nationality, religion, age, maternity, or marital status. The factory pays workers’ wages and provides benefits without regard to race, colour, gender, nationality, religion, age, maternity, or marital status.

CHILD LABOUR - Factories shall employ only workers who meet the applicable minimum legal age requirement or are at least 14 years of age, whichever is greater. Factories must also comply with all other applicable child laws related to hiring, wages, hours worked, overtime, and working conditions.

WAGES AND HOURS - Factories shall set working hours, wages, and overtime pay in compliance with all applicable laws. Workers shall be paid at least the minimum legal wage or a wage that meets local industry standards, whichever is greater. While it is understood that overtime is often required in garment production, factories shall carry out operations in ways that limit overtime to a level that ensures humane and productive working conditions.

WORKING CONDITIONS - Factories must treat all workers with respect and dignity and provide them with a safe and healthy environment. Factories shall comply with all applicable laws and regulations regarding working conditions. Factories shall not use corporal punishment, threats of violence, sexual harassment, verbal abuse, or any other form of physical or psychological coercion. Factories must be sufficiently lit and ventilated, aisles accessible, machinery maintained, and hazardous materials sensibly stored and disposed of. Factories providing housing for workers must keep these facilities clean and safe.

INTERNATIONAL LABOUR ORGANIZATION (I.L.O.) - The International Labour Organization is the United Nations specialized agency which seeks the promotion of social justice and internationally recognized human and labour rights.

REFERENCES:

[Universal Declaration of Human Rights](#)

[International Labour Organization](#)

[United Nations Convention on the Rights of the Child](#)

[Purchasing Handbook](#)

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#202 – Fair Trade Purchasing for Student Clothing***, be deleted and the revised, newly formatted, Administrative Procedure – ***#608 – Fair Trade Purchasing for Student Clothing***, be received and posted as amended under Directional Policy – ***#600 – Stewardship of Resources***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Expenditure Guidelines: Hospitality/Honorariums/ Recognition/Meeting Costs	<i>Administrative Procedure Number</i> 611
<i>Directional Policy</i> 600 – Stewardship of Resources	

TITLE OF ADMINISTRATIVE PROCEDURE:

Expenditure Guidelines: Hospitality/Honoraria/Recognition/Meeting Costs

DATE APPROVED:

February 2021

PROJECTED REVIEW DATE:

February 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by ensuring that employees understand when and how expenditures incurred for hospitality, honorariums, recognition and meeting costs will be processed for payment and/or reimbursed to ensure fiscal accountability, as well as the effective use of resources entrusted to the Board.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The expenditure guidelines procedure supports our vision for achieving excellence in Catholic education; Learn-Lead-Serve by establishing procedures and processes regarding expenditures on hospitality, recognition and meeting costs that are fair and transparent, as well as ensuring accountability and value for money, in order to guide the oversight of public funds.



Strategic Priorities 2017-2020

Vision

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LEARN • LEAD • SERVE

Mission

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

ACTION REQUIRED:

Purpose and Scope

This procedure details the processes and requirements regarding the spending of Board funds for hospitality, honorariums, recognition and meeting costs.

ACTION REQUIRED:

1.0 Hospitality

For the purpose of this procedure, hospitality is defined as the provision of food, beverages, accommodation, transportation, and other amenities paid out of public funds to people who are not engaged in work for:

- The Peterborough Victoria Northumberland and Clarington Catholic District School Board
- Any organization covered by the Broader Public Sector Expenses Directive, which includes School Boards, and any of the Ontario government ministries, agencies and public entities.

For further clarity, this means that Board funds cannot be used to support hospitality offered solely for the benefit of anyone engaged in work for the organizations listed above. Examples include but are not limited to office social events, retirement parties, and holiday lunches.

Authorized Individuals – The following individuals are authorized to incur hospitality expenses on behalf of the Board:

- Trustees
- Director
- Superintendents

Exceptions to the list of authorized individuals above must have prior written approval of the Superintendent of Business or the Director of Education

Engaging representatives of other boards, the broader public sector, or unions in discussion on official business matters is not considered hospitality but rather is considered an appropriate business purpose meeting. Expenses related to business purpose meetings are guided by Administrative Procedures 610 - Purchasing, and for 612 - Reimbursement for Expenditures Incurred on Board Business.

Examples of Appropriate Hospitality

Hospitality may be extended in an economical, consistent and appropriate manner on behalf of the Board under the following circumstances;

- When hospitality facilitates Board business, including engaging in discussions of official business matters, or sponsoring formal conferences related to the goals of the Board for:
 - Labour unions
 - Business and industry
 - Representatives from other governments
- When hospitality is considered desirable as a matter of courtesy or protocol, including providing people from national, international or charitable organizations with an understanding and appreciation of the workings of the Board.

Part of normal Board hospitality may include the moderate consumption of alcoholic beverages with a meal or during a reception. Reimbursement for the reasonable cost of alcohol is permitted for hospitality events.

Meals provided as hospitality are subject to the maximum amounts per person as outlined in Administrative Procedure 612- Reimbursement of Expenditures Incurred on Board Business. Where it is inappropriate, or otherwise not possible, to provide hospitality within the above limits the Superintendent of Business and Finance or Director of Education may pre-authorize an amount above these meal limits.

2.0 Honoraria/Recognition - Gifts of Appreciation

While Board and school funds may be used occasionally for acknowledgement or recognition purposes, it is understood that schools and departments are expected to collect and use social/staff funds (herein referred to as non-board funds) for employee recognition/appreciation purposes.

Accountability/Considerations:

The following should be considered prior to using Board or school funds for recognition or acknowledgement

- Is the recognition or acknowledgement necessary/appropriate?
- Is there another source of funds, such as non-board funds (Social or Staff Fund)

Eligible Recognition Expenditures using Board or School Funds

Bereavement

Bereavements are acknowledged with a mass card as an expression of sympathy. There may be limited occasions when it is appropriate to express sympathy with a floral arrangement, this requires approval from the Director of Education, or Superintendent of Business.

Honoraria

Clergy, presenters or guests (persons who are not attached to the Board) may be presented with an honorarium or a token gift of appreciation, valued at up to \$50 in exchange for pro bono services. Gifts must be approved by the individual's supervisor. Gift values above \$50 must be approved by a Superintendent or the Director of Education.

