



# Agenda

## POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, February 4, 2019

6:30 – 8:30 p.m.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Emmanuel Pinto

Trustees who are unable to attend are asked to please notify  
Andrea Bradley, Administrative Assistant  
(705) 748-4861 ext. 1243 or by email: [abradley@pvnccdsb.on.ca](mailto:abradley@pvnccdsb.on.ca)

### A. Call to Order:

1. Opening Prayer, Michelle Griepsma.
2. We respectfully acknowledge that we are on the treaty and traditional territory of the Mississauga Anishnaabeg. We offer our gratitude to the First Nations for their care for, and teaching about, our earth and our relations. May we honour those teachings.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Committee Meeting held on November 19, 2019. Page 3
6. Business Arising from the Minutes.

### B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – New #322 Page 9  
**Student Digital Privacy**  
Sean Heuchert, Information Technology Services Manager
2. R.A.: Draft Administrative Procedure – New #505 Page 37  
**Performance Appraisal of Employees**  
Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services

3. R.A.: Amendment to Directional Policy – **Page 45**  
**#200 – Catholic Education**  
Michael Nasello, Director of Education
4. R.A.: Remove Administrative Procedures – **Page 52**  
**#203 – Role of Priests in the Schools** and  
**#204 – School Liturgies**  
Michael Nasello, Director of Education  
Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity
5. R.A.: Annual review of Administrative Procedures –  
**#508 – Workplace Harassment Prevention** **Page 53**  
**#509 – Workplace Violence Prevention** **Page 70**  
**#809 – Occupational Health and Safety** **Page 89**  
Joan Carragher, Superintendent of Learning/Leadership and  
Human Resource Services

**C. Information Items:**

1. **Pastoral Care in Schools: Diocesan Board Guidelines** **Page 94**  
Michael Nasello, Director of Education  
Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity

**D. Next Meeting:**

1. Monday, March 30, 2020      6:30 – 8:30 p.m.

**E. Conclusion:**

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



## Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, November 19, 2019 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

### PRESENT

- Trustees: Mmes. Linda Ainsworth, Eveline Fisher (Senior Student Trustee),  
Michelle Griepsma.  
Messrs. David Bernier (Committee Chairperson), Braden Leal, Kevin MacKenzie,  
Emmanuel Pinto.
- Administration: Mmes. Joan Carragher, Laurie Corrigan, Isabel Grace, Dawn Michie.  
Messrs. Timothy Moloney, Michael Nasello.
- Guests: Ms. Lisa De Vries, Social Worker.  
Mr. Darren Kahler, Human Resource Services Manager.
- Regrets: Mrs. Helen McCarthy.  
Messrs. Pepe Garieri, Josh Hill (Junior Student Trustee).
- Recorder: Mrs. Andrea Bradley.

### **A. Call to Order:**

David Bernier called the meeting to order.

#### 1. Opening Prayer.

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

2. David Bernier, 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 Braden Leal, seconded by Linda Ainsworth, that the Policy Development Committee Agenda be accepted as amended, moving **C4 to B1, B1 to B4, and B4 to B5.**

Carried

4. Declarations of Conflicts of Interest.

5. Approval of the Minutes of the Policy Development Committee Meeting held on October 1, 2019.

**MOTION:** Moved by Linda Ainsworth, seconded by Braden Leal, that the Minutes of the Policy Development Committee Meeting held on October 1, 2019, be approved.

Carried.

6. Business Arising from the Minutes.

**B. Recommended Actions/Presentations:**

1. Presentation on ***Board Bullying – Prevention and Intervention Programs***

Tim Moloney, Superintendent of Learning / Student Success

Michael Nasello, Director of Education

Lisa De Vries, Social Worker

Tim Moloney, Superintendent of Learning / Student Success, Michael Nasello, Director of Education, and Lisa De Vries, Social Worker, made a presentation to the Policy Development Committee titled ***Caring and Safe Schools @PVNC***. Tim and Lisa reviewed the data collected in detail and answered questions from the committee.

2. R.A.: Draft Administrative Procedure – New #816

***Extreme Weather Response***

Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services presented new draft Administrative Procedure – **#816 – *Extreme Weather Response*** to the Policy Development Committee and answered questions.

**MOTION:** Moved by Emmanuel Pinto, seconded by Braden Leal that the Policy Development Committee recommend to the Board that new draft Administrative Procedure – **#816 – *Extreme Weather Response*** be received and posted under Directional Policy – **#800 – *Healthy Schools and Workplaces***.

Carried

3. R.A.: Revised Administrative Procedure – #514

***Reporting to Work on Inclement Weather Days***

Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services presented revised draft Administrative Procedure – **#514 – *Reporting to Work on Inclement Weather Days*** to the Policy Development Committee and answered questions. Joan thanked Darren Kahler, Manager of Human Resource Services, for his help in writing **AP #816** and **AP #514**.

**MOTION:** Moved by Michelle Griepsma, seconded by Braden Leal that the Policy Development Committee recommend to the Board that revised draft Administrative Procedure – **#514 – *Reporting to Work on Inclement Weather Days***, be received and posted as amended under Directional Policy – **#500 – *Employee Relations***.

Carried.

4. R.A.: Draft Administrative Procedure – New #706

***Service Animals in Schools***

Laurie Corrigan, Superintendent of Learning / Special Education Services presented new draft Administrative Procedure – **#706 – *Service Animals in Schools*** to the Policy Development Committee and answered questions. Laurie will be making minor amendments to the draft Administrative Procedure. The PVNCCDSB does not have any service animals in schools at this time.

**MOTION:** Moved by Kevin MacKenzie, seconded by Linda Ainsworth, that the Policy Development Committee recommend to the Board that new draft Administrative Procedure – **#706 – *Service Animals in Schools*** be received and posted under Directional Policy – **#700 – *Equity and Inclusive Education***.

Carried

5. R.A.: Draft Administrative Procedure – New #208

***Catholic Family Life Education Program***

Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity presented new Administrative Procedure – **#208 – *Catholic Family Life Education Program*** to the Policy Development Committee and answered questions.

**MOTION:** Moved by Linda Ainsworth seconded by Michelle Griepsma, that the Policy Development Committee recommend to the Board that the new draft Administrative Procedure – **#208 – *Catholic Family Life Education Program***, be received and posted under Directional Policy – **#200 – *Catholic Education***.

Carried.

## C. Information Items:

### 1. Revised Administrative Procedure – #305

#### ***Out of School Activities***

Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity presented revised Administrative Procedure – **#305 – Out of School Activities** to the Policy Development Committee and answered questions. Dawn will be making minor amendments to the Administrative Procedure.

### 2. Revised Administrative Procedure – Old #204, New #610

#### ***Purchasing***

Isabel Grace, Superintendent of Business and Finance presented revised Administrative Procedure – **#610 – Purchasing** to the Policy Development Committee and answered questions. Isabel will be adding one sentence under **2.0 Approval Authorities** stating: ***All property purchase matters will come before the Board of Trustees for approval.***

**MOTION:** Moved by Kevin MacKenzie, seconded by Emmanuel Pinto, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#204 – Purchasing** be deleted and the revised, newly formatted, Administrative Procedure – **#610 – Purchasing**, be received and posted under Directional Policy – **#600 – Stewardship of Resources**.

Carried

### 3. Revised Administrative Procedure – #516

#### ***Use of Electronic Communication and Social Media***

Laurie Corrigan, Superintendent of Learning / Special Education Services presented revised Administrative Procedure – **#516 – Use of Electronic Communication and Social Media** to the Policy Development Committee and answered questions. Laurie added a point under Responsibilities: **Parents are Responsible for:**, also adding in the **Social Media Guidelines for Employees** document a section: **Guidelines For Parents**.

# Draft

2019-PD-56

**D. Next Meeting:**

1. Tuesday, February 4, 2020      6:30 – 8:30 p.m.

**E. Conclusion:**

1. Closing Prayer.

The Committee Chairperson, David Bernier, asked Braden Leal to lead the Closing Prayer.

2. Adjournment.

**MOTION:** Moved by Braden Leal seconded by Emmanuel Pinto,  
that the Policy Development Committee Meeting adjourn at 8:23 p.m.

Carried.

David Bernier  
Committee Chairperson  
/ab

Michael Nasello  
Director of Education





BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
<b>Student Digital Privacy</b>	<b>322 (OLD) NA</b>
Directional Policy	
<b>300: Student Achievement and Well Being</b>	

**TITLE OF ADMINISTRATIVE PROCEDURE:**

Student Digital Privacy

**DATE APPROVED: February 4, 2020**

**PROJECTED REVIEW DATE:**

**DIRECTIONAL POLICY ALIGNMENT:** This Administrative Procedure aligns with the purpose of the [Student Achievement and Well Being Directional Policy](#) by supporting a learning environment that is anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations in the context of digital tools used in our classrooms.

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

The Student Digital Privacy Administrative Procedure supports our Vision for achieving Excellence in Catholic Education by ensuring the Board provides a critical and responsible approach to the use of technology. The board is committed to creating a systematic approach to the implementation of technology that results in the effective and responsible use of our technology systems, is equitable, and ensures a shared understanding of our policies.



## Strategic Priorities 2017-2020

### Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

### Mission

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

### LEARN

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

### LEAD

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

### SERVE

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

### ACTION REQUIRED:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board (the “Board”) is committed to establishing guidelines and expectations regarding the ethical and responsible use of the Internet and technology systems.

The Board acknowledges the ever-widening and deepening of our students’ digital footprints. Even before they are born in some cases, their images and personal information are readily available digitally. From social media, to texting, to the Internet, the privacy of student information and their own understanding of this reality are paramount.

For generations, teachers and administrators have accompanied their students on trips and excursions that take them into the world. In a similar fashion, when students foray into the Internet, we must continue to accompany them, educate them about its benefits and risks, and provide them with the tools for critical reflection that allow them to make good decisions about their use. A student’s digital footprint exists for a lifetime. From awareness building to critical thinking, to taking proactive privacy measures, the Board

is committed to supporting student learning in environments that safeguard the privacy of students.

The Board requires classroom teachers to complete the lessons in the [Digital Privacy Scope and Sequence](#) in order to support students, staff, and administration in safeguarding the privacy of students in PVNC and to provide them with the means, information, and skills necessary to work in a digital environment. Teachers will only use apps that have been [approved by the Board](#) and only use third-party apps for which they have secured approval from their Principal and the Board, and, when required, informed consent from parents/guardians.

### **RESPONSIBILITIES:**

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

- Ensuring alignment with the Student Achievement and Well Being Directional Policy.
- Reviewing the Student Digital Privacy 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 and compliance with this Administrative Procedure.

#### **Superintendent of Learning (Information Technology) is responsible for:**

- Supporting technical innovation, equitable access to technology, and student privacy by overseeing the development of this Administrative Procedure.

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

- Supporting implementation of this Administrative Procedure.
- Promoting a culture of positive digital citizenship that reinforces our understanding that “communication is part of God’s plan for us and an essential way to experience fellowship.” (Pope Francis, 2018)

#### **Manager of Information Technology is responsible for:**

- Overseeing the development and revision of digital privacy resources for staff and students.
- Monitoring and supporting staff and students in the areas of digital privacy and personal information.

- Centrally approving 3rd Party Applications (e.g. Google Suite for Education) and processing requests for review of 3rd Party Applications.

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

- Notifying students, staff, and parents about the Digital Privacy and Citizenship Administrative Procedure.
- Monitoring the use of third-party applications by teachers in their schools.
- Establishing and ensuring the Digital Learning Scope and Sequence steps for students and staff who use technology in the context of learning.

**Staff are responsible for:**

- Using the Digital Learning Scope and Sequence steps for all grades - Kindergarten to Grade 12 prior to students encountering and using technology in the context of learning.
- Only using apps that have been approved by the Board and only using third-party apps for which they have secured approval from their Principal and the Board, and, when required, informed consent from parents/guardians.

**Students are responsible for:**

- Using the resources and best practices provided to them to understand, protect, and curate their digital footprint as global learners and effective communicators.
- Completing the [Digital Privacy Scope and Sequence](#) under the direction of their classroom teacher.
- Reading and acknowledging, on an annual basis, the Student Acceptable Use of Technology Agreement.

**Parents are responsible for:**

- Reading, supporting, and acknowledging, on an annual basis, the Student Acceptable Use of Technology Agreement and other agreements that acknowledge the use of third party applications that may collect the images or personal information provided of their children. An electronic acknowledgment of the agreement may also serve as the official record in lieu of a paper copy.

**PROGRESS INDICATORS:**

- Yearly completion of Student Acceptable Use of Technology forms by students and parents
- Yearly completion of signed consents that indicate parental knowledge of third-party information sharing.
- Student access of Digital Citizenship resources.
- Pre and post assessment for each grade.

**DEFINITIONS:**

- **Digital Citizenship** - Conduct oneself ethically, respectfully and in accordance with the rights, duties, and privileges of being a part of an online community.
- **Digital Tools** - Electronic tools that are used to help deliver instruction or for other classroom purposes. A movie maker app is an example of a digital tool that can be used to help students create a movie to help explain a concept they are learning.
- **School site** - land or premises, or an interest in land or premises, required by a Board for a school, school playground, school garden, teacher's residence, caretaker's residence, gymnasium, school offices, parking areas or for any other school purpose.
- **Technology** - all forms of technology used to create, store, exchange, and use digital information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).
- **Third-party App** - an application that is developed by a party other than the School Board and has not been explicitly approved for use by students and staff.

**REFERENCES:**

- [Student Acceptable Use Administrative Procedure](#)
- [Student Digital Privacy Scope and Sequence](#)
- [Message of His Holiness Pope Francis for World Communications Day, January 24, 2018](#)
- [Catholic Curriculum Corporation - Ethical and Responsible Use of Information and Communication Technology](#)
- [Bill 13, Accepting Schools Act, 2012](#)
- [Student Achievement and Well Being Directional Policy - 300](#)
- [Personal Network Device Policy - 904 \(New AP 314\)](#)



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# LEARNING SCOPE & SEQUENCE: A RESOURCE FOR EDUCATORS 2018-2020



Peterborough Victoria  
Northumberland and Clarington  
Catholic District School Board

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# Introduction

Technology and digital resources are being used with increasing frequency in our classrooms and schools. Teachers, support staff and administration have indicated that there is a need for appropriate direction and policy in this area. This resource supports existing curriculum and learning. To that end PVNCCDSB has developed a Digital Privacy Learning Scope & Sequence which serves as the foundation for teaching and learning in this area. As an educator, when you introduce technologies, software, and services into your classroom, it is your responsibility to keep student privacy and security at the forefront of your planning and pedagogy.

Digital privacy and security continue to be of critical importance to our staff and students. By exploring the topics and resources listed below, educators can work with students to ensure that they have the skills needed to keep themselves and their personal information safe when navigating the ever-evolving digital world.

## Digital Scope Legend\*

Skill is introduced only if the technology or software is utilized in this grade.

### A (As needed)

- Skill is introduced only if the technology or software is utilized in this grade

### I (Introduction)

- Skill is introduced and applied as technology and software is utilized in the classroom.

### R (Reinforced)

- Skill is strengthened and supported with additional materials based on the grade level and technologies that are being utilized in the classroom

### M (Mastered)

- By the end of designated grade, skill has been acquired completely and applied consistently and effectively.

#### **\*Please Note:**

Even though skills are applied at specific grades, the facilitator should continue to monitor student proficiency in all skill areas as recommended by the Digital Privacy Learning Scope and Sequence.



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# Digital Privacy Scope

Click on a skill to view the associated resources.

