



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Monday, March 25, 2019

6:30 – 8:30 p.m.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Mr. David Bernier

Trustees who are unable to attend are asked to please notify
Mrs. Andrea Bradley, Administrative Assistant
(705) 748-4861 ext. 243 or by email: abradley@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer, Mrs. Linda Ainsworth.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishinaabe.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Committee Meeting held on February 5, 2019. Page 3
6. Business Arising from the Minutes.

B. Presentations/Recommended Actions:

1. R.A.: Draft Administrative Procedure – Old #301 / New #1208 Page 9 RA Page 17
Video Surveillance Systems at Board Facilities
 Mr. Galen Eagle, Communications Manager
 Mr. Richard Driscoll, Facility Services Manager
2. R.A.: Draft Administrative Procedure – Old #408 / New #513 Page 18 RA Page 25
Reporting Children in Need of Protection
 Mrs. Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services
 Mr. Tim Moloney, Superintendent of Learning / Student Success

3. R.A.: Draft Administrative Procedure – Old #410 / New #813 Page 26 RA Page 35
Nutrition
 Mr. Tim Moloney, Superintendent of Learning / Student Success
4. R.A.: Draft Administrative Procedure – Old #702 / New #311 Page 36 RA Page 49
Research Requests
 Mrs. Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services
5. R.A.: Draft Administrative Procedure – Old #809 / New #309 Page 50 RA Page 56
Cooperative Education and Other Forms of Experiential Learning
 Mr. Tim Moloney, Superintendent of Learning / Student Success

C. Information Items:

D. Next Meeting:

1. Date: Tuesday, May 21, 2019 6:30 – 8:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

E. Conclusion:

1. Closing Prayer, Mr. Emmanuel Pinto.
2. Adjournment.

Draft



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, February 5, 2019 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Mmes. Linda Ainsworth, Calahndra Brake (Senior Student Trustee), Ruth Ciraulo, Eveline Fisher (Junior Student Trustee), Michelle Griepsma, Helen McCarthy.
Messrs. David Bernier (Chairperson), Kevin MacKenzie, Emmanuel Pinto.

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace, Dawn Michie.
Messrs. Galen Eagle, Timothy Moloney, Michael Nasello.

Guests:

Regrets: Mr. Braden Leal.

Recorder: Mrs. Andrea Bradley.

A. Call to Order:

Mr. David Bernier called the meeting to order.

1. Opening Prayer.

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

2. Mr. 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 Mrs. Michelle Griepsma, seconded by Mr. Emmanuel Pinto, that the Policy Development Committee Agenda be accepted.

Carried

Draft

4. Declarations of Conflicts of Interest.
5. Approval of the Minutes of the Policy Development Committee Meeting held on November 20, 2018.

MOTION: Moved by Mrs. Linda Ainsworth, seconded by Mr. Kevin MacKenzie, that the Minutes of the Policy Development Committee Meeting held on November 20, 2018, be approved.

Carried.

6. Business Arising from the Minutes.

B. Recommended Actions/Presentations:

1. R.A.: Draft Administrative Procedure – Old #308 / New #1207

Freedom of Information

Mr. Galen Eagle, Communications Manager, presented the new Draft Administrative Procedure – **#1207 – Freedom of Information** to the Policy Development Committee and answered questions. Trustees expressed interest in the type of Freedom of Information requests being received. Mr. Eagle will compile a report to present to Trustees annually and will also be making minor edits to the “Alignment with Multi-Year Strategic Plan” section of the Administrative Procedure.

MOTION: Moved by Mrs. Linda Ainsworth, seconded by Mr. Kevin MacKenzie, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#308 – Freedom of Information** be deleted and the revised, newly formatted, Administrative Procedure – **#1207 – Freedom of Information**, be received and posted as amended under Directional Policy – **#1200 – Records and Information**.

Carried

Draft

2. R.A.: Draft Administrative Procedure – Old #306 / New #1202

Protection of Privacy

Mr. Galen Eagle, Communications Manager, presented the new Draft Administrative Procedure – **#1202 – Protection of Privacy** to the Policy Development Committee and answered questions. Mr. Eagle will be making minor changes to F.15 (pg. 19).

MOTION: Moved by Mrs. Helen McCarthy, seconded by Mrs. Michelle Griepsma, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#306 – Protection of Privacy** be deleted and the revised, newly formatted, Administrative Procedure – **#1202 – Protection of Privacy**, be received and posted as amended under Directional Policy – **#1200 – Records and Information**.

Carried.

MOTION: Moved by Mr. Emmanuel Pinto, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommends to the Board, that the Director of Education be considered the head of the Board for the purposes of MFIPPA.

Carried.

3. R.A.: Draft Administrative Procedure – New #619

Playground Equipment Installation and Maintenance

Mrs. Isabel Grace, Superintendent of Business and Finance, presented new Draft Administrative Procedure – **#619 – Playground Equipment Installation and Maintenance**, to the Policy Development Committee and answered questions.

MOTION: Moved by Mrs. Linda Ainsworth, seconded by Mr. Emmanuel Pinto, that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#619 – Playground Equipment Installation and Maintenance**, be received and posted under Directional Policy – **#600 – Stewardship of Resources**.

Carried.

Draft

4. R.A.: Draft Directional Policy – New #800

Healthy Schools and Workplaces

Mr. Tim Moloney, Superintendent of Learning/Student Success, presented the new Draft Directional Policy – **#800 – *Healthy Schools and Workplaces*** to the Policy Development Committee and answered questions. Mr. Moloney shared a list of existing Administrative Procedures that will be realigned to fall under the new Directional Policy #800.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mr. Kevin MacKenzie, that new Directional Policy – **#800 – *Healthy Schools and Workplaces***, be received and posted for public consultation.

Carried.

5. R.A.: Draft Administrative Procedure – New #510

Conflicts of Interest

Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services, presented the new Draft Administrative Procedure – **#510 – *Conflicts of Interest*** to the Policy Development Committee and answered questions.

MOTION: Moved by Mrs. Helen McCarthy, seconded by Mrs. Michelle Griepsma, that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#510 – *Conflicts of Interest***, be received and posted under Directional Policy – **#500 – *Employee Relations***.