Recognition Expenditures that are not eligible and would constitute an unacceptable use of Board/school funds include but are not limited to:

- Additional gift(s) for employees who are retiring, beyond what is presented at the Board's Annual Retirement celebration
- Gifts for staff that are transferring to a different location or are taking a leave of absence
- Gifts (including but not limited to flowers, food and gift cards) to recognize service, or for acknowledging events like Secretary's day, Christmas or life events such as birthdays, births, illness, deaths, retirements, and marriage
- Christmas parties, year-end celebrations, school start-up celebrations or other festive occasions (The exception being if specific funds are approved and provided through central funds such as for school openings, school anniversary celebrations, and the annual Board retirement dinner)

Staff funds (i.e. social committees) and collections of personal funds should be used to pay for the above noted expenditures.

Annual Board Retirement Celebration

Members of the Board of Trustees are invited to attend and those attending are provided with complimentary tickets.

Where the Director of Education and any Superintendents attend the retirement celebration, the cost of the ticket is charged to the Director's office.

Due to the likelihood of school staff having worked in many locations within the jurisdiction of the board, a number of Principals or Vice Principals may have relationships with any number of staff retiring in a particular year. As such, each Principal/Vice Principal may choose to attend the Board retirement dinner with the cost of the ticket charged to the appropriate school budget.

Where a Manager/Supervisor has a staff member retiring, and wishes to attend the retirement celebration, the cost of the ticket will be charged to the appropriate department budget.

3.0 Meeting Costs

Meeting costs refer to costs incurred for staff meetings, professional development, and training sessions, and may include rental of facilities (where a suitable Board-owned facility is not available) and catering for meals and nutrition breaks.

Guidelines for staff meetings, professional development, and training sessions are as follows:

- Catering for meals (lunch and nutrition breaks) is to be provided in an economical manner where an event is taking place (meeting, training session, workshop, etc.) The guideline for all meal costs for an event should be no more than \$20 per person including taxes, tip, and delivery.
- For meetings that are less than a half day, catering costs should not exceed \$5 per person. The organizer of the meeting is responsible to pay for costs from his or her assigned budget, if he or she chooses to provide food.
- It is not considered acceptable to take staff to a restaurant for a meal for staff meetings, professional development events, or celebrations. If an exception is necessary, prior permission from the Superintendent of Business and Finance is required.
- Board sponsored events and/or celebrations (i.e. recognition evenings, inaugural board meeting etc.) may involve catering a dinner meal. The guideline for meal costs for an evening event that includes a dinner should be no more than \$40 per person including taxes, tip, and delivery.
- Where staff are required to attend an evening meeting and it is not feasible to undertake a return trip to their residence prior to the meeting, dinner costs are an acceptable expense and would follow the dinner meal reimbursement guidelines and procedures set out in Board Administrative Procedure 612 – Reimbursement of Expenditures Incurred on Board Business.

4.0 Record Keeping

All expenses must be documented and include original itemized receipts.

Timely submission of expenses is an important accountability factor and impacts future spending decisions and budget review. Expenses must be submitted within one month of the expense being incurred.

Approvers are accountable for their decisions, which should

- Be subject to good judgement and knowledge of the situation;
- Be exercised in appropriate circumstances;
- Comply with the principles and requirements set out in this procedure

Approvers must:

- Provide approval only for expenses that were necessarily incurred in the performance of board business
- Provide approval only for claims that include all appropriate documentation

For Hospitality expenses the claim must include hospitality details regarding:

- Purpose/Circumstances, including any requiring prior approval
- The form of hospitality provided (breakfast, lunch, dinner, reception, refreshments, etc.)
- The cost supported by original detailed receipts (Note: Debit/credit card slips are not acceptable as they do not show sufficient detail to authorize payment or meet audit requirements.)
- Date(s)
- Name and location of the event
- The number of attendees
- Names of individual(s) entertained, their title(s) and the employer/company/organization that they represent
- Record(s) of necessary prior approvals

For Gifts of Appreciations the claim must include

- The circumstances, including any required prior approval
- The form of the gift (i.e. the form of the gift may include gift certificates or gift cards)
- The costs supported by original itemized receipts
- Name(s) of individuals receiving the gift

For Meeting costs

- Not approve their own expenses

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

- Ensuring alignment with the Stewardship of Resources Directional Policy
- Reviewing the Expenditures Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Overseeing implementation and compliance with the Expenditures Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs Procedure

All Employees are responsible for:

- Understanding and complying with this Administrative Procedure
- Obtaining the appropriate approval before incurring expenses
- Adhering to prescribed limits as outlined in this procedure
- To submit claims and invoices at a minimum on a monthly basis

Financial Services is responsible for:

- Monitoring expenditures for compliance with this Administrative Procedure. Financial services will return any non-compliant claims or invoices to the person authorizing the claim or invoice for payment for further action or follow up

PROGRESS INDICATORS:

- Invoices and claims adhere to this procedure
- Proper approvals are obtained

DEFINITIONS:

Hospitality - is the provision of food, beverages, accommodation, transportation, and other amenities

RELATED DOCUMENTS:

[Administrative Procedure 612 – Reimbursement of Expenditures Incurred on Board Business](#)

REFERENCES

[Broader Public Sector Expenses Directive](#)

[Administrative Procedure 610 and the associated Purchasing Handbook and Procurement Directives](#)

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#205 – Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs***, be deleted and the revised, newly formatted, Administrative Procedure – ***#611 – Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs*** be received and posted as amended under Directional Policy – ***#600 – Stewardship of Resources***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Fees for Learning Materials and Activities	<i>Administrative Procedure Number</i> 613
<i>Directional Policy</i> 600 – Stewardship of Resources	

TITLE OF ADMINISTRATIVE PROCEDURE:

Fees for Learning Materials and Activities

DATE APPROVED:

February 2021

PROJECTED REVIEW DATE:

February 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by ensuring that employees understand the expectations regarding establishing and collecting fees for learning materials and activities, in order to provide fiscal accountability and to ensure the effective use of resources entrusted to the Board.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN (MYSP):

The Fees for Learning Materials and Activities Administrative Procedures supports our Vision for achieving excellence in Catholic Education by ensuring every student can participate fully and with dignity in their school community and by establishing procedures and processes regarding establishing fees for learning materials and activities that are fair and transparent.



Strategic Priorities 2017-2020

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ACTION REQUIRED/GUIDELINES:

Fees collected shall reflect the actual cost of service or materials being provided and are to complement, and not replace, public funding for education.