Category	Skills	Y1	Y2	1	2	3	4	5	6	7	8	9	10	11	12	Catholic Graduate Expectations
Create	Identify importance of and create strong passwords & keep them private	A	A	A	I	R	R	R	M							Reflective Thinker Critical Thinker
	Creating A Positive Digital Footprint	A	A	A	I	R	R	M								
	Demonstrate safe electronic communication practices, recognition of the potentially public exposure of email and appropriate email etiquette			A	A	A	A	I	R	R	M					
	Understanding what personal information should and should not be included, how that information will be accessed and used when signing a student up for a service.	A	A	I	R	M										
	Understanding what personal information should and should not be included, how that information will be accessed and used when students are creating personal accounts.									I	R	R	M			
Manage Use Share	Identify consequences of digital information becoming visible or taken						A	A	I	R	R	R	M			Effective Communicator Communication
	Curate a positive digital footprint				A	A	I	R	R	R	R	R	M			
	Evaluate your digital footprint using a specific tool (vanity)							A	A	I	R	R	M			
	Understanding privacy policies by looking critically at the language used								A	A	I	R	R	M		
	Understanding and recognizing the importance of intellectual and creative property in a digital environment					A	A	I	R	R	R	M				

KEY: A= As Needed, I = Introduction, R = Reinforced, M = Mastered

Draft Mar 6, 2019

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Click on a skill to view the associated resources.

Category	Skills	Y1	Y2	1	2	3	4	5	6	7	8	9	10	11	12	Catholic Graduate Expectations
<b>Manage Use/Share</b>	Identify & explore low risk alternatives that protect from exposure to age - inappropriate content			A	A	I	R	R	R	R	R	R	R	R	R	
<b>Protect</b>	Logging in and out of accounts (including social logins)	A	A	A	I	R	R	R	M							<b>Self-Directed</b>
	Understand and manage of browser history and cookies					A	I	R	R	R	R					
	Launch, use and close appropriate software, apps & websites	I	R	R	R	R	R	R	R	R	R	R	R	R	R	
	Configure and regularly audit account settings and preference in regards to privacy and security						A	I	R	R	R	R	R	R	R	
	Recognize and describe the potential risks and dangers associated with various forms of online communications		A	A	I	R	R	R	R	R	R	R	R	R	R	
	Identify and explain the strategies for the safe and efficient use of technology (e.g. virus protection software, spam filters, popup blockers)							A	I	R	R	R	R	R	R	
	Look critically at the addictive nature of products (e.g. video games, social media), brain chemistry and the means to self regulate.			A	A	A	I	R	R	R	R	R	R	R	R	
	Look critically at what personal information is being collected and how it might be sold/used	A	A	I	R	R	R	R	R	R	R	R	R	R	R	

KEY: A= As Needed, I = Introduction, R = Reinforced, M = Mastered

Draft Mar 6, 2019

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CREATE



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The following resources are intended for teachers to use at their own discretion. As an educator when you introduce technologies, software, and services into your classroom it is your responsibility to ensure you understand where data is being stored and how it is being used.

## Digital Privacy - Resources - Create

### Identify importance of and create strong passwords & keep them private

*As Needed: Y1, Y2, Grade 1; Introduction: Grade 2; Reinforced: Grade 3,4; Mastered: Grade 5;*

### Resources

#### Powerful Passwords (K-2)

- Common Sense Lesson Plan - <https://www.commonsense.org/education/lesson/powerful-passwords-k-2>
- PVNCCDSB link to Common Sense Lesson Plan - <https://drive.google.com/open?id=1B-k1cy-nuP5N9CcYdNk2-pC3HdWU4wJY>

#### Strong Passwords (3-5)

- Strong Passwords (3-5) (Source: Common Sense Media <https://www.commonsense.org/education>)
- Common Sense Media listing - <https://www.commonsense.org/education/lesson/strong-passwords-3-5>
- PVNCCDSB link to lesson plan - <https://drive.google.com/open?id=1kPolw6nnWH9HHUaBvyicTHLwS3Dg0icj>

#### Account Security (6-12)

- Account Security Video (6-12) (Common Craft): <https://drive.google.com/drive/folders/12F5A2WoZka0dNa-RWTx8uSGl8S7aLiOS>
- Account Security Lesson Plan (Common Craft): <https://drive.google.com/open?id=1AaujK1uxMeOhWB5TWqgd8nZHJ40ICnnn>





## Creating A Positive Digital Footprint

*As Needed: Y1, Y2, Grade 1; Introduction: Grade 2; Reinforce: Grade, 3, 4, 5; Mastered: Grade 6;*

### Resources

#### Follow The Digital Trail (K-2)

- Follow the Digital Trail Video (Common Sense Media) <https://youtu.be/uwY6KsipuJQ>
- Common Sense Media listing - <https://www.commonsense.org/education/lesson/follow-the-digital-trail-k-2>
- PVNCCDSB link to Common Sense Media lesson plan - [https://drive.google.com/open?id=1RpyLmh--pwJt\\_Z3ZOd7YdUFVtC6Zay-Q](https://drive.google.com/open?id=1RpyLmh--pwJt_Z3ZOd7YdUFVtC6Zay-Q)

#### Digital Footprint

- Digital Footprint Common Craft Video - <https://drive.google.com/open?id=15EhBTOA8MVD3ug1itd9JBofH5yq-344>
- Digital Footprint Common Craft Lesson Plan - <https://drive.google.com/open?id=1K4Ng-XIbDJiLSkvIVXGD3gsR1veBOh2U>

## Demonstrate safe electronic communication practices, recognition of the potentially public exposure of email and appropriate email etiquette

*As Needed: Grade 1, 2, 3, 4; Introduction: Grade 5; Reinforced: Grade,6, 7; Mastered: Grade 8;*

### Resources

#### Keep it Private (K-2)

- Keep It Private (K-2) Common Sense lesson plan - <https://www.commonsense.org/education/lesson/keep-it-private-k-2>
- PVNCCDSB link to Common Sense lesson plan - [https://drive.google.com/open?id=11M5XsZhxBg32wYxl9MilfhTSHCQd1G\\_7](https://drive.google.com/open?id=11M5XsZhxBg32wYxl9MilfhTSHCQd1G_7)

#### Private and Personal Information (3-5)

- Private and Personal Information (3-5) Common Source lesson plan - <https://www.commonsense.org/education/lesson/private-and-personal-information-3-5>



- PVNCCDSB link to Common Sense lesson plan - <https://drive.google.com/file/d/1ZkFpVJvGKYrjvGWbudOt1cuMrvkCUjxC/view?usp=sharing>

### Talking Safely Online (3-5)

- Talk Safely Online (3-5) Common Sense Media listing - <https://www.common sense.org/education/lesson/talking-safely-online-3-5>
- PVNCCDSB link to Common Sense lesson plan - [https://drive.google.com/file/d/1i7eQVkg49qrAQVQnnMQ0m-HVILMdXz2\\_/view?usp=sharing](https://drive.google.com/file/d/1i7eQVkg49qrAQVQnnMQ0m-HVILMdXz2_/view?usp=sharing)

## Understanding what personal information should and should not be included, how that information will be accessed and used when signing a student up for a service.

*As Needed: Y1, Y2 Introduction: Grade 1; Mastered: Grade 2*

## Resources

### Account Security (6-12)

- Account Security Video (6-12) (Common Craft): <https://drive.google.com/drive/folders/12F5A2WoZka0dNa-RWTx8uSGl8S7aLiOS>
- Account Security Lesson Plan (Common Craft): <https://drive.google.com/open?id=1AaujK1uxMeOhWB5TWqgd8nZHJ40ICnnn>

### Protecting Reputations Online

- Protection Reputations Online (Common Craft Video) - <https://drive.google.com/open?id=1lqH0tJBre9Kxw1NwGXvmakZcerDz06ce>
- Protecting Reputations Online Lesson Plan - <https://drive.google.com/open?id=1JUFVDldjYWSTWop0AK1D7YQQHayiDA12>



## Understanding what personal information should and should not be included, how that information will be accessed and used when students are creating personal accounts.

*Introduction: Grade 7; Reinforced: Grade, 8, 9; Mastered: Grade 10*

### Resources

#### Cyber Sense Poem

- Cyber Sense Poem (Media Smarts) - <http://mediasmarts.ca/tipsheet/cyber-sense-poem>

#### Data Defenders Guides and Game

- Media Smart Game (Media Smart [mediasmarts.ca](http://mediasmarts.ca)) <http://mediasmarts.ca/digital-media-literacy/educational-games/data-defenders-grades-4-6>
- Teacher's Guide <http://mediasmarts.ca/sites/mediasmarts/files/guides/data-defenders-teachers-guide.pdf>
- Parent Guide <http://mediasmarts.ca/sites/mediasmarts/files/guides/data-defenders-parent-guide.pdf>
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# Digital Privacy - Resources - Manage, Use, Share

## Identify consequences of digital information becoming visible or taken

*As Needed: Grade 4, 5; Introduction: Grade 6; Reinforced: Grade, 8, 9; Mastered: Grade 10*

### Resources

- Know the Deal: Value Of Privacy - [http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson\\_know\\_the\\_deal.pdf](http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_know_the_deal.pdf)
- PVNCCDSB link to Common Sense Media Listing - [https://drive.google.com/open?id=14E\\_tROv8AlwMcQuzz1utqaDIwY2qha8G](https://drive.google.com/open?id=14E_tROv8AlwMcQuzz1utqaDIwY2qha8G)

### Sharing Your Information

- Sharing Your Information Video (Federal Trade Commission - <https://www.ftc.gov/> )
- Share Your Information Video - <https://www.youtube.com/watch?v=O5OsQsB7Hg4>

### Identity Theft

- Identity Theft video (6-8) (Common Craft): [https://drive.google.com/open?id=1g\\_AlB2t40-cY89Ydx1Zulin\\_k8FdXHD8](https://drive.google.com/open?id=1g_AlB2t40-cY89Ydx1Zulin_k8FdXHD8)
- Identity Theft lesson plan (6-8) (Common Craft): <https://drive.google.com/open?id=1W7zeujVjM3Z2invXTk3WmaWlvtrvVuY7>



## Curate a positive digital footprint

*As Needed: Grade 2,3; Introduction: Grade 4; Reinforced: Grade, 5,6,7,8,9;  
Mastered: Grade 10*

### Resources

**Online reputation presentation package (7-8) (Source: Office of the Privacy Commissioner of Canada <https://www.priv.gc.ca/en>)**

- Online Reputation Presentation package <https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/pp/7-8/>

**Here's 5 Tips For Spring Cleaning Your Digital Footprint**

- Here's 5 Tips for Spring Cleaning Your Digital Footprint (Source: Mashable <https://mashable.com/>)
- Here's 5 Tips for Spring Cleaning Your Digital Footprint (video) - <https://www.youtube.com/watch?v=4SnY73wYFzM>
- 

## Evaluate your digital footprint using a specific tool (vanity)

*As Needed: Grade 3, 4, 5, 6; Introduction: Grade 7; Re-enforced: Grade, 8, 9; Mastered: Grade 10*

### Resources

**Getting the Toothpaste Back into the Tube: A Lesson on Online Information (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))**

- Getting the Toothpaste Back into the Tube: A Lesson on Online Information (<http://mediasmarts.ca/teacher-resources/getting-toothpaste-back-tube-lesson-online-information>)

**Information Once It's Out There**

- Information Once It's Out There (Source: Office of the Privacy Commissioner of Canada <https://www.priv.gc.ca/en>)
- Information Once It's Out There (video) - [https://www.youtube.com/watch?v=MOJS\\_EjWE8o](https://www.youtube.com/watch?v=MOJS_EjWE8o)



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### **CyberSense and Nonsense: The Second Adventure of The Three CyberPigs**

- CyberSense and Nonsense: The Second Adventure of The Three CyberPigs (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))
- CyberSense and Nonsense: The Second Adventure of The Three CyberPigs <http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs>

### **5 Ways to Make A Positive Digital Footprint**

- 5 Ways to Make a Positive Digital Footprint! (Source: Katie McClure <https://youtu.be/DwFE25f50P4>)
- 5 Ways to Make a Positive Digital Footprint! <https://youtu.be/DwFE25f50P4>

### **Do A Vanity Search Using Google**

- Do a Vanity Search Using Google (or other search engine). Include an image search

### **Does it Matter Who Has Your Data**

- Does it Matter Who Has Your Data? (9-12) (Source: Common Sense Media <https://www.commonsense.org/education>)
- Common Sense Media listing - <https://www.commonsense.org/education/system/files/uploads/classroom-curriculum/9-12-unit4-lesson-doesitmatterwhohasyourdata.pdf?x=1>
- PVNCCDSB link to lesson plan - [https://drive.google.com/open?id=1e\\_GhN2DHVho9aZPCXmvEj4gKcjGttLI8](https://drive.google.com/open?id=1e_GhN2DHVho9aZPCXmvEj4gKcjGttLI8)

### **Online Citizenship**

- Online Citizenship video (2-4) (Common Craft): <https://drive.google.com/open?id=1Q3HrNIJEQZe09ruWJQ2pgUVsLD7vOtb7>
- Identity Theft lesson plan (2-4) (Common Craft): [https://drive.google.com/open?id=14U\\_C2IG7WhjACi0O3rD21fNkOenN6XQJ](https://drive.google.com/open?id=14U_C2IG7WhjACi0O3rD21fNkOenN6XQJ)



## Understanding privacy policies by looking critically at the language used

*As Needed: Grade 6, 7; Introduction: Grade 8; Reinforced: Grade, 9, 10; Mastered: Grade 11*

### Resources

#### Click If You Agree (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))

- Click If You Agree (game) - <http://mediasmarts.ca/blog/click-if-you-agree>

#### Kids' Privacy Sweep

- Kids' Privacy Sweep Lesson Plan (Source: Office of the Privacy Commissioner of Canada <https://www.priv.gc.ca/en>)
- Kids' Privacy Sweep Lesson Plan - [https://www.priv.gc.ca/media/3600/yth\\_lesson\\_e.pdf](https://www.priv.gc.ca/media/3600/yth_lesson_e.pdf)

#### Privacy For Kids

- Privacy for Kids (Source: Office of the Privacy Commissioner of Canada <https://www.priv.gc.ca/en>)
- Privacy for Kids - <https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/educational-resources-for-teachers/>

#### Privacy Online

- Privacy Online video (Common Craft) - [https://drive.google.com/open?id=1054IQ1KzivrR1PbGNk7Zyb\\_YXJeDc\\_3N](https://drive.google.com/open?id=1054IQ1KzivrR1PbGNk7Zyb_YXJeDc_3N)
- Privacy Online lesson plan (Common Craft) - <https://drive.google.com/open?id=17QKQLtCST2vyNEKj9jWfYjMIDUUBbYk1>





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## Understanding and recognizing the importance of intellectual and creative property in a digital environment

As Needed: Grade 3, 4; Introduction: Grade 5; Reinforced: Grade 6, 7, 8; Mastered: Grade 9

### Resources

#### Stay on the Path Lesson One: Searching for Treasure (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))

- Stay on the Path Lesson One: Searching for Treasure ([mediasmarts.ca](http://mediasmarts.ca)) - <http://mediasmarts.ca/lessonplan/stay-path-lesson-one-searching-treasure>
- Stay on the Path Lesson Two: All That Glitters Is Not Gold (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))
- Stay on the Path Lesson Two: All That Glitters Is Not Gold ([mediasmarts.ca](http://mediasmarts.ca)) - <http://mediasmarts.ca/lessonplan/stay-path-lesson-two-all-glitters-not-gold>
- Stay On The Path Lesson Three: Treasure Maps (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))
- Stay On The Path Lesson Three: Treasure Maps - <http://mediasmarts.ca/lessonplan/stay-path-lesson-three-treasure-maps> Stay On The Path Lesson Four: Scavenger Hunt (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca)) Stay On The Path Lesson Four: Scavenger Hunt <http://mediasmarts.ca/lessonplan/stay-path-lesson-four-scavenger-hunt>

#### Citations & Citing Your Work

- Citations & Citing Your Work video (Common Craft) - <https://drive.google.com/open?id=1JMvQopYACnxBREUGGJf8GVpTE9oqOukI>
- Citations & Citing Your Work lesson plan (Common Craft) - <https://drive.google.com/open?id=1IpmmWzOD4h4KQYYF80gtwhkEOM3CUUXq>