Carried.

MOTION: Moved by Mr. Emmanuel Pinto, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee Meeting be extended from 8:30 p.m. to 9:00 p.m.

Carried.

Draft

6. R.A.: Draft Administrative Procedure – New #518

Scent Awareness

Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services, presented the new Draft Administrative Procedure – **#518 – Scent Awareness** to the Policy Development Committee and answered questions.

MOTION: Moved by Mrs. Helen McCarthy, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#518 – Scent Awareness**, be received and posted under Directional Policy – **#500 – Employee Relations**.

Carried.

7. Annual review of Administrative Procedures:

#508 – Workplace Harassment Prevention

#509 – Workplace Violence Prevention

#512 – Occupational Health and Safety

Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services, presented the Administrative Procedures – **#508 – Workplace Harassment Prevention**, **#509 – Workplace Violence Prevention** and **#512 – Occupational Health and Safety** to the Policy Development Committee and answered questions. Ms. Carragher will be making a minor change to AP #509 under “The Board of Trustees is responsible for:”. Projected review dates will also be updated.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mr. Emmanuel Pinto, that the Policy Development Committee recommend to the Board that Administrative Procedures – **#508 – Workplace Harassment Prevention** and – **#509 – Workplace Violence Prevention** be received and posted under Directional Policy – **#500 – Employee Relations**; and, that Board Administrative Procedure – **#512 – Occupational Health and Safety**, be deleted and the revised, newly formatted Administrative Procedure – **#809 – Occupational Health and Safety**, be received and posted under new Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried.

Draft

C. Information Items:

D. Next Meeting:

1. Monday, March 25, 2019 6:30 – 8:30 p.m.
2. Selection of Member for Opening Prayer – Mrs. Linda Ainsworth.
3. Selection of Member for Closing Prayer – Mr. Emmanuel Pinto.

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mr. David Bernier, led the Closing Prayer.

2. Adjournment.

MOTION: Moved by Mrs. Linda Ainsworth, seconded by Mr. Kevin MacKenzie, that the Policy Development Committee Meeting adjourn at 8:55 p.m.

Carried.

David Bernier
Committee Chairperson
/ab

Michael Nasello
Director of Education

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Video Surveillance Systems at Board Facilities	<i>Administrative Procedure Number</i> 1208
Directional Policy: Records and Information Management (RIM) - 1200	

TITLE OF ADMINISTRATIVE PROCEDURE:

Video Surveillance Systems at Board Facilities

DATE APPROVED:**PROJECTED REVIEW DATE:**

August 2024

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the purpose of the Records and Information Management (RIM) Directional Policy – 1200 by ensuring that records and information are managed securely and effectively and that appropriate measures are taken to maintain the confidentiality of those records.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Video Surveillance at Board Facilities Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education: Learn-Lead-Serve by establishing procedures that assist with maintaining the safety and security of students, staff, volunteers and the general public within our learning environments and other Board facilities.



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 and GUIDELINES:

1. Background

The purpose of the Administrative Procedure is to promote a safe school and workplace environment by utilizing video surveillance at Board facilities when necessary to monitor Board property, assist school administrators in detecting and deterring unacceptable behavior or activities, and to provide a historical record to assist in investigations(s).

Video surveillance systems complement other means being used to promote and foster a safe and secure environment under the Education Act and the Safe Schools Act.

This procedure is not intended to address or apply to:

- i. Instances where school staff video record a specific event (such as a school fun fair or graduation ceremony);
- ii. Instances where a classroom is video recorded for educational or research purposes (e.g. where a student teacher is required to record his or her lesson as part of an assignment for a work placement);
- iii. Instances where video is incidentally taken by hand-held devices owned by students
- iv. Instances where a closed circuit system is installed where no recording of video is contemplated (for example, cameras solely related to door security)

- v. The initiation and use of video surveillance for strictly employment-related purposes and the examination and use of video surveillance for employment-related purposes;

The Board's video surveillance equipment shall not be used for concealed monitoring/surveillance without the written consent of the Director.

While video surveillance shall not be used with the intent to monitor staff performance, supervisors have an obligation to report if a staff member is observed on video to be negligent or involved in a possible criminal activity.

2. Authority

The installation, maintenance and use of surveillance equipment will be in accordance with the Information and Privacy Commissioner of Ontario's "Guidelines for Using Video Surveillance Cameras in Schools".

The Board shall maintain control of and responsibility for the video surveillance at all times.

When video surveillance devices are required, Notice Signs will be posted at Board Facilities as follows:

- i. Notice posted outside all main entrances to the property
- ii. Notice posted outside the main front building entrance

3. Installation

The Superintendent of Business and Finance, or designate, will approve the location or relocation of cameras on Board property. Cameras must not be relocated without the expressed written permission of the Superintendent of Business and Finance or designate.

The location of each camera will be reviewed periodically to determine if the installation is still justified.

Cameras will be installed in areas of common usage i.e. entrances, exits, parking lots, hallways, cafeterias, auditoriums and libraries.

Cameras may be installed in rooms with large inventories of equipment, books, etc, as well as labs, shops, offices, receiving and reception areas.

Orientation of cameras toward adjacent buildings should be avoided. Cameras will not be installed in washrooms or change rooms, however they may be installed in adjacent corridors to monitor traffic in and out of these areas.

Where a school is considering the installation of surveillance cameras for the first time, the school should consult openly with parents, staff, students and the broader school community as to the necessity of the proposed video surveillance program and its acceptability to the school community. Consultation should provide stakeholders with an opportunity to comment on the actual location of cameras on school property, should the project proceed.

4. Access

Those individuals authorized to have access to the video surveillance equipment shall be appointed by the Director of Education. An administrative staff member will be appointed, either the school principal or vice-principal, to be responsible for the video surveillance system in the school.

Schools may make video images available to police upon request, as prescribed under MFIPPA. Authorities shall complete a release authorization, detailing who requested the image, under what authority, when this occurred and if it will be returned or destroyed after use.

Content shall not be shared with media, general public, or non-designated members of staff, subject to access under MFIPPA.