- 1.1 For optional programming, where a student, or his or her family, chooses not to participate, alternative assignments (at no cost) must be provided to students to meet the expectations of the optional programming. Such enhancements shall be the exception rather than the norm for credit courses.
- 1.2 Students shall not be charged a fee for registration, administration, or program fee for regular day school programming except for enhanced/optional programming.
- 1.3 Students shall not be charged a fee for the use of a textbook. Students can be charged for failing to return school materials entrusted to their care. These charges may not exceed the replacement or repair costs of the textbook.
- 1.4 Parents may be asked to provide supplies not curricular in nature, such as pencil cases, pens, pencils, paper, rulers, or binders.

- 1.5 A confidential process should be instituted to support participation of students in activities regardless of economic circumstance. Schools will develop fee collection methods that afford reasonable expectations of privacy for students and parents, and develop and communicate clearly a practice for the discreet identification of students/parents who may be experiencing financial hardship.
- 1.6 Financial reports will be maintained and available to the school community.
- 1.7 Unacceptable and acceptable fees

Fees charged should reflect actual costs to the school. Rounding up may occur where a small amount is added to the cost to avoid collection of small amounts of change.

- (a) The following are examples of unacceptable fees:
 - (i) mandatory fees for any course leading to graduation other than optional programming
 - (ii) registration or administration fees for students enrolled, or enrolling, in regular programming
 - (iii) textbook fees or deposits; however it should be noted that fees will be applied for lost or damaged textbooks to match the replacement or repair cost; and post-dated cheques for textbooks may be collected and then returned or destroyed upon the return of the texts that have not been damaged.
 - (iv) learning materials that are required for completion of curriculum expectations such as workbooks, cahiers, computers, textbooks, musical instruments, science supplies, lab materials kits, safety goggles, or photocopying
 - (v) any fees charged for the creation of discretionary accounts for any department, staff or staff groups
 - (vi) any student fee for a guest speaker, visiting teacher or presentation where material being presented is mandatory element of the subject or course.
 - (vii) any fees for learning materials that are required to meet the learning expectations of the course but are consumed by the student and cannot be used again by another student in the next semester; and

(viii) any student fees for staff development or training costs.

(b) The following are examples of activities, programs and materials potentially eligible for fee charges for resources or activities:

- (i) optional programming, such as Advanced Placement, International Baccalaureate, Hockey Canada Skills Academy
- (ii) extracurricular trips, events, or activities that are extensions to the curriculum and not required for graduation
- (iii) extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. overnight or lengthier trips)
- (iv) optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no costs.
- (v) modest student activity fees for ID cards and photos; or participation in student council activities, extracurricular activities, student clubs, or athletics. No student may be excluded from participation in Student Engagement/Activity events based upon non-payment of these fees.
- (vi) co-curricular activities, special events, program enhancements, or field trips, if alternative programming and assignments are offered to students who choose not to participate
- (vii) school locks, or
- (viii) school photos, student agendas, yearbooks or other publications, products or fundraising that are voluntary purchases.

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

- Reviewing this Administrative Procedure to ensure its alignment with the Stewardship of Resources Directional Policy.
- Reviewing the Fees for Learning Materials and Activities Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Overseeing implementation of the Fees for Learning Materials and Activities Procedure.
- Including the Fees for Learning Materials and Activities Procedure in the Board Policies and procedures posted on the Board web site.

Superintendents are responsible for:

- Ensuring Principals are consistent with the application of this Administrative Procedure

Principals and Vice-Principals are responsible for:

- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure when collecting fees from students and or their parents.
- Ensuring that course materials required to meet the expectations of the core curriculum are available with no cost to students.
- Ensuring that no fee be charged for learning resources that are essential to the delivery of core course or program.
- Ensuring that they are aware of and approve all fees charged to students prior to a fee being levied.
- Working with their staff to minimize the costs related to enhanced programming and materials that are optional to a course, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.
- Developing respectful practices for discreet identification of students/parent/guardians who may be experiencing financial hardship and communicate those to staff in a confidential manner.
- Consulting with their Catholic School Councils, staff and Student Councils (where applicable) in the development of a school's fee schedule and make them aware of the use of student fees.
- Communicating fee schedules to their school community (e.g. provided in newsletters, summer letters, student agendas, Grade 9 orientation)
- Ensuring that all student activity fees shall be collected and recorded in accordance with the school generated funds procedures.

Teachers and Support Staff are responsible for:

- Ensuring that when they collect Fees for Learning Materials and Activities they are following this administrative procedure.

PROGRESS INDICATORS:

School staff who collect Fees for Learning Activities and Materials are aware of this procedure

Students are provided with the necessary learning materials and equipment for programs and courses. Fees raised for school purposes are to complement, and not replace, public funding for Catholic education.

Every Student has an equal opportunity to benefit from the education system without being required to pay a fee. Students are able to participate in school activities and access resources regardless of financial barriers.

DEFINITIONS:

CO-CURRICULAR ACTIVITIES - Activities or materials related to the regular day school program.

EXTRA-CURRICULAR ACTIVITIES - Activities or materials defined as outside the regular day school program

ENHANCED PROGRAMMING OR MATERIALS – Voluntary enrichments or upgrades to the curriculum, upgrades in materials or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course in which case a fee may be charged. For example, in some performance and production courses (i.e. music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be requested to pay the additional cost of the upgrade.

Where students chose not to access these enhancement programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

OPTIONAL PROGRAMMING - Voluntary courses or activities that students normally choose to attend through an application process and by their very nature require payment of special fees, specialized supplies or equipment. This would include International Baccalaureate, Advanced Placement, Hockey Canada Skills Academy programs, and other specialized courses.

STUDENT ACTIVITY FEES – Voluntary fees for complementary learning materials and curricular and co-curricular activities and are amounts that are used to supplement a student's school experience, such as student agendas, yearbooks, student recognition activities, extra-curricular activities, theme days, and school dances.

REFERENCES:

Ministry of Education Fees for Learning Materials and Activities Guideline
Education Act; section 32(1); section 170(1)13; section 171(13);
section 171(23, 23.1)

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#209 – Fees for Learning Materials and Activities***, be deleted and the revised, newly formatted, Administrative Procedure – ***#613 – Fees for Learning Materials and Activities***, be received and posted as amended under Directional Policy – ***#600 – Stewardship of Resources***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Recruitment and Promotion – Teachers	<i>Administrative Procedure Number</i> (NEW) 404
<i>Directional Policy</i> 400 – Recruitment, Talent Development, Leadership & Succession Planning	

TITLE OF ADMINISTRATIVE PROCEDURE:

Recruitment and Promotion - Teachers

DATE APPROVED: February, 2021

PROJECTED REVIEW DATE: February, 2022

DIRECTIONAL POLICY ALIGNMENT:

In order to prepare our students for success, now and in the future, it is critical to have a well-prepared, diverse and qualified teacher workforce.