#### Plagiarism

- Plagiarism video (Common Craft) - [https://drive.google.com/open?id=1cdqd\\_xxWyMFi5MMSVeSEH6CHx3eEuPFj](https://drive.google.com/open?id=1cdqd_xxWyMFi5MMSVeSEH6CHx3eEuPFj)
- Plagiarism lesson plan (Common Craft) - <https://drive.google.com/open?id=1sJoxpY24bPrdJzGHspbm6FWL1yVsQ-12>

#### Intellectual Property (Patents, Trademarks, etc.)

- Intellectual Property (Patents, Trademarks, etc.) video (Common Craft) - <https://drive.google.com/open?id=1qcrKxYhcW3hVmtlTFN9TbRddeJZJsXmK>
- Intellectual Property (Patents, Trademarks, etc.) video (Common Craft) - <https://drive.google.com/open?id=11tM-mfBYU2Jgzqf47zmG3sv9qOwPkFIP>



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### Fair Use

- Fair Use video (Common Craft) - <https://drive.google.com/open?id=1RHPCuv6k4Kiqe7NMbmT0CFWdSI6tVI4D>
- Fair Use lesson plan (Common Craft) - [https://drive.google.com/open?id=1vrxcCQHClh\\_lqPRcZPCySbSln8MUye3s](https://drive.google.com/open?id=1vrxcCQHClh_lqPRcZPCySbSln8MUye3s)

## Identify and explore low risk alternatives that protect from exposure to age - inappropriate content

*As Needed: Grade 1, 2; Introduction: Grade 3; Reinforced: Grade, 4, 5, 6, 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

- **So Many Choices!** (Source: Media Smart [mediasmarts.ca](http://mediasmarts.ca))
  - So Many Choices! Media Smart listing - <http://mediasmarts.ca/teacher-resources/so-many-choices>
  - So Many Choices! lesson plan - [http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson\\_so\\_many\\_choices\\_0.pdf](http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_so_many_choices_0.pdf)

**PROTECT**



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# Digital Privacy - Resources - Protect

## Logging in and out of accounts (including social logins)

*As Needed: Y1, Y2, Grade 1; Introduction: Grade 2; Reinforced: Grade 3, 4, 5; Mastered: Grade 6*

### Resources

#### Account Security

- Account Security video (Common Craft) - <https://drive.google.com/open?id=1UE5Ou0cvH2rG8KxWEfoTH6bdtyS0Qw4c>
- Account Security lesson plan (Common Craft) - <https://drive.google.com/open?id=1AaujK1uxMeOhWB5TWqgd8nZHJ40ICnnn>

## Understand and manage of browser history and cookies

*As Needed: Grade 3; Introduction: Grade 4; Reinforced: Grade 5, 6, 7, 8; Mastered: N/A*

### Resources

#### Website Cookies

- Website Cookies video (Common Craft) - <https://drive.google.com/open?id=1wG5K-8QQIJXaYcfj2LcTNU2xQrhuh9Jx>
- Website Cookies lesson plan (Common Craft) - <https://drive.google.com/open?id=1fSS5VOb1qh3b1PXE8X1ps2DLmYL6W7fn>



## Launch, use and close appropriate software, apps and websites

*As Needed: N/A; Introduction: Y1; Reinforced: Y2, Grade 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

- COMING SOON!

## Configure and regularly audit account settings and preference in regards to privacy and security

*As Needed: Grade 4; Introduction: Grade 5; Reinforced: Grade 6, 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

#### Mobile Safety & Security

- Mobile Safety & Security video (Common Craft) - [https://drive.google.com/open?id=1hbEBPi\\_uKjR8JInauqAYrAiJvmg6ybWn](https://drive.google.com/open?id=1hbEBPi_uKjR8JInauqAYrAiJvmg6ybWn)
- Mobile Safety & Security lesson plan (Common Craft) - [https://drive.google.com/open?id=1-gm\\_Pwt5WN51KHaw4b3TIRA3FbKSDiD2](https://drive.google.com/open?id=1-gm_Pwt5WN51KHaw4b3TIRA3FbKSDiD2)

## Recognize and describe the potential risks and dangers associated with various forms of online communications

*As Needed: Y2, Grade 1; Introduction: Grade 2; Reinforced: Grade 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

- COMING SOON!



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## Identify and explain the strategies for the safe and efficient use of technology (e.g. virus protection software, spam filters, popup blockers)

*As Needed: Grade 5; Introduction: Grade 6; Reinforced: Grade 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

#### Computer Viruses & Threats

- Computer Viruses & Threats video (Common Craft) - [https://drive.google.com/open?id=1z-3IR2UP9d\\_UR07VICvIkYqAxQC8YTVi](https://drive.google.com/open?id=1z-3IR2UP9d_UR07VICvIkYqAxQC8YTVi)
- Computer Viruses & Threats lesson plan (Common Craft) - <https://drive.google.com/open?id=17ZuvFPTY6637iTPxZ80djm9Mok6vdzCr>

## Look critically at the addictive nature of products (e.g. video games, social media), brain chemistry & the means to self regulate.

*As Needed: Grade 5; Introduction: Grade 6; Reinforced: Grade 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

- COMING SOON!

## Look critically at what personal information is being collected and how it might be sold/used

*As Needed: Y1, Y2; Introduction: Grade 1; Reinforced: Grade 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Mastered: N/A*

### Resources

- COMING SOON!

## B.1.

### Recommended Action:

That the Policy Development Committee recommend to the Board that new draft Administrative Procedure – ***#322 – Student Digital Privacy*** be received and posted under Directional Policy – ***#300 – Student Achievement and Well-being.***

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<small>Administrative Procedure</small> <b>Performance Appraisal of Employees</b>	<small>Administrative Procedure Number</small> <b>AP-505</b>
<small>Directional Policy</small> <b>Employee Relations - 500</b>	

#### **TITLE OF ADMINISTRATIVE PROCEDURE:**

Performance Appraisal of Employees

**DATE APPROVED: February 4, 2020**

**PROJECTED REVIEW DATE: February, 2025**

#### **DIRECTIONAL POLICY ALIGNMENT:**

This Administrative Procedure aligns with the Employee Relations Directional Policy. The Employee Relations 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* through Learn, Lead and Serve. The Employee Relations Directional Policy also welcomes and appreciates the engagement, ideas, perspectives and contributions that come from this partnership and its positive impact on student achievement and wellbeing.

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

The Performance Appraisal program at PVNC is designed to support and encourage staff and foster excellence in the workplace. The program provides a fair and open opportunity for discussion and feedback between employees and their supervisor to ensure that the work being accomplished is aligned with our vision.



## 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:

An engaged and effective staff promotes our vision of *Achieving Excellence in Catholic Education* by ensuring our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings. Performance appraisals in PVNC will be governed by these procedures to ensure all employees are treated fairly and objectively and provided with feedback on their performance on a regular basis.

Nothing in these administrative procedures is intended to supersede or contradict any legislation or any current PVNC Collective Agreement or Terms and Conditions of Employment between the Board and our employee groups.

The purpose of performance appraisal is to:

- Foster, support and recognize excellence in employee performance;
- Promote the professional growth of employees;
- Identify the professional strengths and areas of potential growth for employees;
- Provide a measure of accountability.

Employee professional learning, leadership development, dialogue, feedback and performance appraisal processes promote continuous improvement and engagement for all employee groups.

Employee's performance expectations will be based on the employee's job description and aligned with the Board's Strategic Priorities. Employees will establish performance expectations and goals aligned with Board, school or department strategic priorities.

The performance appraisal of employees is based on the procedures and guidelines indicated within the performance appraisal system as legislated by the Education Act and Regulations or mandated by the Board for each employee group of PVNC in this procedure:

**Teaching staff-** performance appraisals will be conducted in mVal® in accordance with the Education Act and Regulations, as outlined in the [Teacher Performance Appraisal: Technical Requirements Manual 2010](#) and/ or the [New Teacher Induction Program Manual](#).

**Long-term Occasional (LTO) Teaching staff** - performance appraisals will be conducted in mVal® for any teacher in a placement of four (4) months or longer. A successful LTO Performance Appraisal is required for consideration for permanent employment.

**Support Staff / CUPE** - performance appraisals for all permanent CUPE staff will be conducted on a five (5) year cycle. Each newly hired permanent CUPE staff will have a performance appraisal conducted in Clevr™ prior to the end of their probationary period. Supply CUPE staff in long-term assignments of four (4) months or greater will have a performance appraisal conducted in Clevr™ prior to the end of their assignment.

**Non-Aligned, Non-Union (NANU) staff** – performance appraisals will be conducted in Clevr™ every five (5) years. Each newly hired permanent staff will have a performance appraisal conducted in Clevr™ prior to the end of their probationary period.

**Managers-** performance appraisals will be conducted in Clevr™ every five (5) years. Competencies for managers will be based on the Ontario Catholic Leadership Framework. Each newly hired permanent manager will have a performance appraisal conducted in Clevr™ prior to the end of their probationary period.

**Principals and Vice-Principals-** performance appraisals will be conducted in mVal® in accordance with the Education Act and Regulations as outlined in the [Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual](#). The basis for the appraisal process is the *Ontario Leadership Framework 2013*.

**Supervisory Officers-** performance appraisals will be conducted in accordance with the Education Act and Regulations, and the Supervisory Officers Performance Appraisal process.

**Director** – an annual performance appraisal will be completed by the Board of Trustees.

#### **ACTION REQUIRED:**

1. Ensure all PVNC employees participate in a fair and transparent performance appraisal process which provides specific feedback to recognize excellence, to support professional growth, to identify strengths and areas for improvement.
2. Each newly employed non-teaching staff member will be involved in a performance appraisal during his/her probationary period.
3. The results of the appraisal will be shared with the employee concerned, the appropriate supervisor and will then become part of the employee's personnel file.
4. Human Resource Services will maintain a schedule for all required performance appraisals.
5. While it is expected that the performance effectiveness of employees will generally be validated by the appraisal process, where necessary, documented unacceptable performance will result in an employee consulting with his or her immediate supervisor to complete a Professional Improvement or Growth Plan with specific goals for improvement in workplace performance.
6. Performance Appraisal timelines for teaching and non-teaching employee groups will comply with Ministry of Education legislation, regulations and policies which are in place or as amended from time to time. Supervisors may elect to conduct additional appraisals out of the regular 5-year cycle at the discretion of the supervisor or request of the employee.
7. When performance appraisal procedures are reviewed and amended, that process will include involvement of the employee group concerned, unless changes are mandated by the Ministry of Education.
8. The Board will report to the Ministry of Education the results of employee performance appraisals as required by legislation.



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

- establishing annual performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- completing Supervisory Officer's performance appraisals and others as required.

**The Supervisory Officer of Human Resources is responsible for:**

- developing and revising Human Resources Procedures to ensure that a fair and transparent process of performance appraisal is in place for all employees.
- implementing and operationalizing the Performance Appraisal process.
- identifying training criteria for performance appraisal processes.

**The Manager of Human Resources is responsible for:**

- consulting with Union representatives regarding changes to the performance appraisal processes for affected employee groups.
- ensuring that relevant performance appraisal processes are implemented for all staff.

**Supervisory Officers are responsible for:**

- establishing annual performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- completing performance appraisals for Principals and others as required.

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

- establishing annual performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- completing Vice-Principal, teacher, and support staff performance appraisals in accordance with the Board's timelines.

**Managers and Supervisors are responsible for:**

- establishing performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- completing performance appraisals for departmental staff.

**Human Resource Services is responsible for:**

- ensuring the development and/or implementation of performance appraisal processes and standards in consultation with system partners.

**Teachers, Support Staff, and all other employees are responsible for:**

- establishing performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- participating in the performance appraisal process in order to improve professional knowledge, skills and attributes.

**DEFINITIONS:**

**Performance Appraisal:** is a formal process designed to recognize an employee's professional achievement and positive contributions to the Board. It also refers to professional judgments made by the appropriate supervisor at the time of the appraisal which will confirm the employee's competence based on the established job description or Ontario Leadership Competencies, suggest areas for improvement or effort and/or support subsequent recommendations for change in employee status.

**Supervisor:** The person to whom an employee reports as delineated on the organizational chart, or the person who is responsible for the performance appraisal of an employee.

**Annual Learning Plan/Growth Plan:** a tool used to identify individual performance goals and develop a plan of achieving these goals.

**Non-Aligned, Non-Union (NANU) staff:** staff who do not belong to any collective agreement.

**PROGRESS INDICATORS:**

Teaching staff, Vice-Principals, Principals and Supervisory Officers are appraised in accordance with the cycles defined under the Education Act and Regulations.

CUPE staff performance appraisals are conducted in accordance with the agreed upon appraisal processes.

A Performance Appraisal Process is implemented and utilized on a regular cycle for Managers and NANU.

**REFERENCES:**

[Education Act](#)

[Teacher Performance Appraisal: Technical Requirements Manual 2010](#) (Ministry of Education)

[New Teacher Induction Program Manual](#)

[Principal/Vice-principal Performance Appraisal: Technical Requirements Manual \(Ministry of Education\)](#)

Ontario Leadership Framework, 2013

HR Policies and Employment Legislation (hrcouncil.ca, Community Foundations of Canada)

OECTA Collective Agreement

CUPE Collective Agreement

OTBU Collective Agreement

Clevr™

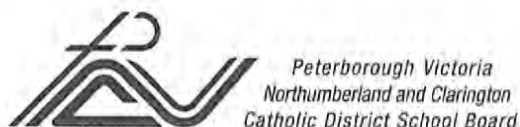
mVal®

## B.2.

### Recommended Action:

That the Policy Development Committee recommend to the Board that new draft Administrative Procedure – ***#505 – Performance Appraisal of Employees*** be received and posted under Directional Policy – ***#500 – Employee Relations***.

Carried



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
<b>CATHOLIC EDUCATION</b>	<b>200</b>

**TITLE OF DIRECTIONAL POLICY:**

Catholic Education

**DATE APPROVED:**

June 27, 2017

**PROJECTED REVIEW DATE:**

May 25, 2022

**POLICY:**

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

**PURPOSE:**

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

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

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

This directional policy considers the formation of the student as a whole person created in the image and likeness of God. *The heart and soul of Catholic education is Jesus Christ, and our school system finds its very reason for existence in its communication of the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith.* (Fulfilling the Promise, 1993)

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

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

The Catholic Education Directional Policy supports our Vision for Achieving excellence in Catholic Education **LEARN • LEAD • SERVE**.

This Vision calls the Board to these Strategic Priorities:



**In particular, these strategic priorities include building and sustaining a strong partnership between home, parish, and school.**

### **RESPONSIBILITIES:**

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

- setting direction and policy that governs the PVNC Catholic District School Board with *care, compassion, and justice*.
- reviewing, and considering for approval the Catholic Education Directional Policy.



- assigning responsibility to the Director of Education for retaining the *“freedom, autonomy, and distinctiveness necessary to provide Catholic Education”* (This Moment of Promise)
- monitoring and holding the Director of Education accountable in ensuring *“the best possible education for every student...in-this-province”* (This Moment of Promise)

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

- providing leadership regarding implementation and operational details in the Catholic Education Directional Policy.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of Catholic Education Directional Policy.
- Promoting collaborative relationships with the Bishop of the Diocese of Peterborough and all of the stakeholders in Catholic Education.
- contributing to *“the best possible education for every student...in-this-province”* (This Moment of Promise) by providing excellence in Catholic Education in this region of the province.

**Superintendent of Religious Education and Family Life is responsible for:**

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

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

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

**Managers are responsible for:**

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Catholic Education Directional Policy.
- working collaboratively with the Superintendent of Religious Education and Family Life to develop administrative procedures that align with the Catholic Education Directional Policy.