5. Monitoring

Access to recorded video shall be restricted to designated staff who will require password protected access.

Video surveillance will occur seven days a week, 24 hours per day. Recorded images shall only be consulted following an incident or complaint, and review of images shall only be for the purpose of assisting school and/or law enforcement officials with investigations.

No long term record will be maintained except in situations where the Board and law enforcement officials are reviewing circumstances of an incident or damage. The retention period for recorded information which has been requested for review, shall be a minimum of one (1) year.

Remote access at the Board Office will be used to assist and support investigations of serious incidents. Remote access will also be used by the Manager of Facility Services for regular system checks.

The 'supervisory officer in co-operation with the principal' will conduct audits (system reviews) to ensure the cameras are not used for any unapproved purpose or that they still remain necessary in any particular location. Any inadvertent disclosure of personal information collected by video surveillance will be reported to the Manager of Communications responsible for Freedom of Information/Protection of Privacy.

Digital computer camera data recorded on computer hard drives or other media, will be deleted within 30 days of the recording during the regular school year. If there is an ongoing investigation, the video data will be recorded onto a portable storage device and stored in a controlled access location.

6. Concealed Monitoring/Surveillance

- i. Concealed monitoring/surveillance may be initiated by the Board with the approval of the Director of Education, or designate.
- ii. A comprehensive assessment shall be conducted to evaluate the privacy impacts associated with the implementation of such a program.
- iii. The purpose of the assessment is to ensure that concealed monitoring is the only available option under the circumstances and that the benefits derived from the personal information obtained far outweigh the violation of privacy of the individuals observed.
- iv. All concealed monitoring will be time-limited.
- v. The surveillance equipment will be removed as soon as the case has been resolved or converted to a full notification system, including signage.
- vi. Requests to conduct a concealed monitoring program must be directed to the Director of Education, or designate, for approval and clearly describe the rationale and the timelines for such an action to be taken.

7. Protection of Privacy

Authorized staff will sign a written agreement regarding their duties under the Administrative Procedure and the Act, including an undertaking of confidentiality. Staff should be aware that their activities will be subject to audit (system review) and that they will be called upon to justify their surveillance interest in any given individual.

Old storage devices will be disposed of by the Manager of Information Technology to ensure that personal information cannot be reconstructed or retrieved.

Any agreements between the Board and service providers shall state that the recorded images dealt with or created while delivering the video surveillance program are under the Board's control and are, therefore, subject to the Municipal Freedom of Information and Protection of Privacy Act (the Act)

An individual whose personal information has been collected by a video surveillance system has a right of access to his or her personal information under the Act. An individual or their agent may have access to one's own personal information, in whole or in part, unless an exemption applied under the Act. Access to an individual's own personal information in these circumstances may also depend upon whether any exempt information can be reasonably severed from the record. One exemption that may apply is contained within the municipal Act, which grants heads of institutions the discretionary power to refuse access where disclosure would constitute an unjustified invasion of another individual's privacy. The confidentiality of all parties must be protected. Permission from other parties must be sought or enhancements must be made to the video to block the identity of other parties.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Directional Policy
- Reviewing the Video Surveillance Systems at Board Facilities Administrative Procedure as part of its regular policy and procedure cycle.

The Director of Education is responsible for:

- Ensuring the implementation and compliance of this administrative procedure, including the designation of resources.
- Appointing those individuals authorized to have access to video surveillance systems in schools, and to be responsible for the video surveillance system in a school
- Approving, when supported by appropriate rationale, concealed monitoring/surveillance.

Superintendents of Schools and System Portfolios are responsible for:

- Conducting audits (system reviews) in cooperation with school principals to ensure cameras are not used for an unapproved purpose.

Superintendent of Business and Finance, or designate is responsible for:

- Approving the installation or relocation of cameras on Board property
- Ensuring the Video Surveillance system is tested and maintained on a regular basis
- Ensuring old storage devices and replaced equipment are appropriately disposed of to ensure that personal information cannot be reconstructed or retrieved

Principals and Vice-Principals are responsible for:

- Ensuring authorization and access to video surveillance information is as outlined in this administrative procedure.
- Sign an acknowledgement of responsibility and confidentiality with respect to access to video surveillance information.
- Referring any inadvertent disclosure of personal information collected by video surveillance to the Manager responsible for Freedom of Information/Protection of Privacy.

PROGRESS INDICATORS:

- Appropriate authorizations are obtained for access to video surveillance information.
- Locations and need for video cameras are subject to regular review to ensure risks of capturing unnecessary/incidental personal information is minimized.

DEFINITIONS:

- **Personal Information:** Personal information is defined in section 2 of the Act as being recorded information about an identifiable individual which includes, but is not limited to, information relating to an individual's race, colour, national or ethnic origin, sex and age. Therefore, a simple image on a video surveillance system that is clear enough to identify a person, or the activities in which he or she is engaged, will be classified as 'personal information' under the Act.
- **Record:** Record is defined in section 2 of the Act to mean any information, however recorded, whether in printed form, on film, by electronic means, or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a machine-readable record, and any record that is capable of being produced from a machine-readable record.

- **Video Surveillance System:** A Video Surveillance System refers to a video, physical or mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing, or monitoring of individuals in school buildings and school premises. The term video surveillance includes an audio device, thermal imaging technology, or any other component associated with recording the image of an individual.
- **Storage Device:** Storage Device refers to a videotape, computer disk or drive, CD-ROM, DVD, computer chip or other device used to store the recorded data or visual, audio or other images captured by a video surveillance system.
- **Long Term Records:** Long Term Records refers to records containing personal information with the retention of more than one year.

REFERENCES:

- Municipal Freedom of Information and Protection of Privacy Act, R.S.O 1990, Chapter M-56
- Information and Privacy Commissioner/Ontario – Guidelines for Using Video Surveillance Cameras in Public Places – September 2007
- Information and Privacy Commissioner/Ontario – Guidelines for Using Video Surveillance Cameras in Schools – July 2009
- Guidelines for the Use of Video Surveillance, October 2015
- Administrative Procedure 1202 Protection of Privacy

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#301 – Video Surveillance Systems at Board Facilities***, be deleted and the revised, newly formatted, Administrative Procedure – ***#1208 – Video Surveillance Systems at Board Facilities***, be received and posted as amended under Directional Policy – ***#1200 – Records and Information***.

BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Reporting Children in Need of Protection	ADMINISTRATIVE PROCEDURE NUMBER 513
Directional Policy Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Reporting Children in Need of Protection

DATE APPROVED: 2019

PROJECTED REVIEW DATE: 2024

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The purpose of the Employee Relations Directional Policy is to create a shared understanding of the expectations the Board has with respect to employees' conduct in their professional and personal lives as it relates to public trust and confidence, and this administrative procedure reflects the policy by outlining employees' legislated duty to report children in need of protection.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Reporting Children in Need of Protection Administrative Procedure supports our Vision of achieving Excellence in Catholic Education by ensuring our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings. The Board is committed to the safety and well-being of our students, and will ensure that Board employees are aware of their professional obligation to report students who may be in need of protection.



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ACTION REQUIRED:

All children have the right to a safe, nurturing environment in which to grow to their full potential, free from violence, abuse and neglect. It is a shared responsibility to ensure that these conditions are fulfilled. (Joint Protocol, p.2)

Policy Program Memorandum (PPM) 9 states: “The Child, Youth and Family Services Act contains provisions under Part V, Child Protection, for reporting a child who is or may be in need of protection. If any person – ‘including a person who performs professional or official duties with respect to children’ – has reasonable grounds to suspect that a child is or may be in need of protection, the act requires that the person report their suspicions “immediately” to a children’s aid society and provide the information on which the suspicions are based. Therefore, teachers, principals, and other professionals who, in the course of performing their professional or official duties, suspect that a child is or may be in need of protection must report this information without delay to a children’s aid society.” For the purposes of this Administrative Procedure, “other professionals” include all PVNCCDSB staff.

Subsection 125(1) of the Child, Youth and Family Services Act, which came into force on April 30, 2018, characterizes a child in need of protection when there are reasonable grounds to suspect one of the following:

1. The child has suffered physical harm inflicted by the person having charge of the child or caused by or resulting from that person’s:
 - a. failure to adequately care for, provide for, supervise or protect the child, or
 - b. pattern of neglect in caring for, providing for, supervising or protecting the child;
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person’s:
 - a. failure to adequately care for, provide for, supervise or protect the child, or
 - b. pattern of neglect in caring for, providing for, supervising or protecting the child;
3. The child has been sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child;
4. There is a risk that the child is likely to be sexually abused or sexually exploited as described in paragraph 3;
5. The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child’s parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, the treatment on the child’s behalf;

6. The child has suffered emotional harm, demonstrated by serious:

- a. anxiety;
- b. depression;
- c. withdrawal;
- d. self-destructive or aggressive behaviour; or
- e. delayed development;

and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;

- 7. The child has suffered emotional harm of the kind described in subparagraph 6 a, b, c, d or e and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment; or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the harm;
- 8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 a, b, c, d or e resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- 9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 a, b, c, d or e and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to prevent the harm;
- 10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition;
- 11. The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;
- 12. The child is younger than 12 and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to treatment;

13. The child is younger than 12 and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

The functions of the Children's Aid Society are found in subsection 35(1) of the Child, Youth and Family Services Act, as follows:

1. investigate allegations or evidence that children may be in need of protection;
2. protect children where necessary;
3. provide guidance, counselling and other services to families for protecting children or for the prevention of circumstances requiring the protection of children;
4. provide care for children assigned or committed to its care under this Act;
5. supervise children assigned to its supervision under this Act;
6. place children for adoption under Part VIII (Adoption and Adoption Licensing); and
7. perform any other duties given to it by this Act or the regulations or any other Act.

There exists a Joint Children's Aid Society and School Board Protocol, whose purpose is to assist in ensuring the safety and protection of students and to provide a coordinated, consistent response in the undertaking of child protection, abuse/neglect investigations within the jurisdiction of the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

In accordance with the Child, Youth and Family Services Act, and the Joint Children's Aid Society and School Board Protocol, the Board has the following expectations of its employees:

1. Board employees shall recognize their duty to promptly report a child in need of protection, in accordance with the Child, Youth and Family Services Act, the Joint Children's Aid Society and School Board Protocol, and this Administrative Procedure. There is a higher standard of reporting for those who work with children.
2. Employees' duty to report is ongoing; they shall be obliged to report suspicion or knowledge of the need for protection, even when previous reports have been made.
3. Employees having a suspicion or knowledge of the need for protection shall report directly to the Children's Aid Society. It is not appropriate to rely on someone else (e.g. the school principal) to make the report on the employee's behalf.
4. Employees who make a report to the Children's Aid Society will inform the student's school administration, who will record it in the student database notes.
5. Under the Child, Youth and Family Services Act, if the child is 16 or 17 years old, there is no duty to make a report; however, under this Administrative Procedure,

if a child who is 16 or 17 years old is deemed to be in need of protection, then employees will report to the Children's Aid Society and will inform the school administration.

6. Under this Administrative Procedure, when there is suspicion or knowledge of a need of protection for students from other students, employees will inform the school administration, who will consult with the Children's Aid Society.
7. The Child, Youth and Family Services Act, 2017, makes it an offence for every person performing professional or official duties with respect to children to fail to report a child who, they suspect, is or may be in need of protection. Subsection 125(6) expressly identifies teachers, designated early childhood educators, and principals as such persons, according to PPM 9. If such professionals obtain information, in the course of performing their professional or official duties, that leads them to suspect that a child is or may be in need of protection, they must report this suspicion. If they do not report the suspicion, they are liable, upon conviction of the offence, to a fine of up to \$5000.
8. Under the Child, Youth and Family Services Act, no action for making a report will be taken against employees who act in accordance with the duty to report, unless the person acts maliciously or without reasonable grounds for the suspicion.
9. Employees' duty to report shall override the provisions of any other provincial statute, specifically those provisions that would otherwise prohibit disclosure of confidential information by the professional or official.
10. School principals shall make all employees and volunteers at their schools aware of their obligations under the Child, Youth and Family Services Act, the Joint CAS and School Board Protocol and this Administrative Procedure.
11. If a report is made of a child in need of protection, which involves allegations made against Board employees, senior administration of the Board shall become involved according to procedures outlined in the Joint Children's Aid Society and School Board Protocol, Appendix A: PVNCCDSB Child Protection Protocol for Reporting Allegations Against Board Employees.
12. If an investigation by the Children's Aid Society determines that a teacher has harmed a student, the Superintendent of Human Resources, or designate, shall report to the Ontario College of Teachers any professional misconduct on the part of a teacher, regardless of the student's age. A similar report shall be made to the relevant regulatory college of other professional staff in the case of similar findings (e.g., psychologist, social worker, speech and language pathologist).