This Administrative Procedure aligns with the Recruitment, Talent Development, Leadership and Succession Planning Directional Policy. The Recruitment, Talent Development, Leadership and Succession Planning Directional Policy recognizes the value of our partnership with board employees as we strive together to support our vision for Achieving Excellence in Catholic Education LEARN • LEAD • SERVE. Employee relations are enhanced by ensuring fair, consistent, and transparent teacher hiring processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Recruitment and Promotion - Teachers Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education LEARN • LEAD • SERVE.

This Vision calls the Board to these Strategic Priorities:



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These strategic priorities guide our commitment to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and creating an environment that is fair and inclusive and promotes respectful treatment of all people.

ACTION REQUIRED:

PVNCCDSB staffing is undertaken in accordance with: the Ontario Human Rights Code; school district collective agreements, and the Education Act and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: Operation of Schools.

1. Fair and Non-Discriminatory Hiring Practices:

- 1.1.1. PVNCCDSB is committed to ethical, fair, and transparent hiring practices that focus on bona fide job requirements. Teacher candidate selection is based on a combination of their teaching qualifications, any additional experiences or skills they bring to the role, and differentiated evaluation criteria in a variety of different formats.

- 1.2. As permitted under Section 24(1) of the Ontario Human Rights Code, preference shall be given to Catholic applicants when filling teaching positions. PVNCCDSB recognizes that any form of discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. PVNCCDSB recognizes that discrimination and prejudice, can be related to the following: citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment).
- 1.3. PVNCCDSB strives to ensure that all employment policies and practices are non-discriminatory, and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking backgrounds to enter the teaching profession, within the context of the denominational rights of Catholic school districts.
- 1.4. PVNCCDSB is committed to a fair hiring process, which is free from any bias and/or conflict of interest. PVNCCDSB prioritizes and establishes, as available, diverse hiring and selection panels.
- 1.5. Job Advertisements - Prior to appointing or assigning a teacher to a long-term (longer than 30 school days) or permanent teaching position, job advertisements shall:
 - include the bona fide job requirements and qualifications, while following the requirements as outlined in R.R.O. 1990, Reg. 298 (Operation of Schools – General);
 - use unbiased and inclusive language (e.g. avoid gendered descriptors)
 - clearly state that accommodation needs for an interview will be provided.
- 1.6. Candidate Selection - where permitted, PVNCCDSB shall ensure teachers are selected for interviews based on the following criteria:
 - 1.6.1.1. diversity and equity;
 - 1.6.1.2. merit and additional qualifications and experience; and
 - 1.6.1.3. early-career educators (someone who completed an initial teacher education program within the last five years).

1.7. Interviews - Multiple sources and methods to evaluate teachers during the interview process may be used. Teachers will be informed ahead of time what methods will be used during the interview process.

1.7.1. Interviews, where possible, will include a diverse panel of at least two (2) members. Where possible, ensure diversity on hiring panels to include individuals who have the knowledge and experience, including lived experience, to reflect the needs and interests of communities in the school that have been historically under-represented in decision-making

1.7.2. Interviews and assessment processes will be applied consistently to all teachers applying for a position taking into account accommodation requirements.

2. Qualifications and Merit

- In assigning or appointing a person to a teaching position (e.g., daily supply, occasional, long-term occasional, permanent) PVNCCDSB will:
 - Consider merit to include formal qualifications and credentials as well as professional skills and aptitudes demonstrated through a fair and transparent hiring process.
 - Require hiring panels to review additional qualifications, including lived experiences, skill sets, backgrounds and varied work experience that may be considered valuable to the position
 - Maintain due regard for the provision of the best possible program as determined by the principal, throughout the hiring process, with evidence of:
 - teaching commitment to students;
 - experience/time spent in a particular school;
 - suitability for a particular assignment; and
 - responsiveness to local needs based on clearly-defined criteria including qualifications.

3. Diversity and Equity

PVNCCDSB recognizes that diversity is vital to serving the needs of all students and communities within the board. PVNCCDSB will consider equity and diversity in the interview and hiring process as outlined in section 1 of this administrative procedure.

PVNCCDSB will consider whether Special Programs under the Ontario Human Rights Code may be implemented to address the effects of systemic discrimination on identified groups based on Code grounds.

4. Teacher Mobility

To better enable teachers to exercise mobility between positions, PVNCCDSB shall grant an interview to a relocating permanent teacher who applies to be placed on the occasional teacher seniority roster if that teacher is currently or has been employed by a public-school board in Ontario within the last calendar year and can provide a pastoral reference.

5. Early Career Educators

PVNCCDSB will ensure early-career educators are considered for interviews as outlined in section 1 of this administrative procedure.

6. Conflict of Interest

6.1. PVNCCDSB is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism.

6.2. For the purposes of this administrative procedure, “relationship” means any relationship of the employee to persons of:

- their family, whether related by blood, adoption, marriage, or common-law relationship;
- an intimate and/or financial nature during the preceding five years; or
- past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

6.3. No employee of PVNCCDSB shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.

6.4. Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.

6.5. Where a conflict of interest as identified in the preceding sections occurs, the employee shall immediately disclose the nature and extent of the conflict to the Superintendent of Human Resources or designate. If the Superintendent of Human Resources or designate determines that a conflict of interest exists, they shall assign these duties to another person who does not have a conflict of interest, and shall give any further direction to the employee considered necessary to protect the integrity of the hiring process.

6.6. Prior to holding any interviews, panels are provided with a list of applicants to determine if a conflict of interest exists.

6.7. Where possible, no family and/or relatives shall work together in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their supervisor and/or Human Resource Services when a family relationship develops that places them in a supervisory relationship.

6.8. Where a transfer of an employee results in a conflict or potential conflict, Board Administrative Procedure 510 - Conflicts of Interest will be applied.

7. Monitoring

PVNCCDSB is committed to monitoring and evaluating the effectiveness of this administrative procedure and to making adjustments as necessary.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Recruitment, Talent Development, Leadership & Succession Planning Directional Policy;
- Reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Implementing and operationalizing this Administrative Procedure through the allocation of staff and resources;
- Ensuring compliance with this Administrative Procedure.