**Communication Services is responsible for:**

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

**Principals are responsible for:**

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

**Priests are responsible for:**

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

**Staff are responsible for:**

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

**Parents are responsible for:**



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

#### **Students are responsible for:**

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

#### **PROGRESS INDICATORS:**

- All employees are aware of, and implement, their roles in the Catholic Education Directional Policy and in the related administrative procedures.
- Ongoing review and development of Administrative Procedures for Catholic Education respond to system and legislative needs.
- **Development of joint guidelines for Pastoral Care in Schools between the board and the Diocese of Peterborough.**

#### **DEFINITIONS:**

##### **Common Good:**

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

#### **REFERENCES:**

- Bill 30, An Act to Amend the Education Act
- A Catholic Philosophy of Education: The Church and Two Philosophers, Mario O. D'Souza, CSB. McGill-Queen's University Press. Montreal & Kingston. 2016
- Catholic Schools in our Culture Message of His Eminence Cardinal Paul Poupard President of the Pontifical Council for Culture To the Symposium on The French Language Catholic School in Ontario Ottawa, May 4 - 6, 2001, Assembly of Catholic Bishops of Ontario

- [Educating Today and Tomorrow: A Renewing Passion: Congregation for Catholic Education \(for Educational Institutions\) Instrumentum Laboris, 2014](#)
- [Fulfilling The Promise: The Challenge of Leadership. A Pastoral Letter to the Catholic Education Community, Assembly of Catholic Bishops of Ontario, September 21, 1993](#)
- [This Moment of Promise \(1989\): Assembly of Catholic Bishops Statement about the state of Catholic Education](#)
- [Renewing the Promise \(2017\). Assembly of Catholic Bishops Statement about the state of Catholic Education.](#)
- [Pastoral Care in Schools, Peterborough Victoria Northumberland and Clarington Catholic District School Board and the Diocese of Peterborough, 2020](#)

## **B.3.**

### **Recommended Action:**

That the Policy Development Committee recommend to the Board that revised Directional Policy – ***#200 – Catholic Education,*** be received and posted as amended.

Carried

## **B.4.**

### **Recommended Action:**

That the Policy Development Committee recommend to the Board that Administrative Procedures –  
**#203 – *Role of Priests in the Schools*** and  
**#204 – *School Liturgies*** be deleted.

Carried


**BOARD ADMINISTRATIVE PROCEDURE**

ADMINISTRATIVE PROCEDURE

**Workplace  
Harassment  
Prevention**

 ADMINISTRATIVE PROCEDURE  
NUMBER

**AP- 508**
*Directional Policy*
**Employee Relations - 500**
**TITLE OF ADMINISTRATIVE PROCEDURE:**

Workplace Harassment Prevention

**DATE APPROVED:** February, 2020

**PROJECTED REVIEW DATE:** February, 2021

**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.

### ACTION REQUIRED:

#### 1.0 Initiating Complaints:

- 1.1 Complaints may be initiated on an informal basis (see Appendix A) or by following the Formal Complaint Process (see Appendix B).
- 1.2 It is the expectation of the Board that all complaints will be brought forward in a timely manner and must be reported within one year of the most recent alleged harassing behaviour. A complaint outside this time frame may be considered by consulting the Superintendent of Schools/Human Resource Services.
- 1.3 Anonymous reports will not be entertained for dispute resolution under this Procedure.
- 1.4 The complainant is free to discontinue a complaint at any time. The Board may deem the circumstances worthy of further investigation and initiate its own action.
- 1.5 Subject to the Ontario Human Rights Code, and to ensure the integrity of the Board's Administrative Procedure, action may be pursued in the absence of a formal complaint.



## 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 may discontinue and disciplinary action may 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 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.
- 4.2 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)

4.3 Each employee has the right and is encouraged to contact his or her union/federation for assistance and advice throughout this process. Non-unionized employees are encouraged to consult with the Manager of Human Resource Services, the Superintendent of Schools/Human Resource Services, or the Director of Education.

4.4 'Other user' complainants should report the complaint to the appropriate supervisory or managerial personnel at the Board or, if they require assistance in reporting.

4.5 'Other user' respondents may also want to contact other appropriate personnel; for example, an employee of another organization may want to seek assistance and support from within that organization. For assistance and representation throughout the complaint process, both other user complainants and other user respondents are referred to the suggested support people listed in section 4.2.

4.6 The complainant is free to commence the complaint procedure at the formal or informal stage outlined herein (see Appendices A and B). 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:**

- Ensuring alignment with the Employee Relations Directional Policy.

### **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.

**DEFINITIONS:**

**Other Users** - Non PVNCCDSB employees.

**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 six months before the complaint was filed.

**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 Harassment -**

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- b) workplace sexual harassment; (“harcèlement au travail”)

Reasonable action taken by the Board or Manager relating to the Management and direction of employees or the workplace is not workplace harassment.

**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”)

**RELATED DOCUMENTS:**

APPENDIX A – Informal Complaint Resolution Process  
 APPENDIX B – Formal Resolution Process  
 APPENDIX C – Workplace Harassment Formal Complaint Form  
 APPENDIX D – 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

### Workplace Harassment Prevention Administrative Procedure 508

#### INFORMAL COMPLAINT RESOLUTION PROCESS

The first step is for the complainant to inform the individual that his or her behaviour is unwelcome and must stop immediately. Many disputes can be resolved quickly and effectively using this approach. In some cases, the complainant may not feel comfortable performing this step. The complainant is free to begin the complaint process at the formal or informal stage as outlined herein.

Informal Resolution is a procedure that provides an opportunity for parties to resolve a dispute mutually in a respectful manner. Supervisory and managerial personnel are expected, in consultation with union/ federation representatives, to first engage in Informal Resolution as a means of resolving issues.

#### Process:

Supervisory and managerial personnel may become aware of workplace harassment in the working or learning environment in different ways. They may observe harassment directly or receive a report from the individual affected. Supervisory and managerial personnel may also receive reports from third parties.

It is important that supervisory and managerial personnel pay attention to symptoms arising out of possible objectionable behaviour such as reduced productivity, changes in behaviour, absenteeism, requests for transfers, or rumours. Without assistance, the targets of objectionable behaviour may be embarrassed or reluctant to report a situation.

A speedy resolution of a complaint can prevent escalation and further negative consequences while promoting restoration of a healthy learning and working environment.

#### (a) *INFORMAL RESOLUTION STEPS*

In keeping with the Joint Protocol for Enhancing Positive Relationships in the Workplace, supervisory or managerial personnel, in consultation with union/federation representatives, will attempt to facilitate an informal resolution by:

- suggesting that the complainant confront the problem by making it clear to the individual alleged to have engaged in workplace harassment that the behaviour is not acceptable and by obtaining a commitment that the behaviour will stop;
- informing the individual of the complainant's concern regarding the alleged objectionable behaviour and the Board's expectation for appropriate behaviour, providing a copy of the Workplace Harassment Prevention Policy and/or other relevant Board policies, and obtaining a commitment that the behaviour will stop; and

## APPENDIX A

### Workplace Harassment Prevention Administrative Procedure 508

- following up with the complainant to ensure that the behaviour has stopped. Supervisory and managerial personnel may initiate mediation by a neutral third party.

#### (b) *INFORMAL RESOLUTION FOLLOW-UP*

In cases where an informal plan of action is implemented, supervisory and managerial personnel will follow up by monitoring the situation, holding, if necessary, subsequent meetings with the parties, and taking further steps to ensure that the harassment has stopped.

All notes and/or information prepared in the course of the informal complaint process will be forwarded to Human Resource Services for storage in a confidential workplace incident file separate from the personnel file. Only a record of negative consequence, warning, or caution will be placed in the respondent's personnel file.



## APPENDIX B

### Workplace Harassment Prevention Administrative Procedure 508

#### FORMAL RESOLUTION PROCESS

Formal complaints will only be initiated once all reasonable efforts have been made to resolve the conflict informally. A Workplace Harassment Formal 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 formal complaint to the appropriate supervisor and the parties if he or she is not satisfied that reasonable efforts have been made to resolve the dispute informally.

Other user complainants should report the complaint to the appropriate supervisory or managerial personnel at the Board or, if they require assistance in reporting. If the appropriate supervisory or managerial personnel is engaged in the workplace harassment, the employee may contact the Superintendent of Schools/Human Resources Services.

Other user respondents may also want to contact other appropriate personnel; for example, an employee of another organization may want to seek assistance and support from within that organization. For assistance and representation throughout the complaint process, both other user complainants and other user respondents are referred to the suggested support people listed in the procedure.

#### (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 formal 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;

## APPENDIX B

### Workplace Harassment Prevention Administrative Procedure 508

- 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) *PROCEDURES FOR RESOLVING A FORMAL COMPLAINT*

In all cases, where the Superintendent of Schools/Human Resource Services has determined that the parties have made reasonable efforts to resolve the dispute informally, and has conducted a threshold assessment to determine that a formal complaint should proceed, he or she will direct the appropriate supervisory and managerial personnel to take action to resolve the formal complaint under this Policy.

#### (d) *FORMAL INVESTIGATION AND RESOLUTION*

Formal complaints require an investigation of the complainant's allegations. Investigators will most often be the supervisory staff of the complainant and/or respondent, unless such person(s) actively participated in the unsuccessful informal resolution process, in which case, an independent investigator will be appointed. Where the complainant and the respondent have different reporting structures, supervisory and managerial personnel involved will determine who the appropriate person is to take responsibility for the investigation.

In a Formal 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);

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### Workplace Harassment Prevention Administrative Procedure 508

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

(e) The standard of proof to be applied is the balance of probabilities.

(f) 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.

#### (g) 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;

## APPENDIX B

### Workplace Harassment Prevention Administrative Procedure 508

- 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.

#### *(h) 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 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.

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.

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.

#### *(i) REVIEW*

## **APPENDIX B**

### **Workplace Harassment Prevention Administrative Procedure 508**

In the event a complainant or respondent to a formal 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

HR #30

## WORKPLACE HARASSMENT FORMAL 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:*

### INFORMAL RESOLUTION

*Was the informal resolution process attempted?*

☐ Yes

☐ No

*Name of Supervisory/Managerial Personnel involved in the informal resolution:*

*Date Complainant reported unwelcome behaviour to the above noted person:*



*Describe the Informal Resolution attempt taken and why it failed:*

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## FORMAL 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.*

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## RESOLUTION REQUESTED

*Explain the resolution you believe would resolve this matter.*

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I acknowledge having read the **Workplace Harassment Prevention Policy and Administrative Procedures**. 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 D

### 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 AP-508

INCIDENT	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	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.
THE COMPLAINANT IS FREE TO COMMENCE THE COMPLAINT PROCEDURE AT THE FORMAL OR INFORMAL STAGE OUTLINED HEREIN. THE COMPLAINANT IS ALSO FREE TO DISCONTINUE A COMPLAINT AT ANY TIME.	
↓	
INFORMAL RESOLUTION	<p>Seek the advice/assistance of a colleague or union/federation representative.</p> <p>Contact the appropriate supervisory/managerial personnel to request assistance in resolving the issue.</p> <p>Document the process.</p>
↓	
FORMAL COMPLAINT- Documentation and Notification	<p>File a formal written complaint outlining the particulars of the allegation and the initial attempted resolutions.</p> <p>The formal complaint is recorded on the Workplace Harassment Formal Complaint Form and is submitted to the Superintendent of Schools/Human Resource Services.</p> <p>The Superintendent of Schools/Human Resource Services may refer a complaint to the appropriate supervisor and the parties if she or he is not satisfied that reasonable efforts have been made to resolve the dispute informally.</p> <p>The Superintendent of Schools/Human Resource Services will provide copies to the complainant, respondent, and their supervisory officer(s).</p>
↓	
FORMAL COMPLAINT- Threshold Assessment	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.
↓	



<p>FORMAL COMPLAINT- Investigation</p>	<p>An investigator(s) will be assigned. An investigation of the complainant's allegations will be completed.</p> <p>The respondent will be given an opportunity to respond to the allegations.</p> <p>Interviews will be conducted and conclusions will be drawn based on the balance of probabilities.</p>
<p>↓</p> <p>FORMAL COMPLAINT- Report and Conclusion</p>	<p>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.</p> <p>Appropriate actions will be taken to resolve the issue.</p>
<p>↓</p> <p>FORMAL COMPLAINT- 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>
<p>* MEDIATED RESOLUTION</p>	<p>At any time during the formal 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.</p> <p>Any formal 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.</p>



## BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

### Workplace Violence Prevention

ADMINISTRATIVE PROCEDURE  
NUMBER

**AP - 509**

*Directional Policy*

**Employee Relations - 500**

### TITLE OF ADMINISTRATIVE PROCEDURE:

Workplace Violence Prevention

### DATE APPROVED:

February, 2020

### PROJECTED REVIEW DATE:

February, 2021

### 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 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 Clevr<sup>TM</sup> 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<sup>™</sup> Incident, Accident, Injury Report Form, another individual such as a union, federation, or association representative may assist in completing the Clevr<sup>™</sup> 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:

- Ensuring alignment with the Employee Relations Directional Policy.
- 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 Administrative Procedure - 509

#### Workplace Violent Incidence 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	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
	
IMMEDIATE RESPONSE	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.  Following immediate assistance, and once the emergency situation is under control, the complaint will be filed.
	
RECORD THE INCIDENT	Complete the Clevr™ Incident, Accident, Injury Report form citing a workplace violent incident on the Workplace Violence Incident tab.  When appropriate, the supervisor or designate will convene an emergency meeting. 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.  The supervisor or designate will refer a complaint to the Superintendent of Human Resource Services in the event the incident of workplace violence involves a staff to staff incident, a member of the general public, or domestic

	<p>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>
	
COMPLAINT RESOLUTION – Investigation	<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>
	
COMPLAINT RESOLUTION – Findings and Decision	<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>
	
COMPLAINT RESOLUTION – Review	<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

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### SAFETY STRATEGIES AND TRIGGERS

DO

DO NOT

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### EMERGENCY AND INTERVENTION STRATEGIES

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## 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, 2020

**PROJECTED REVIEW DATE:** February, 2021

**DIRECTIONAL POLICY ALIGNMENT:**

This Administrative Procedure aligns with the Healthy Schools and Workplaces 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 provision of health and safety orientation sessions for newly appointed principals, managers, and supervisors;
- 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 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.

**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:**

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.5.**

### **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

Revised Jan. 28, 2020

## **PASTORAL CARE IN CATHOLIC SCHOOLS**

### **The Diocese of Peterborough & The Peterborough Victoria Northumberland and Clarington Catholic District School Board**

*Now on that same day two of them were going to a village called Emmaus, about seven miles from Jerusalem, and talking with each other about all these things that had happened. While they were talking and discussing, Jesus himself came near and went with them, but their eyes were kept from recognizing him....When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight..... Then they told what had happened on the road, and how he had been made known to them in the breaking of the bread. Luke 24:13-15, 30 & 31, 35*

*Then one of them, when he saw that he was healed, turned back, praising God with a loud voice. He prostrated himself at Jesus' feet and thanked him. And he was a Samaritan. Then Jesus asked, "Were not ten made clean? But the other nine, where are they? Was none of them found to return and give praise to God except this foreigner?" Then he said to him, "Get up and go on your way; your faith has made you well."*

*Luke 17:15-19*

These passages from Luke's Gospel inspire the shared purpose of Catholic schools at this moment in history. The gospel quotes speak of the call to accompany one another and to be open to the possibility of an encounter with the risen Christ, especially in the poor, the marginalized, and those who are left on the fringes of society by their experiences or circumstances. "The joy of the gospel fills the hearts and lives of all who encounter Jesus." (*Evangelii Gaudium, 1*) The Good News of Christ Jesus is for everyone!

These passages may also serve as a foundation for a shared framework of pastoral care in the home, school, and parish highlighting the glorious and graced potential of faith to transform unseeing to seeing, unbelief to belief, and exclusion to belonging.