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment of this Administrative Procedure with the Employee Relations Directional Policy;

- Reviewing this Administrative Procedure as part of its regular policy and administrative procedures review cycle.

The Director of Education is responsible for:

- Ensuring the Reporting Children in Need of Protection Administrative Procedure conforms with the provisions of the Child, Youth and Family Services Act;
- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

Superintendents are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure;
- Ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure.

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.

Staff are responsible for:

- Promptly reporting a child in need of protection to the Children's Aid Society;
- Understanding and complying with this Administrative Procedure.

PROGRESS INDICATORS:

All Board employees are aware of, and fulfill, their professional obligation to report children who may be in need of protection.

DEFINITIONS

Child - Under the [Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1](#), a child is defined as a person younger than 18.

Reasonable - Reasonable refers to the information that an average person, exercising normal and honest judgment, would need in order to make a decision to report.

REFERENCES

[Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1](#)
[Ensuring Student Safety and Protection Together: A Joint Children's Aid Society and School Board Protocol](#)
[Ministry of Children and Youth Services Policy Directive: CW 003-18 Protection Services for 16-17 Year Olds](#)
[Reporting Child Abuse and Neglect - It's Your Duty, Ontario Ministry of Children and Youth Services](#)
[Education Amendment Act \(Progressive Discipline and School Safety\), 2007, S.O. 2007, c. 14 - Bill 212](#)

[The Provincial Code of Conduct and School Board Codes of Conduct, PPM 128](#)

[Ontario College of Teachers Act, 1996](#)

[Supporting Positive Student Behaviour: Safety for All – AP 912](#)

[Safe School Codes of Conduct – AP 909](#)

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

[Dnaagdawenmag Binnoojiiyag Child & Family Services](#)

[PPM 9 Duty to Report Children in Need of Protection](#)

[Employee Relations Directional Policy - 500](#)

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#408 – Reporting Child Abuse and Neglect***, be deleted and the revised, newly formatted, Administrative Procedure – ***#513 – Reporting Children in Need of Protection***, be received and posted as amended under Directional Policy – ***#500 – Employee Relations***.



ADMINISTRATIVE PROCEDURE	
Administrative Procedure Section	Administrative Procedure Number
Nutrition	AP – 813 (new) AP – 410 (old)
Directional Policy	
Healthy Schools and Workplaces - 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

Nutrition

Draft

DATE APPROVED:

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy – 800 by ensuring, through our collective responsibility, the creation of healthy learning and work environments that contribute to lifelong learning and that enable every individual at PVNC to reach their God-given potential.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Nutrition Administrative Procedure supports our Vision of Achieving Excellence in Catholic Education by supporting students, staff, parents/guardians and community organizations/agencies in the creation of healthy nutrition environments that have a positive effect on health, growth and intellectual development. Through critical thinking, creativity, collaboration, and communication, our educational communities will foster environments that positively influence student attitudes, preferences and behaviours relating to healthy lifestyle choices.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

1.0 Background

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will ensure healthy food choices are in our Catholic schools and at the Catholic Education Centre. The Board upholds nutrition practices which honour the physical body as a temple of the Holy Spirit. This Administrative Procedure sets out guidelines when offering or selling food and/or beverages in our schools and at the Catholic Education Centre and meets the Ministry of Education Policy/Program Memorandum 150: School Food and Beverage Policy and Nutrition Standards for Ontario Schools.

Research shows that “health and education success are intertwined: schools cannot achieve their primary mission of education if students are not healthy. Healthy eating patterns in childhood and adolescence promote optimal childhood, growth, and intellectual development”.

2.0 Guidelines:

- 2.1 School communities shall recognize that children often have little direct control over foods provided from the home.

- 2.2 The Board will communicate and encourage the following consistent healthy eating messages in schools and at the Catholic Education Centre in order to promote a positive effect on health, growth, and intellectual development:
- healthy food choices help to support learning and performance; and
 - healthy eating enhances physical, emotional, social, and intellectual development.
- 2.3 The provision of food in Catholic schools follows pertinent Catholic Church teachings regarding fasting and abstinence.
- 2.4 All schools will provide adequate time (ideally a 15-20 minute nutritional break) for all students during lunch times. As well, schools will encourage all students to wash their hands before and after eating, or use hand sanitizer, if necessary.
- 2.5 Food and beverages offered or sold in schools and at the Catholic Education Centre will reinforce the nutrition guidelines emphasized in the Ontario Curriculum, Canada's Food Guide, and in educational programs offered in our schools and at the Catholic Education Centre. This includes cafeterias, vending machines, lunch, breakfast and snack programs, fundraising events, meetings, workshops, Catholic School Council events, and any other school-related functions.
- 2.6 Foods served and sold in schools and the Catholic Education Centre will be handled and prepared safely to prevent the spread of food-borne illness and disease. The Board and principals will work with Public Health Department/Units and other local partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available. Hand washing shall be promoted as a simple and effective way to reduce the spread of food-borne illnesses.
- 2.7 Foods and beverages "not permitted" for sale will not be offered or sold in schools, and "sell less" items will make up no more than 20 percent of all food choices offered or sold in schools as per PPM 150.
- 2.8 Foods and beverages sold or made available at school for lunch, and snack programs will emphasize vegetables and fruit; lower fat white and/or chocolate milk; whole grain products; lean meats; food prepared with little or no fat; and foods low in salt, sugar, and caffeine.
- 2.9 Food and beverages served in schools and at the Catholic Education Centre will meet or exceed the provincial nutrition standards and will be sold primarily for the purposes of providing healthy food choices rather than for revenue generation.