Superintendent of Human Resource Services is responsible for:

- Supporting the strategic implementation of this Administrative Procedure;
- Ensuring the development and implementation of hiring and promotional practices;
- Ensuring practices outlined in this Administrative Procedure are reviewed and audited on an ongoing basis;
- Ensuring that practices outlined in this Administrative Procedure are consistent with legislative requirements and the terms of the Collective Agreements;
- Ensuring that processes outlined in this Administrative Procedure are fair, equitable and transparent;
- Ensuring Human Resource Services is provided with the knowledge and resources to understand and support this Administrative Procedure.

Superintendents are responsible for:

- Supporting the strategic implementation of this Administrative Procedure;
- Ensuring that hiring and promotion practices are consistent with this Administrative Procedure, legislative requirements and the terms of the Collective Agreements;

Principals and Vice-Principals are responsible for:

- Supporting the selection process by participating in interviews;
- Providing feedback to unsuccessful candidates;
- Supporting the recruitment process by providing resources and professional development opportunities for staff members who are considering future career opportunities.

Human Resource Services is responsible for:

- Ensuring that teacher recruitment and promotion processes are fair, equitable and transparent and evolve to reflect best practices;
- Effectively communicating teacher recruitment and promotion processes to all internal and external candidates;
- Conducting hiring and selection processes in accordance with collective agreements, applicable legislation and the required process for the applicable employee groups;
- Preparing job posting with specific requirement criteria;
- Coordinating advertising of job postings with the communications department;
- Screening and interviewing applicants;
- Providing written notice of results of interviews to candidates who have been interviewed;

- Presenting job offers (including salary, benefits, start date, probationary period);
- Onboarding new employees and providing a Board orientation session;
- Providing opportunities for developmental feedback for internal candidates;
- Adhering to the appropriate recruitment practices as outlined in this Administrative Procedure;
- Considering requests for accommodation in accordance with the Board's Accessibility policy and procedures;
- Understanding and demonstrating the principles of equitable and inclusive hiring practices.

Staff are responsible for:

- Declaring a conflict of interest as outlined in this Administrative Procedure.

PROGRESS INDICATORS:

- Teacher hiring processes adhere to elements listed in this Administrative Procedure.

DEFINITIONS:

CONFLICT OF INTEREST – a potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher hiring within the Board.

DISABILITY – As Defined by the Human Rights Code – Section 10 (1):

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impairment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- a condition of mental impairment or a developmental disability

- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- a mental disorder
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997: ("handicap")

DISCRIMINATION

- Unjust or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.
- Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

EXTERNAL ACTIVITY – any activity of an employee outside the scope of her/his employment with the PVNCCDSB undertaken as part of a commercial or volunteer enterprise.

RELATIONSHIP – any relationship of the Employee to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

SUPERVISOR – means the person to whom an employee reports

EARLY-CAREER EDUCATOR – someone who completed an initial teacher education program within the last five years

REFERENCES:

- PPM School Board Teacher Hiring Practices
- AP 510 Conflict of Interest
- Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11

- Education Act, S.O. 2000, c.41
- R.R.O. 1990, Reg. 298: Operation of Schools - General
- Pay Equity Act, R.S.O. 1990, c. P.7
- Human Rights Code, R.S.O. 1990, c. H.19
- <http://www.ohrc.on.ca/en/your-guide-special-programs-and-human-rights-code>
- Employment Standards Act, 2000, S.O. 2000, c. 41 Ontario
- Ontario Catholic Leadership Framework
- PVNCCDSB OECTA Collective Agreement
- PVNCCDSB OECTA Occasional Teachers Collective Agreement

B.5.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure –

#404 – Recruitment and Promotion – Teachers,

be received and posted under Directional Policy

– #400 – Recruitment, Talent Development, Leadership and Succession Planning.

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, 2021

PROJECTED REVIEW DATE: February, 2022

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:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

The Board is committed to providing a work environment in which all workers are treated with respect and dignity. Workplace harassment will not be tolerated from any person in the workplace and all complaints will be taken seriously

This Administrative Procedure applies to all employees of PVNCCDSB. All employees will cooperate and participate in any workplace harassment investigation in good faith.

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; ("harcèlement sexuel au travail")

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.

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.

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.

Director of Education:

- 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 violent 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 statement 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 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.

RELATED DOCUMENTS:

APPENDIX A – Formal Resolution Process

APPENDIX B – Workplace Harassment Formal Complaint Form

APPENDIX C – Workplace Harassment Complaint Process Flow Chart

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

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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

Workplace Harassment AP 508

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.

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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	
<small>ADMINISTRATIVE PROCEDURE</small> Workplace Violence Prevention	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP - 509
<small>Directional Policy</small> Employee Relations - 500	



TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Violence Prevention

DATE APPROVED:

February, 2021

PROJECTED REVIEW DATE:

February, 2022

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:



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Vision

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SERVE

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

The Board is committed to the prevention of workplace violence and is ultimately responsible for worker health and safety. The Board will take whatever steps are reasonable to protect workers from workplace violence. The Occupational Health & Safety Act defines workplace violence as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

ACTION REQUIRED:

1.0 Initiating Complaints:

- 1.1 Individuals who are victims of workplace violence, may initiate a complaint. In addition, those who have witnessed workplace violence directly, have received reports of workplace violence, or have reasonable grounds to suspect that workplace violence may occur, can initiate a complaint.
- 1.2 It is the expectation of the Board that all complaints of workplace violence will be brought forward in a timely manner, and all incidents of workplace violence will be investigated in a prompt, fair, consistent, thorough, and confidential manner.