The mission of Catholic education entrusted to our schools is set within this current historical time. In spite of institutional, cultural, and social challenges, Catholic schools remain places of hope, faith, and love as they respond to the call of Jesus to recognize and minister to all people - especially the marginalized, the vulnerable, and the poor. Pope Francis speaks about the art of

accompaniment as that of taking the time to walk with one another, to listen and to teach, and in so doing, to transform. Catholic schools, inspired by the gospel stories from the road to Emmaus and the healing of the Samaritan extend their accompaniment to students and their families daily. (*Making Connections: Renewing the Promise and Achieving Excellence in Ontario's Catholic Schools*, 2018).

## 1. Purpose

This document is intended to serve as a guideline for Pastoral Care in schools of the Peterborough Victoria Northumberland and Clarington Catholic District School Board within the Diocese of Peterborough. It is written in keeping with the vocational and pastoral call of *Renewing the Promise: A Pastoral Letter for Catholic Education*, (May 2018) which was developed and published by the Assembly of Catholic Bishops of Ontario after vigorous and extensive consultation across the province and within the context of the history of Catholic Schools in Ontario. It is also intended to provide operational direction and promising practices to facilitate respectful and fruitful dialogue between the families, school staff, clergy, and parish members in the triad of home, school and parish.

## 2. Guiding Principles

“Those who worked tirelessly to establish Catholic education in Ontario nearly two hundred years ago could not have imagined our current context, with both its challenges and opportunities: accessibility to a fully-funded Catholic system; the presence of well-educated Catholic laity in Catholic schools; the complexity of strengths and needs presented by a rich diversity of students; the presence of well-developed Catholic curriculum; the passionate commitment to social justice and stewardship of the environment of so many students and educators; the pressures of a culture that does not respect the dignity of life the way we do; the omnipresence of social media; a culture that distrusts religion and religious insight; the serious ethical challenges of our time; and the social and economic pressures on families, parishes and school communities” (*Renewing the Promise*, p. 3).

Fr. Mario D’Souza, CSB, in *A Catholic Philosophy of Education: The Church and Two Philosophers*, writes that by “recognizing the dignity of each individual student, the Catholic school plays its part in moving beyond religious and cultural differences to all that binds a diverse student body as human persons marked by personal dignity and united by their common humanity, who contribute to society and are bound upon a common human journey” (p. 183).

It is understood that the mission of Catholic education includes the religious and moral formation of its students, their personal and social growth, and their call to responsible citizenship (*D'Souza, 2016, p. 182*). It is directed toward the common good. This mission is rooted in the foundation of Scripture, Tradition, and the Teaching of the Roman Catholic Church, in particular, the Catholic Social Teachings. It is given further expression in the Ontario Catholic School Graduate Expectations, developed to guide educators in the design and implementation of Catholic curriculum in Ontario Catholic schools. It provides unique opportunities for engaging in pastoral collaboration through the New Evangelization.

### 3. Scripture, Tradition and the Teaching of the Roman Catholic Church

“The Catholic school is well aware that the community that it forms must be constantly nourished and compared with the sources from which the reason for its existence derives: the saving word of God in Sacred Scripture, in Tradition, above all liturgical and sacramental Tradition, enlightened by the Magisterium of the Church.” (*Educating Together in Catholic Schools, 2007, p. 26*)

#### A. SCRIPTURE

*“Hear, O Israel: The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart, and with all your soul, and with all your might. Keep these words that I am commanding you today in your heart. Recite them to your children and talk about them when you are at home and when you are away” (Deuteronomy 6:4-7a)*

*“The Spirit of the Lord is upon me,  
because he has anointed me  
to bring good news to the poor.  
He has sent me to proclaim release to the captives  
and recovery of sight to the blind,  
to let the oppressed go free,  
to proclaim the year of the Lord’s favor.” (Luke 4:18-19)*

Scripture helps us “deepen our convictions of faith, prompt the conversion of our heart, and strengthen our will to follow Christ” (*The Catechism of the Catholic Church, #2708*). “The Church has always venerated the Scriptures as she venerates the Lord's Body. She never ceases to present to the faithful the bread of life, taken from the one table of God's

Word and Christ's Body. In Sacred Scripture, the Church constantly finds her nourishment and her strength, for she welcomes it not as a human word, 'but as what it really is, the word of God'. 'In the sacred books, the Father who is in heaven comes lovingly to meet his children, and talks with them.'" (CCC 103-104)

The Scriptures are proclaimed in morning prayers and in liturgical celebrations, are given a special place in every classroom, and give reason and purpose to all the teaching and learning that takes place in Catholic schools. By reading, by listening to, and by praying with the Scriptures, we come to understand and experience the love of God for each person and for all creation. We come not only to know about Jesus Christ, but to know Jesus himself.

## **B. TRADITION**

"There exists a close connection and communication between Sacred Tradition and Sacred Scripture. For both of them, flowing from the same divine wellspring, in a certain way merge into a unity and tend toward the same end. (Dei Verbum, #9) Each of them makes present and fruitful in the Church the mystery of Christ, who promised to remain with his own "always, to the close of the age" (CCC, #. 80)

"The Tradition here in question comes from the apostles and hands on what they received from Jesus' teaching and example and what they learned from the Holy Spirit. The first generation of Christians did not yet have a written New Testament, and the New Testament itself demonstrates the process of living Tradition." (CCC, #83)

By teaching and continuing to reflect on the Tradition of the Church, Catholic schools engage students in learning about what God's Word calls them to live. Catholic schools remind students that as they listen to God's voice in their daily lives and their decision-making, they too become part of that living Tradition. Catholic schools remind students that as they seek to live God's word in communion with each other and with the Magisterium of the Church, they are indeed part of the living Tradition of the Church.

## **C. TEACHING**

"Catholic educational institutions can and indeed must carry out a precious formative service, dedicating themselves in a particular way to the inculturation of the Christian message, that is to say, to the productive encounter between the Gospel and the various branches of knowledge. The Church's social doctrine is a necessary means for an

efficacious Christian education towards love, justice and peace, as well as for a conscious maturation of moral and social duties in the various cultural and professional fields.”

(*Compendium of the Social Doctrine of the Church*, p532)

### i) The Principles of Catholic Social Teaching



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1. **Human Dignity:** “All principles of Catholic social teaching are based on the truth of human dignity. Being created in God’s image means that, with God’s help, we can be like God and glorify Him with our thoughts, actions, and words.” (*Growing in Faith, Growing in Christ - Grade 6*, p 254)
2. **Participation in Society:** “In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social.” (*Sharing Catholic Social Teaching: Challenges and Directions* p 4)
3. **Care for People Who Are Poor and Vulnerable:** “In a world characterized by growing prosperity for some and pervasive poverty for others, Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring.” (*Sharing Catholic Social Teaching: Challenges and Directions*, p 5)
4. **Dignity of Work:** “Work is more than a way to make a living: it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected - the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.” (*Sharing Catholic Social Teaching: Challenges and Directions*, p 5)
5. **Peace:** “Working for peace can never be separated from announcing the Gospel, which is in fact the “good news of peace” addressed to all men and women. At the centre of “the gospel of peace” remains the mystery of the cross, because peace is born of Christ’s sacrifice.” (*Compendium of the Social Doctrine of the Church*, p 493)
6. **Community and the Common Good:** “By common good is to be understood the sum total of social conditions which allow people, either as groups or as individuals, to reach their

*fulfilment more fully and more easily” (Catechism of the Catholic Church, p 1906)*

7. **Solidarity:** *“Solidarity highlights in a particular way the intrinsic social nature of the human person, the equality of all in dignity and rights and the common path of individuals and peoples towards an ever more committed unity.” (Compendium of the Social Doctrine of the Church, p 494)*
8. **Rights and Responsibilities:** *“Every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities - to one another, to our families, and to the larger society.” (Sharing Catholic Social Teaching: Challenges and Directions, p 5)*
9. **Stewardship of Creation:** *“On a planet conflicted over environmental issues, the Catholic tradition insists that we show our respect for the Creator by our stewardship of creation.” (Sharing Catholic Social Teaching: Challenges and Directions, p 6)*

These principles, which are a summary of the major concepts in Catholic social teaching should be the foundation on which we place our understanding of our role in society. They should inspire us to take responsibility to protect the rights and dignity of all people, especially those in most need. These principles outline the Church’s response to God’s call to take action in the world for others. We are to love one another as Christ loved us. We are to love our neighbors as ourselves.

## ii) The Ontario Catholic School Graduate Expectations

“Catholic schools must be places where students can hear Jesus’ invitation to follow him, where they can receive his command to love all people, and where they can realize his presence and his promise to be with them always. Only in this way can they be nurtured and encouraged to become who they are meant to be: persons of dignity and freedom, created in the image and likeness of God as modelled in Jesus Christ.” (*Curriculum Matters*, 1996, p. 21)

These expectations were developed by the Institute for Catholic Education (ICE), dedicated to working with, bringing together, and assisting all those who share responsibility for English Catholic education in Ontario. The Ontario Catholic School Graduate Expectations (OCSGE) guide the journey of learning for all students in Catholic schools by articulating a vision of the Catholic student.

*A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living.*

*An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.*



*A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.*

*A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.*

*A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.*

*A caring family member who attends to family, school, parish and the wider community.*

*A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.*

### iii) The New Evangelization

All who teach and learn in Catholic schools are called to evangelization, to hear anew the message of the Gospel and to share their faith in Jesus Christ. Catechesis is to the head what evangelization is to the heart. The message of the Gospel is communicated in different ways: in experiencing the good, the true, and the beautiful, in the courageous example of others, and in the inspiring words of those who touch our hearts.

“The ‘New Evangelization’ can take root by inviting students and their families into a deeper relationship with Christ. The experience of community within the school can gently fan the embers until they burst into a flame of faith.” (*Renewing the Promise* p.8) The diversity of our school communities can always be seen as a gift. Our Catholic schools, in partnership with home and parish are rich environments for an encounter with God, present in every subject taught.

“Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture. (*Evangelii Gaudium* 134) “Catholic schools remain essential places for the evangelization of the young.” (*Christus Vivit* 222).

## 3. ACCOMPANIMENT: Being Partners in Catholic School Communities

The roles and responsibilities of Catholic schools in the ministry of accompaniment are clear and not new:

The Church earnestly entreats pastors and all the faithful to spare no sacrifice in helping Catholic schools fulfill their function in a continually

more perfect way, and especially in caring for the needs of those who are poor in the goods of this world or who are deprived of the assistance and affection of a family or who are strangers to the gift of Faith  
(*Gravissimum Educationis*, 9)

The mission of the Catholic school includes the accompaniment of its students and this accompaniment must shape the foundation of the relationship between home, school, and parish. “It is about taking the time to walk alongside one another, to listen and to teach, and in so doing, to transform.” (*Renewing the Promise*, p. 6).

In the past, this accompaniment has been both overtly visible and quietly observed. Priests and religious were often key members of the school communities. As staff and administrators, their particular charisms in a Catholic school landscape were visible and valued by lay staff, students and parents alike. As the numbers of priests and religious in our schools has changed, we remain grateful for the dedication and example of those priests and religious women and men who laid the foundations of Catholic schools in Ontario. We remain mindful that they continue to be present in new ways: in the mutual collaboration of pastoral ministry, in their ministry of prayer, and through the intercession of the Communion of Saints.

*Renewing the Promise* echoes this theme of accompaniment in the contemporary context: “our context may have changed profoundly, but our mission has not; Catholic schools are places where children and young people may find solid and enduring values to give hope, meaning, and purpose to life through an authentic relationship with Jesus Christ” (*Renewing the Promise*, p. 15)

Like the shift in Catholic schools, churches, and religious orders, we should still want to “discover what it invites us to do, what opportunities it offers us and what responsibilities we have at this time in placing our lives and resources at the service of God and God’s people” (Sr. Veronica O’Reilly, 2016).

“The Christ-centred mission of each school, by its very nature, contains a call to service in the greater community.” (*Renewing the Promise*, p. 10)

We consider the words of [Renewing the Promise](#) which is addressed to all who are partners in Catholic Education at this point in our history, highlighting the mission entrusted to each of us, in a variety of roles,

### **Students:**

*As young people growing to maturity in a complex world, you are faced with many difficult and confusing choices on a daily basis. The demands of our consumer driven*

*society and the noise of social media may sometimes lead you to think you are alone. Know that you are never alone. You are a beloved child of God, and he is with you always...He is always at your side, encouraging you and helping you to be the best that you can be as you offer service to the world as an instrument of peace and justice.*

### **Parents:**

*God has gifted you with children and you are their first and most important educators. Yours is the task to immerse them in the unconditional love of God found in Christ Jesus. Just as Jesus heard the words of his Heavenly Father at his Baptism, share these words with your sons or daughters: “You are my beloved child in whom I delight!” Your parish community and your Catholic school are there to support you in caring for and nurturing your children. Work with the school community to help your child realize the gifts they have been given by our Creator God. School councils are opportunities for faith formation and collaboration, where parents and school staff learn from each other, pray together, and work alongside each other to ensure all children have opportunities to grow in faith and in their learning.*

### **Teachers and Education Workers:**

*You are powerful witnesses to the presence of Jesus in the lives of our students, and you provide the good soil each school day for the roots of faith to grow in our students. Remember that Jesus was a great teacher. In prayer, allow him to inspire you by his example of loving service, and ask him to support you in your chosen vocation.*

*Allow the pattern of the Eucharist to guide you as you serve children and families. Each day provide a welcoming environment as students arrive to school. Listen to their stories, and help them discover the connection between the larger biblical story that forms us as Christians and their own lived experience. Create inclusive places of learning that invite and enable each child and young person in your care to grow fully to be all that God knows and hopes them to be. Model for them the gratitude we have for all that has been gifted to us through God’s bountiful goodness: the meals we share, the friendships we value, the quality of education we experience in the province of Ontario. At the close of the day send them home to their families with enthusiasm for the opportunities that are present in their lives, and with confidence in their own abilities to make this world more loving, and more just, through their good works and witness. Recognize that they return to their families and their communities each day reflecting the kindness, love, and*

*attention they experienced in your care. Strive to keep Jesus at the centre of your school community and the centre of your lives.*

### **Support Staff:**

*The important role you play in the Catholic school community is too often taken for granted. Each day you offer loving service to those who depend upon you. Yours is the voice of welcome to our parent community. You are the stewards of our physical space and facilities; without your diligence, hard work and attention to detail, our offices and classrooms would be less welcoming. Each of you bring unique expertise, skill and talents that contribute to the creation of learning communities that are places of warmth and welcome. From the scriptures we know that Jesus welcomed children, and your work, alongside educators, to care for children, helps our Catholic schools to fulfill their mission. Your model of service and generosity of spirit offers important witness to the values of the Gospel message.*

### **Principals, Vice Principals:**

*As school leaders, you carry responsibility for all aspects of your school. In addition to your role managing a safe and efficient learning environment and leading the instructional efforts of your staff, your attention to the spiritual and cultural dimension of a Catholic school is an essential part of your mission, and provides inspiration and support for all members of the school community. As leaders of schools, cultivate a Eucharistic sensibility. Let the pattern of the Eucharist guide you as you help to shape and animate a Catholic school culture where the love of God is found in an encounter with Christ Jesus: gather your school community, tell the story, break the bread, and help to bring hope to the world. Together with staff, ensure that it is an environment of welcome and hospitality. Model for your staff how best to minister to children and young people. Listen to the stories they tell and witness to them the stories of our faith and of your own faith journey.*

*The experience of Christian community empowers staff to build community with their students and to be prayerful with children; bring staff together in prayer, in fellowship, and in community celebration; plan with them joyful liturgical celebrations that include opportunities for Mass. Welcome and include the local parish priest and pastoral team in the life of the school community. Guide staff and students to the sacramental life of the parish, with whom we partner, to assist parents in the ongoing faith formation of their*

*children. Finally, serve with joy in such a way that those you encounter are empowered and encouraged in the work of going forth to proclaim that Gospel with their lives.*

### **Clergy and Pastoral Teams**

*Catholic schools are an integral part of the Catholic Church's mission...Our Catholic schools present a tremendous opportunity for the "new evangelization" and can be a powerful tool in helping you to connect with students and families. In this regard, your words of encouragement and support, your ministry of presence whenever possible, your invitation for all to engage in the life of the parish community - these are an important and necessary part of the ministry of the local parish. The Catholic school community, like the Church itself, is ever in need of evangelization and conversion. Your partnership with our schools and your ministry to them has long been a foundation for the success of Catholic education in the province of Ontario and continues to be critical to the success of our shared mission. The goal of Catholic education is to prepare hearts using the language of love, dialogue, and service.*

To the words of Renewing the Promise, we add encouragement to two other partners:

### **Chaplains and Chaplaincy Team Leaders**

The particular ministry of secondary school Chaplains and Chaplaincy Team Leaders is critically important to the faith life of the school community. Whether as Chaplains (ordained ministers as specified in canon law) or as Chaplaincy leaders (lay ministers commissioned to lead the school community in prayer and liturgies of the Word), your presence in the schools is a sign of the presence of Christ Jesus whom you are called to serve. Your work in liturgical planning and celebration, spiritual direction, support for those who are struggling or bereaved, retreat leadership and social justice activity brings the Gospel to life in the school community and acts as a prophetic call to the whole school to live the Gospel each and every day. Your particular role as Chaplains and Chaplaincy Team Leaders in the work of Renewing the Promise is invaluable to the mission of Catholic Schools in Ontario.