- 2.10 The school principal may designate up to ten days during the school year as special event days on which food and beverages sold in schools would be exempt from the nutrition standards as per PPM 150. The school principal must consult with the Catholic School Council prior to designating a day as a special event day. School principals are encouraged to sell food and beverages that meet the nutrition standards set out in PPM 150.
- 2.11 School staff will use a comprehensive approach to healthy eating involving the whole school community - staff, families, individuals, and organizations. Each school will recognize, value, support, and encourage parental and student involvement in planning school food choices and in making changes to reflect a healthy school nutrition environment.
- 2.12 School staff will encourage parents/guardians to send nutritious meals and snacks to schools and events by role modeling healthy eating behaviours and by providing information in school communications, in collaboration with local Public Health Department/Units. Foods in a student's lunch should never be critiqued. Offering or selling healthy foods in the school environment helps to educate students (and their caregivers) about healthy eating.
- 2.13 Staff and volunteers will limit the use of food as a reward to promote positive classroom behaviours. Finding alternatives to food to reinforce behaviours is an important part of providing a healthy school environment.
- 2.14 Staff members will adhere to the Board's Anaphylaxis Administrative Procedure regarding allergy-safe foods and safe food environments when foods are sold, served, or brought into the school or the Catholic Education Centre.
- 2.15 Fundraising with healthy food and beverages or non-food items will be considered to provide another opportunity to support healthy food choices taught in the classroom, home, and broader community. School-sponsored fundraising activities will promote either nutritious foods or non-food items. When food is chosen as the fundraiser item, only foods with maximum nutritional value (as set out in PPM 150) will be used.
- 2.16 The Board will work with partners to provide healthy food choices for students and staff, and to ensure that these healthy choices are competitively priced.
- 2.17 The School Board, through the Purchasing Department, will work towards providing healthy options in school vending machines that are competitively priced.

- 2.18 The Board shall work with community partners, such as local health units, to promote the further development and enhancement of a current, relevant nutrition education curriculum and enhance the resources available to teachers to support nutrition education activities.
- 2.19 The Board will support opportunities for staff development and training for effective delivery of nutrition curriculum.
- 2.20 Classroom teaching tools should not display or promote corporate logos or brand names. The use of actual packaged foods to teach label reading, for example, is permissible.
- 2.21 Board staff will collaborate with the local Public Health Department/Unit to assist in efforts to educate and encourage students, parents/guardians, and the community about nourishment programs and nutrition education.
- 2.22 Partnerships between schools, School Board, and businesses shall be designed with an emphasis on healthy food choices and educational needs before considering commercial gains.
- 2.23 School staff and volunteers should consider implementing universal Student Nutrition Programs (healthy breakfast and snack programs) in schools in order to ensure that children have access to nutritious foods. These programs will be developed in consultation with regional Student Nutrition Program Coordinators and the Ministry of Children and Youth Services Student Nutrition Program Guidelines.
- 2.24 Principals will make use of the Call to Action: Creating a Healthy School Nutrition Environment Handbook in working with parents/guardians, staff, and students. Staff will access appropriate resources and nutrition education opportunities such as:
- Ontario Curriculum Health and Physical Education
 - Health Unit Staff
 - Ontario School Food and Beverage Policy - Elementary Teacher Resource Guide 2011
 - Ontario School Food and Beverage Policy - Secondary Teacher Resource Guide 2012
 - Ontario Physical and Health Education Association (Ophea) Health and Physical Education Curriculum Resources, Grades 1 to 8, and curriculum support documents Grades 9 and 10
 - Canada's Food Guide
 - Curriculum Based Workshops
 - Ministry of Education Healthy School website

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring alignment with the Healthy Schools and Workplaces Directional Policy; and
- reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

The Family of Schools Superintendent is responsible for:

- ensuring Principals are aware and consistent with the application of this Administrative Procedure

The Manager of Purchasing, Planning and Facility Administration is responsible for:

- ensuring that all contracts with vendors for food for students in schools is in compliance with this Administrative Procedure.

Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Nutrition Administrative Procedure;
- consulting with regional Student Nutrition Program Coordinators and Ministry of Children and Youth Services Student Nutrition Program Guidelines to develop Student Nutrition Programs;
- ensuring that all food preparation follows good food safety practices;
- ensuring staff members adhere to the Board's Anaphylaxis Administrative Procedure regarding allergy-safe foods and safe food environments; and
- designating special event days during the school year on which food and beverages sold in schools would be exempt from the nutrition standards.

Staff members are responsible for:

- ensuring that they are knowledgeable about this Administrative Procedure; and
- promoting healthy food choices that support student learning and well-being.

PROGRESS INDICATORS:

- School communities are implementing this Administrative Procedure;
- Food and beverages offered or sold in schools and at the Catholic Education Centre reinforce the nutrition guidelines;
- Foods served and sold in schools and the Catholic Education Centre will be handled and prepared safely to prevent the spread of food-borne illness and disease;
- Foods and beverages “not permitted” for sale will not be offered or sold in schools, and “sell less” items will make up no more than 20 percent of all food choices offered or sold in schools;
- All schools will have a student nutrition program (healthy breakfast and/or snack programs);
- The Board is working with community partners, such as local health units, to promote the further development and enhancement of a current, relevant nutrition education curriculum; and
- Food and beverages served in schools and at the Catholic Education Centre meet or exceed the provincial nutrition standards.

DEFINITIONS:

Anaphylaxis – Anaphylaxis is an acute systemic (multi-system) and severe Type I Hypersensitivity allergic reaction in humans and other mammals. Minute amounts of allergens may cause a life-threatening anaphylactic reaction. Anaphylaxis may occur after ingestion, skin contact, injection of an allergen or, in rare cases, inhalation.

Abstinence – Abstinence forbids the use of meat, but not of eggs, milk products or condiments made of animal fat.

Abstinence does not include meat juices and liquid foods made from meat. Thus, such food as chicken broth, consommé, soups cooked or flavoured with meat, meat gravies or sauces as well as seasonings or condiments made from animal fat are not forbidden.