- 1.3 Anonymous reports will not be entertained for dispute resolution under these Procedures. Third party disclosures will only go forward (to the formal stage) after the alleged victim is notified.
- 1.4 When workplace violence occurs or is likely to occur, employees are encouraged to act immediately and summon assistance. For threats of violence, assaults, or other violent incidents, employees should contact their supervisor or designate, if possible, or, if necessary CALL 9-1-1 immediately. An incident of workplace violence may require employees to summon immediate assistance and/or to implement any of the Emergency Response Plan, Lockdown Administrative Procedure or Bomb Threat Administrative Procedure, the complaint process will be thereafter initiated as soon as possible.
- 1.5 If 1.4 occurs, the complaint process will be there after initiated as soon as possible by the complainant.
- 1.6 After requesting police involvement, and once the emergency situation is under the proper control, the particulars of the event must be detailed on the online ClevrTM Incident, Accident, Injury report form and submitted in a timely manner.
- 1.7 Where police have been contacted, the Board may halt its review of the incident until the police investigation is complete. There is a concern that, if the Board persists in reviewing the incident, the supervisor or designates actions in interviewing certain witnesses or seizing property could hamper or prejudice the police investigation. In these circumstances, the Board will defer to the police and allow them to carry out their investigation before the Board completes its investigation of the incident.
- 1.8 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, the complainant may be subject to disciplinary action.
- 1.9 If there is a need to restore a positive learning or working environment, or if the complainant and/or respondent require support, appropriate steps will be taken to meet such needs.
- 1.10 If the supervisor is the party alleged to be responsible for the workplace violence or alleged to condone the workplace violence, the complaint shall be reported directly to the Superintendent of Human Resource Services.
- 1.11 In all cases, where the supervisor or designate has conducted a threshold assessment to determine that a complaint should proceed, he or she will take

action to resolve the complaint under this Administrative Procedure.

2.0 Confidentiality:

- 2.1 All complainants, respondents, and other persons involved with the complaint processes under these procedures will ensure that all matters remain confidential. Witnesses should be informed that the supervisor or designate, in obtaining a statement, will maintain such statement in strict confidence, subject to their ability to conduct a full and thorough investigation.
- 2.2 Notwithstanding, 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. This may require the disclosure of witness names and statements to the parties. Employees 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, an employee respondent has a right to know the specifics of an allegation, including times, dates, and alleged conduct. Employee respondents will be provided with pertinent details of the workplace violent incident complaint.
- 2.3 The Board may be required to provide information obtained during an investigation to an outside agency, such as 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 may discontinue and disciplinary action may occur.
- 3.2 Reprisals against individuals because they have reported a complaint in good faith are strictly forbidden. Alleged reprisals will be investigated by the Board and may result in disciplinary action up to and including termination.

4.0 Rights of Complainants, Respondents and Witnesses:

- 4.1 Nothing in these procedures denies or limits access to other avenues of redress available under the law. Where there is such an occurrence, this process and the procedures will cease until the parties and their respective representatives have met with the Superintendent of Human Resource Services to determine whether a formal investigation will proceed or whether the complainant wishes to proceed under another process. Multiple

processes will not be permitted to proceed concurrently, although informal dispute resolution attempts will be permitted at any time with the agreement of the Board and the parties.

The complainant is free to commence the complaint procedure at any stage outlined herein. 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.

4.2 Each employee has the right and is encouraged to contact his or her union/federation for assistance and advice throughout this process.

4.3 Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support. Individuals who are named as respondents in a complaint, as well as witnesses, also have a right to assistance and support throughout the complaint process. The following people may provide support:

- parent/guardian/family member
- professional support staff
- employee or colleague
- trained resource person
- union/federation/association representative
- religious advisor
- translator/interpreter (if necessary)

4.4 In the event that an employee requires assistance in completing the Clevr[™] Incident, Accident, Injury Report Form, another individual such as a union, federation, or association representative may assist in completing the Clevr[™] Incident, Accident, Injury Report Form.

5.0 Domestic Violence:

If the Board becomes aware or ought reasonably to be aware that domestic violence is likely to expose an employee to physical injury in the workplace, the Board will take every reasonable precaution to protect the employee.

6.0 Investigation and Resolution:

6.1 Complaints may require an investigation of the complainant's allegations. The investigation will most often be performed by the complainant's supervisor unless such person(s) have a conflict of interest or require additional assistance, in which case the Superintendent of Human Resource Services, third party, or designate may be involved. Where the complainant and the respondent have different reporting structures, the supervisor or designate

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

6.2 During a formal investigation, the supervisor or designate who conducts the investigation will ensure that the following steps, as appropriate, 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;
- interview the complainant(s) and/or the third party reporting the complaint;
- ensure that the respondent(s) has pertinent details of the complaint and provide an opportunity for response;
- interview the respondent(s);
- interview witness(es);
- come to a decision 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 decision to the complainant and the respondent and give them an opportunity to respond to the same; and
- take appropriate action(s) to resolve the situation and mitigate risk of further workplace violence;
- If the respondent declines to participate in the formal investigative process, the investigation will still proceed. The respondent should be encouraged to participate in the interest of a balanced and fair process.

6.3 All formal reports filed under the Workplace Violence Prevention Administrative Procedure will be subject to an immediate threshold assessment to be conducted by the supervisor or designate. This assessment will determine whether the alleged conduct would, if proven, meet the definition of workplace violence.

6.4 The complainant will be advised and no further action will be taken, if the Board, following this threshold assessment, determines that the report filed:

- would not, if true, meet the definition of workplace violence;
- does not provide sufficient details of the alleged incident or threat of workplace violence, 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 Violence Prevention Administrative Procedure.

7.0 Mediated Resolution:

7.1 Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agrees 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.

7.2 Where there is already a formal 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.

7.3 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 mediator when the parties have expressed an interest in a mediated resolution. (In cases where mediation is sought, Human Resource Services will provide trained mediators who are acceptable to both parties.)

7.4 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.

7.5 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. The Superintendent of Human Resource Services or designate will ensure that the terms that the parties have agreed to have been met.

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

8.0 Disciplinary Actions for Employee Respondents:

8.1 The appropriate supervisor or designate may impose discipline as appropriate and consistent with the circumstances.

8.2 The principles of progressive discipline will be applied in dealing with disciplinary actions under this Administrative Procedure. These would include the following possibilities:

- verbal warning;
- written reprimand;
- suspension with pay;
- suspension without pay; or

- dismissal from employment with the Board.

9.0 Disciplinary Actions for Other Respondents:

Actions must be determined as appropriate for the individual situation and may include such responses as suspension/expulsion, 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 a Superintendent is recommended in these cases.

10.0 Review:

10.1 A request may be made to the Director of Education to convene a Review if a complainant or respondent has one or both of the following concerns:

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

10.2 The reviewer will be appointed by the Director of Education.

10.3 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.

10.4 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.

11.0 Measures and Procedures to Protect Employees from Workplace Violence:

11.1 For matters arising from the Workplace Violence Prevention Administrative Procedure, when appropriate, the supervisor or designate will convene an emergency meeting.