### **Faith Ambassadors**

While all members of school communities are called upon to be ambassadors for their faith in a myriad of ways, two staff members in each community are formally identified for the role of Faith Ambassador at the start of each year. The qualities of a Faith

Ambassador include being active in their faith as a practising Catholic, having an interest and understanding of the spiritual formation of adults, strong communication skills, natural leadership skills, and providing an implicit example to colleagues of a leader seeking to live out their calling as a Catholic working for Catholic Education.

Throughout the year, Faith Ambassadors provide spiritual accompaniment for staff, students and the entire community. In particular they

- (1) exercise leadership in the prayer life of the community,
- (2) offer support for liturgies and celebrations of sacraments in schools,
- (3) promote and develop opportunities for adult faith formation, and
- (4) collaborate with parish pastoral teams and school administration to enhance the school's expression of faith.



#### **4. Collaboration among Catholic Educational Partners:**

##### **Home, School & Parish**

The home, school, and parish are connected through their love and support of the child. They serve as three pillars for the mission of the Church and embody our responsibility to future generations. None alone is the Church, but each one in their faithfully distinct way lives the mission of the Church.

Parents are the first educators in the faith. Both the Catechism of the Catholic Church and the Code of Canon Law remind parents of their responsibility in raising their children in the faith. In fact, the Catechism refers to the parents as the “principal and first educators of their children” (CCC 1653).

This call to be the first educators is a reminder to all parents (and in some cases guardians or caregivers) of the responsibility to pass on the faith. They do this primarily through modelling habits of faith and being witnesses to the faith. As parents continue to grow in faith and participate in the sacramental life of the faith community, they set an example for their children.

While parents are the first educators, they are supported by the faith community in this noble task. Other members of the faith community are partners with parents: the child’s godparents, relatives, the whole faith-community, including the pastoral team of the local parish and the Catholic school.

The parishes and the schools have a wonderful opportunity to work collaboratively to celebrate the faith with our students and their families. For this collaborative effort to be successful, it is important to build a relationship based on trust, mutual respect, and shared responsibility. To foster trust and communication, members of both the parish team and school staff need opportunities to meet face-to-face. It is good for parishes and school communities to intentionally meet with one another, so that all involved in Catholic education may come to know the important link between the Catholic School and the parish community in supporting families.

Catholic Schools support the family in the religious education of their children. Specific collaboration occurs with the catechesis of children through the Growing In Faith, Growing In Christ Religious Education program, the 2016 Ontario Religious Education curriculum for secondary schools, and with the family and the parish during the sacramental preparation programs for First Eucharist, First Reconciliation, and Confirmation. In addition, information is shared with families as new topics in the Fully Alive Family Life Education program are introduced. Prayerful faith experiences are shared with young people and their families by parish volunteers through the Rosary Prayer program and by Catholic teachers through the Christian Meditation program.



## 5. **Sacramental Preparation: Catechesis, Celebration, and Mystagogy**

The model for all sacramental preparation is the Rite of Christian Initiation of Adults, which recognizes four stages of growth. This sacramental process begins with an inquiry, after which begins the Catechumenate - the time of catechesis, of teaching, learning and journeying in a developing faith. After a suitable time and more immediate preparation during Lent, the sacraments of Initiation are celebrated at the Easter Vigil - Baptism, Confirmation, and Eucharist. Finally, the mysteries experienced and the joy celebrated in the sacramental celebrations are explored further in the following five weeks of the Easter season. (General Directory for Catechesis, pp. 88-91)

In the sacramental initiation of children, the same elements of this process are present, but the order and timeframe are distinct. The sacramental celebrations are divided over a number of years. When a child is baptized as an infant, there is a time of preparation for the parents. The child enters school and the long period of catechesis through religious education and parish involvement begins and continues throughout the school years. This is sometimes referred to as “ongoing” preparation for the sacrament. First Eucharist and First Reconciliation are celebrated at about age 7 and Confirmation at about age 11. Immediate preparation for the sacraments takes place in the parish, collaborating with the school and the family. The mystagogical reflection on what these experiences mean is woven throughout.

All collaboration between parishes, schools, and families should follow the [Diocesan Guidelines for Sacramental Preparation](#). (Appendix A)

### **Promising Practices**

- Parental involvement in Sacramental Preparation: parishes plan and schools support the deepest possible participation of the parents in the sacramental preparation of their children.
- The Parish considers as much as possible how preparation for children can also re-engage parents who have been away from the Church, taking into consideration the obligations and busyness of modern family life.
- Parishes clearly communicate sacramental preparation dates for parents and students and provide updates with any changes, so that schools can support this communication.
- Priests, principals, and Grade 2 and 7 teachers participate in collaborative meetings throughout the school year to prepare for the sacraments of Eucharist, Reconciliation, and Confirmation.

- Parishes and schools seek ways to promote adult catechesis, for while Jesus called the children to himself, he spent his time teaching adults.
- Parishes and schools provide families with resources which encourage the ritualizing of daily prayer in the morning, at mealtime, and at bedtime.
- Parishes pass on resources/information provided by Catholic school boards promoting Catholic education to families with newly baptized children.
- Parish priests and other parish team members visit classes in schools regularly, and with increased frequency during times of sacramental preparation.
- Catholic educators and parish communities consistently reach out to families in acts of charity, compassion and mercy.
- Parishes offer Children's Liturgy of the Word as a way of engaging young persons at Sunday Eucharist.
- Parishes and schools invite and welcome families to the practice of regular participation in the sacramental life of the Church
- Parishes and schools promote sacramentals throughout the liturgical year; e.g., crucifixes, Advent wreaths, the Christmas crèche, etc.
- After reception of the sacraments, parishes, in collaboration with schools, foster a period of "Mystagogy", reflecting on the meaning and significance of the sacraments for those who have received them.
- Parish volunteers may continue to grow the Rosary Prayer Program and rosaries may be shared and distributed to students.
- Parish and schools continue the blessing and distribution of bibles to Grade 4 students.
- Students with special needs are welcomed and included in sacramental preparation sessions and liturgies in any way appropriate for them. They should always be made to feel included and a part of the community.
- Homes and parishes are provided access to the ***Growing in Faith, Growing in Christ*** online resources through the parish resource website.

The **Animate Catholic Teaching** Plan (ACT) (Appendix B) is an excellent starting point on which to begin the yearly and ongoing conversation. The ACT plan serves as a liturgical planner for the school for the upcoming year and includes relevant Feast Days, Observations, and Sacramental planning possibilities. Ideally, the principal and pastor or Diocesan-appointed Chaplain and Chaplaincy Team Leader at the school would be consulted early for planning purposes at the end of the previous school year.

## 6. Vocational Discernment

Everyone has a vocation – a calling in life. First and foremost, every Christian is called to holiness. Holiness comes from knowing, loving and serving God. Moreover, each of us is called to holiness in a particular state in life: the married life, in which a man and woman commit themselves to each other and to God in the Sacrament of Marriage; the committed single life in which a person chooses to remain single in order to devote themselves to a particular life work or career pathway; the ordained ministry in which a man is called by the Church to be a deacon, priest or bishop; or the religious life in which a woman or man chooses to live following the evangelical counsels or vows of poverty, chastity, and obedience in a religious community.

### Building a Culture of Vocations in the Classroom

“Pastoral work for vocations needs, especially today, to be taken up with new vigour and more decisive commitment by all members of the Church, in the awareness that it is not a secondary or marginal matter, or the business of one group only, as if it were a ‘part’, no matter how important, of the entire pastoral work of the Church...Indeed, concern for vocations is a connatural and essential dimension of the Church’s pastoral work.”

- Pope St. John Paul II, *Pastores Dabo Vobis*, 34

### Promising Practises:

- INFORM: Spread the word! Get vocational brochures, posters, fliers, and calendars of events out there!
- PRAY: “Ask the Lord of the harvest to send labourers to His harvest.”
- INVITE: Personally encourage youth and young adults to consider the priesthood and religious life as an option. (From [The Role of Teachers in Awakening Vocations](#) - Roman Catholic Diocese of Peterborough Vocations Office)
- CELEBRATE: Celebrate World Day of Prayer for Vocations, 4th Sunday of Easter  
[www.worlddayofvocations.com](http://www.worlddayofvocations.com)

## 7. LITURGIES

### Introduction

All school liturgies invite full and active participation by staff, students, their families and members of the local parish. They are opportunities for school, parish and home to celebrate God’s presence within themselves and the world around them. All are called to

work together to rally participation while respecting the reverence and norms of the liturgy.

Preparing the liturgical space and the altar, proclaiming God's Word, singing in the choir, serving or leading in the universal prayers and bringing the gifts to the altar are all ways participants can be actively involved. School liturgies invite the visible integration of the arts and may include teams and clubs taking on leadership roles. In both elementary and secondary schools, significant time should be devoted to the active preparation of students called to participate. (Adapted from Sacred Congregation for Divine Worship, *Directory for Masses with Children*, 1 November 1973: Chapter III, Part 1. Offices and Ministries in the Celebration).

Those who are part of the Assembly must be prepared to participate fully in the Liturgy by rehearsing the songs; reviewing the responses to the Mass; and reviewing the Scripture passages to be proclaimed at the Liturgy. The readings should be proclaimed by individuals who have the requisite comprehension, reading ability, and vocal skills to carry out the ministry properly: they should be well prepared and rehearsed. The readings must never be divided - one reader for the First Reading, one reader/cantor for the Psalm, one reader for the Second Reading (if applicable).

#### **a. Liturgy of the Eucharist**

Catechesis around the celebration of the Eucharist and the function of each liturgical item in the Church or chapel is essential for full, conscious, active participation, particularly for those unfamiliar with the liturgy. In cases where participants may not be of the Catholic faith, all should be made welcome while honouring the integrity of the Catholic Tradition, and should be made aware of the customs and practices that are part of the Catholic liturgy.

The **Diocesan Liturgical Planning Form** (Appendix C) should be used to plan and communicate all preparations for the celebration of the Eucharist. Beyond the planning of school liturgies, pastors, the spiritual leaders of our parishes and principals, the spiritual leaders of our schools, should seek opportunities to meet regularly and access each other's wisdom through bi-annual Priests-Principals-Chaplaincy Leader meetings. For celebrations of the Eucharist outside the parish church, please refer to: **Requisites for the Celebration of Mass Outside of a Sacred Space (Appendix D)**

### **b. Liturgies of the Word**

Liturgies of the Word follow a similar format to that found in Eucharistic celebrations: Opening Hymn, Greeting and Opening Prayer, Old or New Testament Reading, Psalm, Gospel, Universal Prayers, The Lord's Prayer, Concluding Prayer and Concluding song.

### **c. Other Liturgies**

There are many other occasions in which schools and classrooms are invited into prayer and prayer services. Such occasions include Remembrance Day, Ash Wednesday, the Blessing of schools, chapels and bibles as well as times for Christian Meditation, the Diocesan Rosary program, and, where permitted, Adoration of the Blessed Sacrament.

### **d. Teaching Masses**

Where time and schedules permit and in coordination with religion classes and teachers, parish priests should be invited to offer teaching Masses to smaller groups of students, so as to provide a better understanding and appreciation of the Eucharist. These celebrations of the Eucharist allow for short explanations of the various parts of the Mass, the sacred vessels used, the history behind various rituals as well as liturgical colours and vestments. Teaching Masses engage students at a deeper level of learning, inspiring thoughtful questions, and a better understanding of the liturgy.

## **8. Sacred Spaces**

The parish church is the primary place of Eucharistic celebration. However, particular circumstances, such as distance to the parish church and numbers of students in schools, can make this difficult for schools. On these occasions, an auditorium or gymnasium is converted into a worship space. In addition to preparing the space for the sacred liturgy, students must be actively prepared to participate in liturgies whether they take place in the church, the gym, or the school chapel, and be led to see the location for the Eucharist as a reverent place to worship. While this preparation creates the conditions that allow for meditation and reverence, intentional consideration must be given to the size of the student group, the age of the students, and their familiarity with and preparation for the liturgical celebration.

### **A. Guidelines for Creating Sacred Space**

Every effort should be made that the liturgical furnishings be appropriate and the ambiance be conducive for religious celebration, allowing for excellent sight lines

and participation. A large space may be arranged in such a way that the seating provides a sense of being gathered around the Ambo or Lectern (Table of the Word) and the Altar (Table of the Eucharist). For all liturgical celebrations, proper planning and good communication are essential. If the Eucharist is being celebrated, the Roman Missal and Lectionary must be used. Sufficient bread and wine should be prepared for the celebration, since the sacred elements that are consecrated should be consumed at that same liturgy. In order to participate in the music, a worship aid or multimedia projection may be produced after appropriate copyright permission has been procured for duplication of texts and music. Visual aids to support participation are available (templates for powerpoint are available in the Faith Ambassador shared drive). Staff and student leaders should insure technology is in good working order and those using it are both familiar with it and have rehearsed using it.

### **Promising Practices**

#### **Parish Church**

- Consider appropriate time needed for transportation and entry to the church;
- Consider the space availability of the Church if several grades or schools are coming;

#### **Gym / Cafeteria**

- Consider the arrangement of chairs and participants in relation to the ambo/lectern and altar;
- Continue the practice of standing or sitting in place of kneeling as gym floors are quite hard, and some students and staff are not physically able to do so;
- Have teachers sit with their students.

#### **Chapel**

- The use of the school chapel is preferred for Liturgies of the Eucharist and Word; however, the space in many secondary schools may not accommodate large group or whole school liturgies.

#### **Outdoor Worship Space**

- On occasion, and when the weather permits, the Liturgy of the Eucharist can be celebrated outdoors to accommodate large school groups and families. This setting should be mutually agreed upon with the priest and students should receive ample preparation and direction from school staff so that they may enter into worship with a sense of reverence devotion and veneration.

### Special Accommodations

- Students with special needs should be welcomed and included in school and class liturgies in any way appropriate for them. They should always be made to feel included and a part of the community
- For those with a gluten allergy, special gluten free hosts can be made available with advance notice (the Faith Ambassador could facilitate this)

### **B. School Chapels**

With the permission of the bishop, secondary schools may have a designated chapel where smaller groups gather for the celebration of the liturgy or devotional prayer. It should be appointed with beautiful liturgical furnishings and the appropriate liturgical books. Participation aids for the assembly should be provided. Since the primary purpose of the chapel is to facilitate prayer and the celebration of the liturgy, devotional elements should be designed so as to complement these purposes. The entrance should be distinctive, drawing attention to the chapel as a sacred worship space.