Fasting – Fasting means partaking of only one full meal. Some food (not equaling another full meal) is permitted at breakfast and around midday or in the evening - depending on when a person chooses to eat the main or full meal.

Ash Wednesday and Good Friday are days of fasting. Fridays during the Season of Lent are days of abstinence. Catholics between the ages of 18 and 60 are obliged to fast on Ash Wednesday and Good Friday. All Catholics 14 years old and older are required to abstain from meat and meat products all the Fridays of Lent. Catholics with medical considerations will be exempt.

Food-borne Illness – Food-borne illness (also food-borne disease) is any illness resulting from the consumption of food. Food-borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions, or parasites that contaminate food, rather than chemical or natural toxins.

Foods served and sold in schools and the Catholic Education Centre will be handled and prepared safely to prevent the spread of food-borne illness and disease.

Healthy Schools – Healthy Schools is an approach to school-based health promotion involving a broad spectrum of programs, activities, and services that take place in schools and their surrounding communities. The foundation for this would be based in the Ontario Health and Physical Education Curriculum and the Ministry of Education Ontario: Foundations for a Healthy School. Components include high quality instruction and programs, healthy physical and supportive social environments, and school and community partners.

Healthy Food Choices – Healthy food choices are foods and beverages with maximum nutritional value.

Foods and Beverages with Maximum Nutritional Value

Healthy food choices are foods and beverages with maximum nutritional value.

PPM 150 identifies nutrition standards for “sell most” foods and beverages.

PVNCCDSB supports this as the minimum standard but encourages schools to make even healthier choices in consultation with local health units. Generally, foods of maximum nutritional value:

- are part of the food groups in Canada’s Food Guide;
- are higher in nutrients needed for optimal growth and development
- (e.g. iron, vitamin D, calcium, vitamin C, vitamin A, protein);
- are higher in fibre (for grain products and whole fruit and vegetables); and
- usually contain little or no added fat, salt, and sugars.

Foods and Beverages with Minimum Nutritional Value

PPM 150 also identifies “sell less” and “not permitted” for sale food items. At PVNCCDSB, “not permitted” for sale items will not be offered, and “sell less” items will make up no more than 20 percent of all food and beverage choices. Foods* and beverages with minimum nutritional value:

- contain low amounts of essential nutrients and fibre; and/or
- are too high in unhealthy fats; and/or
- are high in added sugars or added salt; and/or
- are usually not part of any of the four food groups; Canada’s Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.

* Exceptions are sauces, condiments, toppings, and spreads that can be used in modest amounts as part of a meal or snack.

Nutrition Education – Nutrition education is the process of teaching validated, current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of making healthy food choices.

REFERENCES:

[Education Act](#), Section 265, Duties of Principals: Care of Pupil, 1990

Ministry of Education and Ministry of Health – [Foundations for a Healthy School](#)

Ministry of Children and Youth Services – [Student Nutrition Program and Nutrition Guidelines, 2007](#)

Ministry of Education

- [Policy/Program Memorandum No. 150, School Food and Beverage Policy](#)
- [Ontario School Food and Beverage Policy - Elementary Teacher Resource Guide 2011](#)
- [Ontario School Food and Beverage Policy - Secondary Teacher Resource Guide 2012](#)
- [Healthy Schools](#)
- [Policy/Program Memorandum No. 161, Supporting Children And Students With Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#)

Health Canada: [Canada's Dietary Guidelines for Health Professionals and Policy Makers, 2019](#)

[Healthy Food for Healthy Schools Act](#), 2008, S.O. 2008, c. 2 - Bill 8

Ontario Physical and Health Education Association (Ophea) - [Health and Physical Education Curriculum Resources, Grades 1 to 8](#), and [Secondary Students](#)

[Ontario Physical and Health Education Association \(Ophea\) – Elementary healthy eating lesson plans and Secondary healthy eating lesson plans](#)

[Student Nutrition Program Central East Ontario](#)

[Ontario Dietitians in Public Health](#)

[BrightBites](#) – replaces *Nutrition Tools for Schools - A Toolkit for Ontario Public Health Units to Support Elementary Schools in Creating a Healthy Nutrition Environment*, *Creating a Healthy School Nutrition Environment (CHSNE) Health Unit Collaboration*, 2007

[Call to Action: Creating a Healthy School Nutrition Environment Handbook](#)

[Ontario Public Health Association](#)

[Dietitians of Canada](#)

Ontario Curriculum Health and Physical Education

- [Grades 1-8](#) - 2010, Interim Edition, re-issued 2018
- [Grades 9-12](#) - 2015

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#410 – Nutrition – Creating a Healthy School Nutrition Environment***, be deleted and the revised, newly formatted, Administrative Procedure – ***#813 – Nutrition***, be received and posted as amended under Directional Policy – ***#800 – Healthy Schools and Workplaces***.



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Research Requests	<i>Administrative Procedure Number</i> New (311) Old (702)
<i>Directional Policy</i> Student Achievement and Well-being (300)	

TITLE OF ADMINISTRATIVE PROCEDURE:

Research Requests

DATE APPROVED:

PROJECTED REVIEW DATE: February 2024

DIRECTIONAL POLICY ALIGNMENT: 300 Student Achievement and Well-being

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will maximize to the extent possible, the achievement and well-being of all students in a learning environment that is anchored in the teachings of the Gospel, Catholic Social Teachings, and the Catholic Graduate Expectations. To that end, research undertaken by the board will consider and observe these foundations.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

This administrative procedure aligns itself with the vision of the board: Achieving excellence in Catholic Education with a particular focus on the purposeful learning that can be achieved through research that supports student achievement and well-being.



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 search for knowledge about ourselves and the world around us is a fundamental human endeavour. Research is a natural extension of this desire to understand and to improve the world in which we live. (TCPS 2, 2014)

Research, for the purposes of this administrative procedure and the students served by this board, refers either to studies designed to add to the existing body of research knowledge or to studies designed to provide information for decision-making.

Research does not refer to the necessary collection of data required by administration, the Ministry of Education, or teacher federations or associations.