11.2 Where necessary the supervisor or designate may liaise with the Superintendent of Human Resource Services and all pertinent information relating to the behaviours and the reported circumstances will be collected. If required, the specific employees may be contacted.

11.3 The supervisor or designate will evaluate the circumstances of a person's history of violent behaviour. Factors to consider include:

- Was the history of violence associated with the workplace or work?

- Was the history of violence directed at a particular worker or workers in general?
- How long ago did the incident(s) of violence occur?
- What measures and procedures are in place in the existing workplace violence program?

11.4 The supervisor or designate and the Superintendent of Human Resource Services will ensure that the relevant employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:

- (i) the employee can be expected to encounter that person in the course of his or her work; and
- (ii) the risk of workplace violence is likely to expose the employee to physical injury.

The Supervisor will use HR Form #32 – Notification of Potential Risk of Injury, attached as Appendix B, to ensure appropriate disclosure to affected staff of persons with a history of violence posing a potential threat to staff safety.

A record of HR Form #32 is to be completed and stored in a confidential manner in the Supervisor's office. Each staff member meeting the criteria set out in paragraph 11.4 must review the form annually and sign off that they are aware of the information identified on the form. This includes occasional and supply staff as well as support services staff who may be expected to encounter the violent person while on school premises. It will be the Supervisor's responsibility to ensure this disclosure is made to each affected employee.

The supervisor will not disclose more personal information than is necessary to protect the employee from physical injury.

11.5 Measures and procedures that the Board may implement to protect employees from workplace violence include:

- contacting the police;
- encouraging employees to work and travel in groups;
- rescheduling work hours to avoid working late nights or very early mornings;
- training employees in conflict resolution and mediation strategies;
- developing, monitoring and reviewing safety plans;
- separation of individuals in the workplace;
- monitoring a person's behaviour in the workplace; and/or
- reporting the violent incident or risk of violence and undertaking an investigation.

11.6 Incidents that involve violence or the imminent threat to the safety or security of a person will require a police response. Occurrences that require a police response include:

- physical assault causing bodily harm;
- sexual assault;
- robbery;
- extortion;
- criminal harassment;
- drug offences, including possession and trafficking in drugs;
- weapons offences;
- explosive substance;
- hate-motivated incidents; and
- threats of serious physical injury.

11.7 Where police have been contacted, the Board may halt its review of the incident until the police investigation is complete. There is a concern that, if the Board persists in reviewing the incident, the supervisor or manager's actions in interviewing certain witnesses or seizing property could hamper or prejudice the police investigation. In these circumstances, the Board will defer to the police and allow them to carry out their investigation before the Board completes its investigation of the incident.

12.0 Risk Assessment:

12.1 On a periodic basis, the Board will conduct a risk assessment and determine the degree of risk for all Board employees for the following groupings:

- Staff on staff
- General Public (including parents) on staff
- Domestic Violence in the workplace

12.2 In an effort to mitigate these identifiable risks, the Board will maintain and implement the following measures and procedures:

- Emergency Response Manual
- Emergency Preparedness Policy and Administrative Procedure

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 Violence Prevention Administrative Procedure as part of its regular policy and procedure review cycle.
- Reviewing risk assessment reports upon completion of system risk assessments.

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 violence as often as necessary, but at least annually.
- Appointing a reviewer where required and affirm or amend a final decision or require that a new investigation be undertaken.

Superintendent of Human Resource Services is responsible for:

- Conducting immediate threshold assessment for reports of workplace violence when appropriate.
- Collecting all pertinent information relating to the behaviours and the reported circumstances.
- Informing the Joint Health & Safety Committee if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence.
- Ensuring that the relevant employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - the employee can be expected to encounter that person in the course of his or her work; and
 - the risk of workplace violence is likely to expose the employee to physical injury.

Superintendents are responsible for:

- Ensuring that the relevant employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - the employee can be expected to encounter that person in the course of his or her work; and
 - the risk of workplace violence is likely to expose the employee to physical injury.

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

- Conducting immediate threshold assessment for reports of workplace violence.
- Liaising with the Superintendent of Human Resource Services with respect to workplace violent 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.
- Imposing discipline as appropriate and consistent with the circumstances.
- Ensuring HR Form #32 (Appendix B) is completed and disclosed to affected employees.
- Reviewing HR Form #32 (Appendix B) annually with affected employees.

Joint Health and Safety Committee is responsible for:

- Reviewing this Administrative Procedure on an annual basis.
- Receiving and reviewing the results of an assessment of workplace violence risks or the results of a reassessment.

All Board employees are responsible for:

- Initiating a complaint if they are victims of workplace violence.
- Initiating a complaint if they have witnessed workplace violence directly, have received reports of workplace violence, or have reasonable grounds to suspect that workplace violence may occur.

PROGRESS INDICATORS:

- PVNCCDSB will continue to provide a respectful working and learning environment, free from workplace violence.
- Workplace violence complaints will be addressed and resolved in a timely fashion.

DEFINITIONS:

Other Respondents – Non PVNCCDSB employees.

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

Supervisor or Designate - include principals, vice-principals, managers, supervisors, superintendents, and director.

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.

Timely - acting in an expeditious manner as soon as is possible following the occurrence of the event in question.

Violent or Threatening Behaviours - the following are examples of violent or threatening behaviour, or warning signs of such behaviour:

- a) oral, written, or non-verbal threats – or intimidation, explicit or subtle;
- b) fascination with weaponry and/or acts of violence;
- c) disrupting or obstructing any Board activities or other authorized activities;
- d) expression of a plan to hurt self/others;
- e) extreme feelings of persecution, expressed distrust, especially with those in authority;
- f) expression of extreme desperation over family, financial or personal problems;
- g) frequent and unusual interpersonal conflicts;

- h) unusual reaction to criticism of work performance;
- i) displays of unwarranted anger;
- j) violence toward inanimate objects;
- k) sabotaging projects, computer programs or equipment;
- l) holding a grudge against a specific person; verbalizing a hope that something negative will happen to him or her;
- m) knowingly (which includes when one should reasonably have known) creating a condition that endangers the health, safety, or well-being of any person;
- n) coercing, enticing, or inciting a person to commit an act that is humiliating or demeaning to that person or to others;
- o) distribution of hate material and/or hate-motivated violence;
- p) any physical assault, including physical assault causing bodily harm;
- q) misappropriation, damage, defacement, and/or destruction of premises or property of the Board, or the property of others; and/or
- r) storage, possession, or use of a firearm, explosive substance, or other weapon, flammable solvents, bio-hazardous, volatile, or poisonous materials.