The primary liturgical furnishings are: an altar table, ambo (lectern), presider's chair, cross with a corpus. Furnishings should be appropriate in size to the worship space. Movable seating for the assembly is most appropriate.

#### *Liturgical books:*

- Roman Missal (published for use in Canada)
- Lectionary (published for use in Canada)
- Hymn books or other music resources
- Resources to celebrate Morning Prayer, if this is the custom.

Other required items include processional cross, altar candles, linens, chalice and paten, communion vessels (ciboria), vessels for wine and water, lavabo bowl and towel.

The acoustics of the chapel should be considered in its design or selection. The room should reflect sound allowing for vibrant singing from the assembly. Clarity of the speaking voice, without the use of amplification is ideal. Sufficient space and outlets should be provided for musical instruments. The warm ambiance of the room should be created with appropriate building and furnishing materials. A representation of the patronal saint is appropriate in any art form, e.g. painting, stained glass, though it should not dominate the worship space. The design and artistry of the entrance way,



walls and decor should signify the space as welcoming and conducive to both liturgical and devotional prayer.

The chapel may not be used for such events as non-Catholic or non-religious reflection groups, peer support sessions, drama or music practice (unrelated to the liturgy), gatherings of small groups preparing a presentation for a class, etc. It may, however, be a temporary space of welcome, reflection, or pastoral care and as a pastoral space in emergency situations that may arise at the school.

### **C. Reservation of the Blessed Sacrament**

If the Blessed Sacrament is present in the school chapel, it is there as an extension of the Church's celebration of the Eucharist. In cases where there are more consecrated hosts than can be consumed, these may be reserved in the tabernacle in the school chapel, where permission has been obtained to do so.

The following norms must be observed when reserving the Blessed Sacrament:

1. In consultation with the bishop, the local pastor may give permission to the principal for the reservation of the Blessed Sacrament in the school.
2. The pastor or his delegate must take responsibility for the care of the Blessed Sacrament, and see that these norms are observed.
3. When the Eucharist is celebrated, the presiding priest will ensure that sufficient bread and wine are consecrated for the number attending, and that an excessive number of hosts are not to be reserved in the tabernacle.
4. For safety reasons, the key to the tabernacle should be stored in a place known only to a designated few.
5. In a school, the reserved sacrament may be present for private devotional prayer. Exposition of the Blessed Sacrament will not occur without specific permission from the local pastor or priest-chaplain assigned to the school.
6. Should a group be gathered for the celebration of the Eucharist and the priest is unable to be present, a Liturgy of the Word or Liturgy of the Hours may be celebrated with the group, but not a communion service.
7. The Blessed Sacrament should be removed from the school and brought to the Church during the summer months.

## **9. Celebrations of Reconciliation**

An area for sacramental Reconciliation may be provided within the chapel or another suitable space. This may be achieved simply by providing two chairs and a small table with a bible. Diocesan policy requires that the sacrament will always be celebrated in a

space that is open or at least visibly accessible. The school environment provides opportunities during Advent and Lent to celebrate this sacrament with in a liturgical celebration.

The board and diocese have worked collaboratively on an online resource to guide schools and parishes in the planning and celebration of Liturgies of Reconciliation With a Class or a School. This resource includes pastoral considerations, catechetical resources, and liturgical resources which provide options from which selections can be made. A Reconciliation liturgical planning sheet is also provided. A link to this resource is provided: [www.xxxxxxx.yyy](http://www.xxxxxxx.yyy)

Important to note are the expectations from the Diocese of Peterborough quoted below:

### **Code of Conduct for Priests**

#### **POLICY AND PROCEDURES FOR CASES OF ALLEGED ABUSE and/or MISCONDUCT ROMAN CATHOLIC DIOCESE OF PETERBOROUGH**

- The preparation of children for the celebration of the sacraments of first reconciliation, first communion and confirmation is to be conducted in a group format. One-on-one instruction by priests is not allowed.
- The celebration of the sacrament of reconciliation is to be celebrated in an open space that allows the penitent and the priest to be in full view of others or in a traditional confessional.
- The location of reconciliation rooms is to be in a high traffic area of the church building. Any new construction or renovation of reconciliation rooms is to provide for clear glass openings.

### **Report It - Roman Catholic Diocese of Peterborough**

1. Any allegation of abuse or misconduct by the clergy, religious, lay employee and volunteer may be made directly to the Diocese through its office 350 Hunter Street West, Box 175, Peterborough, ON K9J 6Y8, (705)-745-5123, or through a member of the clergy, staff or a volunteer of the Diocese. [www.peterboroughdiocese.org](http://www.peterboroughdiocese.org)

## **10. Ministry to Students of Various Faiths or Denominations**

The primary ministry to students who do not identify as Roman Catholic is one of welcome, respect and support. Catholic schools are places where religious questions and expressions of faith can be freely expressed and deepened, and where a spirit of respectful inquiry and understanding should flourish. The compulsory World Religions course in Gr. 11 is a formal opportunity for students to learn about and develop an understanding of various spiritualities and faith traditions. Opportunities for ecumenical and interreligious dialogue should be encouraged and welcomed. Openness to inquiry into the Catholic faith should be fostered as expressed in the New Evangelization. An open invitation to participate in the catechumenate or in the Rites of Christian Initiation should always be made available.

## **11. Religious Accommodation**

In keeping with the spirit of the gospel and the Church's teaching on Religious Freedom, Catholic schools have a moral and legal obligation to do whatever they can to support and accommodate the religious needs of all students. In a spirit of equity and respect, school administrators, chaplaincy team leaders and other staff work together to support and find appropriate ways to meet students' religious needs. Some examples are: providing a suitable place for prayer should students request it; making allowances for the school uniform as appropriate, etc.

[OHRC policy statement on RA in schools](#)

“The duty to accommodate requires that the most appropriate accommodation be determined and provided...to the point of undue hardship. Accommodation is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs. The most appropriate accommodation is the one that:

- Respects dignity (including autonomy, comfort and confidentiality);
- Responds to a person's individualized needs; and
- Allows for integration and full participation.

(Ontario Human Rights Commission policy statement on Religious Accommodations in schools, accessed October 2019)

## 12. Classroom Visits - Practice and Preparation

Priests, religious, and pastoral teams, conducting classroom visits are asked to keep in mind the following practical guidelines when visiting schools and classes:

1. Sign in and out when visiting the school in the main office;
2. Follow established school procedures including the observation of bells and emergency procedures;
3. Know the grade level and teacher with whom you will be visiting;
4. Know your purpose: curricular, sacramental, pastoral, prayer;
5. Consult with the classroom teacher regarding topics and content, and any special considerations to be taken into account. For topics from the Family Life Education curriculum, care must be taken to observe the requirements for appropriate notice and possible exemptions for certain topics, as well as observing the general tone and approach of the provincial resource in use, *Fully Alive*;
6. Consult the parish resource website for *Growing in Faith, Growing in Christ* (elementary) or the Secondary Religious Education Curriculum for preparation to ensure consistency of content and presentation;
7. Read and be familiar with The Diocese of Peterborough's [\*Responsible Ministry and Policies\*](#), [\*Clergy Abuse Reporting Guidelines\*](#), and the Canadian Conference of Catholic Bishops publication [\*Protecting Minors from Sexual Abuse: A Call to the Catholic Faithful in Canada for Healing, Reconciliation, and Transformation\*](#)

### Promising Practices

- As we work collaboratively, respect the time and the curricular and/or ecclesial responsibilities of your partners;
- Principals new to the school and priests new to the parish reach out to each other to support the transition and traditions that have worked to animate the faith;
- Parishes provide to the school an updated reference guide about the Parish that could include information regarding: the parish website, pastor and priests; contact information, Mass times; Celebration of the Sacraments, Rite of Christian Initiation of Adults, parish committees, ministries and events, etc.
- Schools provide to the parish an updated reference guide that includes information regarding: school and board website addresses including the board and school calendars, school day start and end time, parent nights, Catholic school council members, Professional Development Day information, Faith/Prayer Day date and theme, sign in procedures; etc.

- Schools and parishes seek ways to stay in touch during the school year: e.g., schools could invite priests to Catholic School Council meetings, staff luncheons and/or staff meetings, inviting a parish representative to sit on the Catholic School Council;
- Celebrate Catholic Education Week both in our schools and in our parishes and continue the tradition of having principals and vice principals bring greetings at Mass the Sunday before Catholic Education Week;
- Promote creative ways of manifesting the theme of Catholic Education Week in the community and parish throughout the year;
- Parishes and schools welcome and guide Rosary Prayer Program Volunteers;
- Parish bulletins and/or websites include the school contact information;
- School newsletters and/or websites include parish contact information;
- Blessing for all who work in education on Sunday of Labour Day weekend.

### 13. Communication

Even with the ready availability of technology, communication between school, home, and parish can be challenging. The following are offered as best practices to facilitate this important exchange and opportunity for dialogue:

#### Promising Practices

- The pastor and principal to review communications for their respective communities, and working with the Bishop's office or the PVNC school board, parishes reach out to the parents/guardians through the school community and the parish.
- Parish representative(s) on school council share parish and school news.
- Regular meetings occur between the priest and school principal, teachers, faith ambassadors, and chaplaincy team leaders.
- The parish priest is invited to school meetings, "Meet the teacher" nights, curriculum evenings.
- School board representatives take part in deanery meetings from time to time.
- The bishop, parish teams and principals are invited to board-sponsored events to socialize and learn together;
- Schools and school boards are included in deanery and diocesan communications (as appropriate);
- The Bishop and the Director of Education meet on a regular basis.

- There is ongoing dialogue between Religious Education Consultant, Superintendent leading Religious Education and Faith Formation, and the Diocese.
- Parish and school calendars are mutually shared.

## **14. Closing Statement**

“Catholic Schools are places where children and young people encounter Jesus, and where they are encouraged to enter more deeply into a personal relationship with Him. They are privileged places, together with the family and the parish community, where our faith is handed on, and this can only succeed with the cooperation of all concerned. In a rapidly changing world, our Catholic Schools provide students with firm ground upon which to stand because they are founded on Christ who is the sure foundation. It is in Christ that we will find the wisdom, courage, creativity, and integrity to work together to realize the great promise of Catholic Education. May everything we do be for the greater glory of God!” (Renewing the Promise, p. 25)

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## **16. Appendices**

### **Appendix A: Diocesan Guidelines for Sacramental Preparation**

[View the Diocesan Guidelines for Sacramental Preparation here.](#)

### **Appendix B: The Animating Catholic Teaching (ACT) Plan**

[View the Animating Catholic Teaching Plan template here.](#)

### **Appendix C: The Diocesan Liturgical Planning Form**

[View the Diocesan Liturgical Planning Form here.](#)

### **Appendix D: Requisites for the Celebration of Mass Outside a Sacred Space**

[View the Requisites for the Celebration of Mass Outside a Sacred Space here](#)

## 17. Glossary

- Catechesis - the process of transmitting the Gospel, as the Christian community has received it, understands it, celebrates it, lives it and communicates it in many ways. (GDC #105)
- Mystagogy - the period of post sacramental catechesis meant to help both the community and the newly initiated to grow in deepening their grasp of the paschal mystery and in making it part of their lives. (RCIA #244)
- Vocation - a calling from God; the universal vocation for all Christians is to serve God by living a life of holiness in one of four states: married, single, religious or ordained. (GIFGIC Grade 6)
- Ambo - a pulpit or lectern from which the Word of God is proclaimed
- Lectionary - a book or listing that contains a collection of scripture readings appointed for Catholic worship on a given day or occasion.
- Roman Missal - the book containing the prescribed prayers, chants, and instructions for the celebration of Mass in the Roman Catholic Church.
- Ecumenical dialogue - The words “ecumenism” and “ecumenical” are taken from the Greek term found in the New Testament (οικουμένη), which refers to the whole inhabited earth. Church leaders organizing the modern effort to promote the re-establishment of unity among all Christians described their movement as “ecumenical.”

## APPENDIX A



September 7, 2017

Dear Reverend Fathers,

The celebration of the sacraments is at the heart of the Church's life. Through the sacraments, the Church proclaims and celebrates the Good News of our salvation in Jesus Christ. "As actions of Christ and of the Church, they are signs and means by which faith is expressed and strengthened, worship is offered to God and our sanctification is brought about" (can. 840).

Much work has been done in our diocese in recent years to provide for consistent sacramental preparation. Such preparation should be a spiritually enriching time for the child and family alike. Sacramental preparation also allows the parish and Catholic school communities to publicly witness and share the faith in very intentional ways. The parish community supports the family by offering appropriate sacramental preparation programs and the Catholic school provides a remote preparation through Religious Education and Family Life Education programs. Sacramental preparation involves family, parish and school which enlivens and strengthens the entire faith community.

To support the effective collaboration of family, parish and school, I am providing these guidelines for the sacramental preparation programs. I hope they will serve as reminders of the important collective effort in which we are engaged when preparing children for the reception of the sacraments. Good communication and understanding of respective roles will optimize the experience of sacramental preparation for all. I take this opportunity to thank you for your pastoral work to prepare our children to receive the sacraments in partnership with their parents and schools.

Yours in Christ,

†Most Reverend Daniel J. Miehm, D.D.  
Bishop of Peterborough

†DJM/dlt



## GUIDELINES IN THE IMPLEMENTATION OF SACRAMENTAL PREPARATION

- Parents are the first educators of their children in the faith.
  
- The parish and school work together to help the parents to fulfil their task.
  - The parish will send out a letter about the upcoming Sacramental preparation program to parents with the June report card.
  - The parish will share the dates of the parish-based sacramental preparation program sessions with the school.
  - The parish will communicate the parish-based sacramental preparation program session dates through the parish bulletin, parish website, and the school newsletter/website.
  - The pastor will meet with the parish-based catechists, principals, and teachers (Grades 2 and 7) to plan for the coordinated delivery of remote and immediate sacramental preparation.
  
- All three groups will cooperate harmoniously to achieve the desired results.
  - The process for sacramental preparation does not need to be complicated with unnecessary or burdensome regulations. Deadlines and requirements should be administered pastorally and supportively.
  - Sacramental preparation is a time of special grace and expectation, and should not become a contest of wills among parents, pastors, or catechists. If disagreements occur, pastors should do their best to mediate them with loving concern for all parties. Most instances of disagreement can be resolved by recognizing that the Church's expectations for sacramental participation have been set out in Canon Law and the liturgical books.
  - Where good will is evidently present on the part of a family, pastors are urged to be generous in addressing exceptional or difficult situations.
  - Where a dispute is unresolved, it shall be referred to the Chancellor of Spiritual Affairs for resolution.
  - If approached by parents whose child is not a baptized Catholic for participation in the sacramental preparation program, pastors should meet with them to discuss what is most appropriate in their circumstance.
  
- The parents are to be integrally involved in the preparation of their children to receive the sacraments.
  - The parents will be invited to attend sacramental preparation program sessions designed for parents and specifically facilitated for them.
  - As parent sessions are invitational, a child should not be impeded from receiving

- the sacraments because of parents' absence from the sessions.
  - These sessions will support the faith of the parents and help them to undertake their role as the first educators in the faith.
- The preparation and celebration of the sacraments are the child's initiation into the Church as manifested principally in the parish community.
  - The parishes will include the Rites (Welcoming and/or Enrollment) at a Sunday Mass.
  - The parish will provide the dates for the celebration of these Rites to the school so that this information may be communicated to parents through both the parish and the school.
  - Principals and teachers are invited to attend the Rites at the parish.
- Parishioners are encouraged to become involved in the remote and immediate preparation of the child.
  - Each parish will invite parishioners to serve in the ministries of catechist and facilitator
  - The children preparing to receive the sacraments will be included in the Universal Prayer offered at the parish Masses.
  - Parishes may invite parishioners to serve as "prayer partners" who will pray for the children preparing to receive the sacraments.
- The catechetical formation takes place in the parish under the direction of the pastor in accordance with the Parish-Based Sacramental Preparation Programs in the Diocese and these guidelines.
- The parish church is the usual place where all sacraments are celebrated, particularly Baptism, Confirmation, and the liturgies of First Reconciliation and First Eucharist.

Dated September 7, 2017

# ACT

## Animating Catholic Teaching For School Year 2019-2020



**ELEMENTARY SCHOOLS:** The ACT Planning Plan is meant to be collaboratively completed with the Pastor, School Administration, Faith Ambassadors, Student Cabinet/Council and members of the Catholic School Council (where appropriate).

**SECONDARY SCHOOLS:** It is best practice that the Chancery Team Leader and Religious Education Curriculum Chair be involved in the completion of the ACT Planning Plan, along with the priest, chaplain and parish priests from the parishes which support the students at the secondary schools.

### RESOURCES: Please consult the following documents to assist with planning

[Seasons of the Liturgical Year and Key Liturgical Practices](#)

[Fruits of the Holy Spirit Prayers and Resources](#)

[Religious Observances, Memorials and Feast Days](#)

[Diocesan Liturgy Planning Form - word](#)

[Faith and Equity Calendar Cards](#)

[Diocesan Liturgy Planning Form - pdf](#)

[Reconciliation Resources](#)

School Name	Click on the dropdown arrow to select a school
Feast Day of the School	
Normally Observed	
Plans to Celebrate School Feast Day	

"Serve" Theory of Action (from CSIPSAW)	
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Catholicity in Action				
Liturgies	Date	Time	Location	School Plan (Class responsible, theme, specific considerations, etc)
September Liturgy (Mass and/or Liturgy of the Word)				
Faith Day Liturgy	September 27, 20			
October Liturgy (Month of Mary)				
November Liturgy				
December Liturgy (Advent)				
January Liturgy				
February Liturgy				
Ash Wednesday Service	February 26, 2020			
March Liturgy (Lent)				
April Liturgy (Easter)				
May Liturgy (Month of Mary)				
June Liturgy				
June Graduation Liturgy				
Liturgical Seasons and Celebrating Moments of Faith	Date	Time	Location	School Plan
Advent Week 1: Dec 1-7 (Hope)				
Advent Week 2: Dec 8-14 (Peace)				
Advent Week 3: Dec 15-21 (Joy)				
Advent Week 4: Dec 22-24 (Love)				
Advent: School Reconciliation service				
Lenten Celebration or Activities				
Lent: School Reconciliation service				
Holy Thursday Stations of the Cross	April 9, 2020			
CEW 2020 <a href="http://www.goodnewsforall.ca">www.goodnewsforall.ca</a>  Catholic Education: Igniting Hope L'Éducation catholique: Allumer la flamme de l'espérance  Sub-Themes – English Our Hope is Christ The Hope Within Us The Hope Among Us Hope for the World A Future Full of Hope  Sub-Themes – French Notre espérance, c'est le Christ L'espérance en nous L'espérance au milieu de nous L'espérance pour le monde Un avenir rempli d'espérance	May 3, 2020			
Catholic Student Leadership Awards	May 6, 2020	7:00 PM	Holy Cross	



<b>Sacramental Planning with Parish</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>School Plan</b>
Sacramental Planning Meeting (parish priest, sacramental year teachers, pastoral team, etc)				
Reconciliation Retreat (Parish)				
Sacrament of 1st Reconciliation at the Parish				
School Celebration of 1st Reconciliation				
First Communion Retreat (Parish)				
Sacrament of 1st Communion at the Parish				
School Celebration of 1st Communion				
Confirmation Retreat (Parish)				
Sacrament of Confirmation at the Parish				
School Celebration of Confirmation				
<b>PA Days: Prayer Service and Faith Elements</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>School Plan</b>
School Planning PA Day	August 29, 2019			
School Faith Day	September 27, 20			
Secondary PA Day	October 25, 2019			
Provincial Priority PA Day	November 22, 201			
Semester Turn-around PA Day	January 31, 2020			
Provincial Priority PA Day	April 24, 2020			
Elementary PA Day	June 5, 2020			
Year end PA Day	June 26, 2020			
<b>Catholic School Council Planning</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>School Plan</b>
School BBQ				
Events (ex. Fun Fair)				
Parent Nights or Information Sessions				
Catholic School Council Meetings				Proposed agenda items: (1) Ways to support student faith Development, (2) Ways to support adult faith Formation, (3) Ways to strengthen home-school-parish connection
Other:				
<b>Community Connections</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>School Plan</b>
Rosary Prayer Program & Celebration				
Community Agencies (St. Vincent DePaul, Brock Mission, etc)				
Catholic Women's League				
Knights of Columbus				
Social Justice (ME to WE, O&P, etc)				
Other:				



Click on the dropbox arrow to select a school

Holy Cross Secondary	Feast of the Triumph of the Holy Cross	September 14
Immaculate Conception	Solemnity of the Immaculate Conception	December 8
Monsignor O'Donoghue	Ordination of the Priesthood-Monsignor Clayton O'Donoghue	June 8
St. Alphonsus	Feast of St. Alphonsus of Ligouri	August 01
St. Anne	Feast of St. Anne	July 26
St. Catherine	Memorial of St. Catherine of Siena	April 29
St. John	Solemnity of the Nativity of St. John the Baptist	July 26
St. Joseph Douro	Solemnity of St. Joseph, Husband of the Blessed Virgin Mary	March 19
St. Martin	Feast of St. Martin of Tours	November 11
St. Patrick	Feast of St. Patrick	March 17
St. Paul Peterborough	Feast of St. Paul's Conversion	January 25
St. Paul Lakefield	Feast of St. Paul's Conversion	January 25
St. Paul Norwood	Feast of St. Paul's Conversion	January 25
St. Peter Secondary	Feast of the Chair of St. Peter	February 22
St. Teresa	Memorial of St. Teresa of Avila	October 15
St. John Paul II	Feast of St. John Paul II	October 22
St. Dominic	Feast of St. Dominic	August 8
St. Luke	Feast of St. Luke	October 18
St. Mary Lindsay	Feast of the Presentation of Christ in the Temple	February 2
St. Thomas Aquinas Secondary	Memorial of St. Thomas Aquinas	January 28
Notre Dame	Solemnity of Mary, Mother of God	January 1
St. Anthony	Feast of St. Anthony of Padua	June 13
St. Joseph Cobourg	Solemnity of St. Joseph, Husband of the Blessed Virgin Mary	March 19
St. Mary Campbellford	Feast of the Visitation of the Blessed Virgin Mary	May 31
St. Mary Grafton	Solemnity of the Assumption of the Blessed Virgin Mary	August 15
St. Mary Secondary	Feast of the Birth of Mary	September 8
St. Michael	Feast of Saints Michael, Gabriel and Raphael	September 29
Holy Family	Holy Family Sunday	December 29
Holy Trinity Secondary	Holy Trinity Sunday	June 7
Good Shepherd	Feast of the Good Shepherd	May 14
Monsignor Leo Cleary	Ordination to the Priesthood -Monsignor Leo Cleary	May 30
St. Mother Teresa	Feast of St. Mother Teresa	September 5
St. Elizabeth	Feast of St. Elizabeth	November 5
St. Francis	Memorial of St. Francis of Assisi	October 4
St. Joseph Bowmanville	Solemnity of St. Joseph, Husband of the Blessed Virgin Mary	March 19
St. Stephen Secondary	Feast of St. Stephen	December 26



Diocese of  
Peterborough

## APPENDIX C

The Chancery  
350 Hunter Street West  
Peterborough, Ontario K9J 6Y8  
T 705 745 5123  
www.peterboroughdiocese.org

# Liturgy Planning Form - Schools

Liturgy Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_ Event: \_\_\_\_\_

Coordinators: \_\_\_\_\_

Procession from entrance:

Cross-bearer: \_\_\_\_\_

Candle-bearers: \_\_\_\_\_

Altar Servers: \_\_\_\_\_

Main Celebrant: \_\_\_\_\_

**NOTE:** *if you are inviting another priest to celebrate Mass, discuss the invitation with the Pastor to secure permission before extending the invitation to the priest from outside the parish boundary in which the school is geographically located.*

**Call to Worship:** (This is the time of welcome and gathering. A short introduction to the Liturgy is appropriate. Text should be attached and submitted along with this Liturgy Planning Form):

Entrance Hymn (Chant): \_\_\_\_\_

Penitential Act: ☐ I Confess ☐ Lord Have Mercy (Recited) ☐ Lord Have Mercy (Sung)

(If Solemnity) Gloria: ☐ Sung ☐ Recited

First Reading \_\_\_\_\_

Lector: \_\_\_\_\_

Responsorial Psalm (sung if possible): \_\_\_\_\_

Lector: \_\_\_\_\_

Second Reading (if present in Lectionary): \_\_\_\_\_

Lector: \_\_\_\_\_

Gospel Acclamation (sung): \_\_\_\_\_

Gospel: \_\_\_\_\_

Universal Prayers (Text should be attached and submitted along with this Liturgy Planning Form)

Universal Prayers read by: \_\_\_\_\_

**NOTE:** *The readings should be proclaimed by individuals who have the requisite comprehension, reading ability, and vocal skills to carry out the ministry properly: they should be well prepared and rehearsed. The readings must never be divided – one reader for the First Reading, one reader or cantor for the Psalm, one reader for the Second Reading (if applicable).*

Offertory Procession (carried by): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**NOTE:** *wine, water and bread are brought forward as an offering for consecration. Non-perishable food items or a financial offering for the poor may be carried up as well.*

Offertory Hymn (Chant): \_\_\_\_\_

Holy, Holy, Holy: ☐ Sung ☐ Recited

Memorial Acclamation: ☐ Sung ☐ Recited

Amen: ☐ Sung ☐ Recited

Our Father: ☐ Sung ☐ Recited

Lamb of God: ☐ Sung ☐ Recited

Communion Hymn (Chant): \_\_\_\_\_

Extraordinary Ministers of Holy Communion:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**NOTE:** Select Roman Catholics to serve in this ministry who have been trained and already serve as Extraordinary Ministers of Holy Communion within their parish.

Meditation Hymn (Chant): \_\_\_\_\_

Recessional Hymn (Chant): \_\_\_\_\_

Ushers:

\_\_\_\_\_  
 \_\_\_\_\_

**Additional notes:**

**Send this completed form to the Celebrant at least one week prior to Mass.**



## REQUISITES FOR THE CELEBRATION OF MASS OUTSIDE OF A SACRED SPACE

(Based on the *General Instruction of the Roman Missal*)

### THINGS TO BE PREPARED

A movable altar or a suitable table should be provided for the celebration of Mass. The altar is to be covered with a white cloth. In addition, on or next to the altar are to be placed two candlesticks with lighted candles. Likewise, on the altar or close to it, there is to be a cross adorned with a figure of Christ crucified. The candles and the cross with corpus may also be carried in the procession at the Entrance. A *Book of Gospels* may be placed on the altar, unless it is carried in procession at the beginning of Mass; this book is distinct from the book of other readings.

In addition, the following should also be prepared:

- a) next to the celebrant's chair: the Roman Missal and, if appropriate, a hymnal;
- b) at the ambo: the Lectionary;
- c) on the credence table:
  - the chalice, corporal, purificator and paten with sufficient hosts for the priest celebrant and any concelebrants and deacons present;
  - ciboria with hosts for lay ministers and the congregation, as well as cruets containing wine and water, unless all of these are presented by the faithful in the procession at the Offertory;
- d) sufficient chairs for the priest celebrant and any concelebrants and deacons present.

There should also be prepared sacred vestments for the priest, the deacon, and other ministers:

- a) for the priest and concelebrants: alb, cincture, stole, and chasuble; although concelebrants may wear only a stole and not a chasuble;
- b) for the deacon: alb, cincture, diaconal stole, and dalmatic; although the dalmatic may be omitted;
- c) for the non-ordained ministers: albs or other lawfully approved attire.

When the Entrance takes place with a procession, the following are to be prepared:

- a) a thurible and incense boat, if incense is being used;
- b) the cross to be carried in procession and candlesticks with lighted candles;
- c) the *Book of Gospels* (if applicable).

## **BREAD AND WINE FOR CELEBRATING THE EUCHARIST**

The hosts for celebrating the Eucharist must be from wheat and unleavened. For a just cause individuals may request to receive 'gluten free' hosts; these hosts must be provided from an approved supplier.

The wine for the celebration of the Eucharist must be from the fruit of the vine, natural, and without admixture of extraneous substances.

Diligent care should be taken to ensure that the wine does not turn to vinegar nor the bread spoil.

## **SACRED VESSELS**

Sacred vessels should be made from precious metal. If they are made from a material less precious than gold, they should generally be gilded on the inside.

For the Consecration of hosts, besides ciboria, a large paten may fittingly be used on which is placed the bread both for the priest and the deacon and also for the other ministers and for the faithful.

## **SACRED VESTMENTS**

The vestment proper to the priest celebrant at Mass is the chasuble, worn over the alb and stole. Concelebrants may be dispensed from wearing a chasuble, but must wear a stole.

The vestment proper to the deacon is the dalmatic, worn over the alb and stole; however, the dalmatic may be omitted out of necessity or on account of a lesser degree of solemnity.

In the dioceses of Canada, acolytes, altar servers, readers, and other lay ministers may wear an alb or other suitable attire.

A cope is worn by the priest instead of a chasuble for liturgical actions involving the Eucharist outside the context of Mass, such as a Eucharistic procession or exposition.

As regards the colour of sacred vestments, traditional usage should be observed, namely:

- a) The colour white is used during Easter Time and Christmas Time; on the Solemnity of the Most Holy Trinity, on celebrations of the Lord other than of his Passion, celebrations of the Blessed Virgin Mary, of the Holy Angels, and of Saints who were not Martyrs; on the Solemnities of All Saints and of the Nativity of St. John the Baptist; and on the Feasts of St. John the Evangelist, of the Chair of St.



Peter, and of the Conversion of St. Paul. The colour white may also be worn in Masses for the Dead in the dioceses of Canada.

- b) The colour red is used on Palm Sunday of the Lord's Passion and on Friday of Holy Week, on Pentecost Sunday, on celebrations of the Lord's Passion, on the feasts of the Apostles and Evangelists, and on celebrations of Martyr Saints.
- c) The colour green is used in Ordinary Time.
- d) The colour violet or purple is used in Advent and Lent.
- e) The colour black may be used, where it is the practice, in Masses for the Dead.
- f) The colour rose may be used, where it is the practice, on *Gaudete* Sunday (Third Sunday of Advent) and on *Laetare* Sunday (Fourth Sunday of Lent).

Ritual Masses are celebrated in their proper colour, or in white; Masses for Various Needs are celebrated in the colour proper to the day or the time of year or in violet if they have a penitential character, for example, nos. 31, 33 or 38; Votive Masses are celebrated in the colour suited to the Mass itself or even in the colour proper to the day or the time of the year.

## READINGS

The readings of the day should be used for the celebration of Holy Mass in the Diocese of Peterborough.

The readings should be proclaimed by capable individuals who have received the Sacrament of Confirmation and must never be divided - one reader for the First Reading, one reader/cantor for the Psalm, one reader for the Second Reading (if applicable).

Within Ordinary Time, the priest responsible for the Mass may, for a serious pastoral reason, choose readings more appropriate for the occasion.

## MUSIC

Musical instruments, if used, should be placed in a suitable place so that they can sustain the singing of both the choir and the people and be heard with ease by everybody if they are played alone.

In Advent the use of musical instruments should be marked by a moderation suited to the character of this time of year, without expressing in anticipation the full joy of the Nativity of the Lord.

In Lent the playing of musical instruments is allowed only in order to support singing. Exceptions, however, are *Laetare* Sunday (Fourth Sunday of Lent), Solemnities, and Feasts.