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.

Workplace Violence - as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

RELATED DOCUMENTS:

[APPENDIX A - Workplace Violence Prevention Flow Chart](#)

[APPENDIX B - HR Form #32 – Notification of Potential Risk of Injury](#)

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](#)
[Supporting Positive Student Behaviour: Safety for All AP - 912](#)
[Lockdown AP- 904](#)
[Bomb Threat AP - 905](#)
[Visitors to Schools AP - 902](#)
Emergency Preparedness and Business Continuity

APPENDIX A**Workplace Violence Prevention AP - 509****Workplace Violent Incident Process Flow-chart**

This flow-chart provides an overview of major steps in the workplace violence resolution process. Persons seeking further information regarding the resolution process are advised to refer to Workplace Violence Prevention Administrative Procedure 509.

INCIDENT	<p>A person exercises physical force against a worker, in a workplace, that causes or could cause physical injury to the worker; and/ or a person attempts to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behavior that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker is made or has reasonable grounds to suspect that workplace violence may occur, can initiate a complaint</p>
IMMEDIATE RESPONSE	<p>Where workplace violence occurs or is likely to occur, employees are encouraged to act immediately and summon assistance in the form of supervisory or managerial personnel, or police involvement. The situation may also require initiation of the Emergency Response Plan, Lockdown Administrative Procedure or Bomb Threat Administrative Procedure.</p> <p>Following immediate assistance, and once the emergency situation is under control, the complaint will be filed.</p>
RECORD THE INCIDENT	<p>Complete the Clevr TM Incident, Accident, Injury Report form citing a workplace violent incident on the Workplace Violence Incident tab.</p> <p>When appropriate, the supervisor or designate will convene an emergency meeting.</p> <p>The supervisor or designate may liaise with the Superintendent of Human Resource Services, and all pertinent information relating to the behaviours and circumstances reported will be collected.</p> <p>The supervisor or designate will refer a complaint to the Superintendent of Human Resource.</p> <p>Services in the event the incident of workplace violence involves a staff to staff incident, a member of the general public, or domestic violence.</p> <p>Pertinent details of the workplace violent incident complaint will be provided to the respondent.</p>
INFORMAL RESOLUTION	<p>In some situations, an informal resolution may be identified and enacted by the supervisor or designate at this stage of the reporting process through discussions with the complainant. In such a case the resolution would be documented by the supervisor.</p>
COMPLAINT RESOLUTION Threshold Assessment	<p>The supervisor or designate receiving the complaint will conduct a threshold assessment to determine if the alleged conduct, if proven, would meet the definition of workplace violence.</p> <p>If the definition of workplace violence is met, the supervisor or designate will take the appropriate steps to address the incident.</p>

<p>COMPLAINT RESOLUTION Investigation</p>	<p>An investigation of the complainant's allegations will be completed by the supervisor or designate of the Board.</p> <p>The respondent will be given an opportunity to respond to the allegations when appropriate.</p> <p>Interviews may be conducted and conclusions will be drawn based on the balance of probabilities.</p>
<p>COMPLAINT RESOLUTION Findings and Decision</p>	<p>A summary of the findings and decision will be provided to the complainant and the respondent. Both will be given an opportunity to respond.</p> <p>Appropriate actions will be taken to resolve the issue.</p>
<p>COMPLAINT RESOLUTION Review</p>	<p>If within ten working days of the final decision a complainant or respondent to a formal complaint has grounds for review, a reviewer will be appointed by the Director of Education.</p> <p>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.</p>



NOTIFICATION OF POTENTIAL RISK OF INJURY

IDENTIFYING INFORMATION

Name: _____

Classroom: _____

Location: _____

School: _____

Location: _____

Insert
Picture
of Person

BRIEF DESCRIPTION OF BEHAVIOUR THAT PRESENTS A RISK

SAFETY STRATEGIES AND TRIGGERS

DO

DO NOT

•

•

•

•

•

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•

•

EMERGENCY AND INTERVENTION STRATEGIES

PERSONS CONSULTED IN DEVELOPMENT OF NOTIFICATION:

SCHOOL STAFF

- ☐ School Administrator(s)
☐ Teacher(s)
☐ EA/ASD(s)
☐ Guidance Counsellor(s)
☐ Other

BOARD OFFICE STAFF

- ☐ Psychologist
☐ Special Education Consultant
☐ SERT
☐ Other

NOTIFICATION OF POTENTIAL RISK OF INJURY RECORD

EMPLOYEE SIGNATURE INDICATES THAT THE EMPLOYEE HAS REVIEWED THIS FORM:

(Principal/designate has checked all that apply):

- | | |
|---|---|
| <input type="checkbox"/> the risk of injury with respect to the above person; | <input type="checkbox"/> incident reporting procedures; |
| <input type="checkbox"/> the nature of the behaviour that may present a risk of injury; | <input type="checkbox"/> procedures to ascertain immediate assistance if necessary; |
| <input type="checkbox"/> safety strategies and triggers of behaviour; | <input type="checkbox"/> a safety plan is on file in the OSR |
| <input type="checkbox"/> emergency and intervention strategies; | |

DATE	EMPLOYEE NAME	POSITION	EMPLOYEE SIGNATURE	PRINCIPAL SIGNATURE

- ☐ Additional list of names attached

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 prevent and 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 the School Administrator's Office 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. School Administrator 2. Superintendent of School

(Principal/designate has checked all that apply):

- ☐ the risk of injury with respect to the above person;
- ☐ the nature of the behaviour that may present a risk of injury;
- ☐ safety strategies and triggers of behaviour;
- ☐ emergency and intervention strategies;
- ☐ incident reporting procedures;
- ☐ procedures to ascertain immediate assistance if necessary;
- ☐ a safety plan is on file in the OSR

[illegible]



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, 2021

PROJECTED REVIEW DATE: February, 2022

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:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

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.

ACTION REQUIRED:

The Board will take every precaution reasonable to protect the health and safety of workers. 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 board 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, workers, 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 (herein after 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

RELATED DOCUMENTS:

[Terms of Reference – Joint Health and Safety Committee](#)

REFERENCES:

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

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

[Terms of Reference – Joint Health and Safety Committee](#)

B.6.

Recommended Action:

That the Policy Development Committee recommend to the Board revised Administrative Procedures – ***#508 – Workplace Harassment Prevention***, and ***#509 – Workplace Violence 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