Given the above, any research request must be purposeful and of value to the students, staff, and parents of PVNC. It must adhere to and demonstrate the strictest principles of ethical research and uphold the dignity and worth of the human being, with a particular focus on this duty as it relates to children and their privacy.

Guidelines for Research Requests

All proposals for research will be submitted in writing to the Office of the Director of Education using the **APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD SCHOOLS** (Appendix A).

The application will be reviewed and evaluated under the supervision of the Superintendent of Learning for Student Success. If the application form is incomplete, the request to conduct research will not proceed.

Evaluation of Proposal

The following criteria will be used for the purposes of evaluating the proposed research study:

- Educational value of the research as it relates to education and the benefits of PVNC students, staff, and administration;
- Research purpose as it relates to contributing to an existing body of research and its relevance to any demographic information sought;
- Impact on regular school and classroom activities and system timelines;
- Research Ethical Board (REB) submission (for institutions with REB board) and approval;
- Ethical research practices;
- Municipal Freedom of Information/Protection of Privacy Act adherence;
- Concurrence of the principal(s) of the schools indicated;
- Research institution, relevance, and relationship to the board (employee, former student, parent);
- Researcher's curriculum vitae;
- Relevance and appropriateness for students, staff, parents and guardians;
- Respect for persons, welfare, and justice. No research shall endeavor to collect information for which no appropriate follow up and supports are in place for student well-being and safety.

The decision of the committee is final and not subject to appeal.

Proposal Acceptance

If a proposal meets the evaluation criteria, the committee will issue a Letter of Approval on behalf of the board indicating the following:

- project approval subject to the conditions outlined;
- school and/or committee sharing of results;
- commencement and completion dates for research approval: research will not commence prior to October 1 or after June 1 in any school year;
- direction of contact with the principal including arrangements to be made;
- completion of required forms: Appendix B and C;
- completion and submission of required Police Criminal Reference Vulnerable Sector Check for all participants who will be on board property;
- copy of parental consent letters by researcher.

Parental Consent Letter by Researcher

For the purposes of this administrative procedure, consent means “free, informed and ongoing consent.” (TCPS 2, 2014). Parents and guardians must be made aware of this option, which also must clearly be communicated to any participating students, and parents must provide written consent to the researcher and to the board (Appendix D) once approval has been given for their child to participate. The following must be included in the researcher’s letter to parents and guardians:

- nature of ongoing consent and its relationship to withdrawing from the research at any time, without reason and without consequence;
- research purpose;
- researcher’s name, qualifications, and telephone number for any questions arising;
- requirements of participating students including duration, time, and scheduling at the convenience of the teacher and class;
- the information that is to be collected and its origins (individual or groups);
- types of video/audio or electronic research gathering procedures;
- how the research results will be reported in ways that ensure the complete confidentiality of the student, including the assurance the research will not appear in any school records;
- safe storage and destruction of research and the timelines for this process;
- date of project approval, which has been granted by the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

Proposal Rejection

If a proposal does not meet the evaluation criteria, a letter will be issued on behalf of the board, including the reasons for this decision.

Proposal Cancellation

Should the required forms, including the Municipal Freedom of Information/Protection of Privacy Research Agreement Form, not be received prior to the proposed scheduled commencement of research, the proposal will be cancelled immediately, and the researcher and participating principal notified as soon as possible.

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

- Ensuring alignment with the Student Achievement and Well-being Directional Policy.
- Reviewing the Research Requests administrative procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Supporting the implementation and compliance with this Administrative Procedure.
- Referring requests to the Superintendent of Learning, Student Success.

Superintendent of Learning for Student Success:

- Overseeing the development, implementation, and compliance of this administrative procedure.
- Chairing the committee, which includes at least one other Family of Schools Superintendent, for all research requests.

Superintendents of Schools and System Portfolios are responsible for:

- Resourcing and supporting this administrative procedure as it relates to their individual portfolios and/or Family of Schools.

Principals and Vice-Principals are responsible for:

- With the approval and support of the board, considering and overseeing the research implementation, with a particular focus on the operations and impact on the Catholic school community.
- Facilitating parental consent for research requests.

Staff are responsible for:

- With the approval and support of the board and school principal, supporting this administrative procedure.

PROGRESS INDICATORS:

- Yearly collection of letters of approval or rejection by the Superintendent of Learning, Student Success.
- Yearly communication to the Director of Education with respect to the outcome of research requests.

DEFINITIONS:

- TCPS 2 (2014) [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#).
- REB: Research Ethical Board refers to the governing body that grants research requests arising from various institutions. Its approval processes take into consideration the ethical collection, purpose, storage, and value of research proposals to safeguard the rights and welfare of participants.

REFERENCES:

- Panel on Research Ethics. Retrieved from <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>
- [Education Act, RSO 1990](#)
- [Municipal Freedom of Information Act/Protection of Privacy Act, 1990](#)
- Protection of Privacy, AP 1202 (306 old)
- Freedom of Information, AP 1207 (306 old)

RELATED FORMS:

- Application Guidelines for Research Requests, PVNC: Appendix A
- Research Agreement: Appendix B
- Code of Ethics for Researchers: Appendix C
- Parental Consent Form (Board) Appendix D



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

APPENDIX A

F.O.I. 8

APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD SCHOOLS

OFFICE USE

RESEARCH APPLICATION NO.: _____

DATE RECEIVED: _____

— — PLEASE PRINT OR TYPE — —

1. Applicant's Name: _____

Residential Address: _____

Telephone Number: _____

E-mail Address: _____

2. Name of Institution/Agency: _____

Position Held: _____

Department: _____

Telephone Number: _____

Name of Staff Advisor: _____

3. Title of Proposed Research: _____

4. Check Where Applicable:

Undergraduate Thesis ☐

Masters Thesis ☐

Doctoral Thesis ☐

Other ☐

5. If this is a funded research project, by whom is it funded?

6. Brief description of the project:

7. Purpose of the study: *(A statement of the problem and each hypothesis to be tested is required.)*

8. Research Design and Methodology: *(Sampling procedure, how each hypothesis will be tested, etc.)*

9. Description of any methods to be used: *(ie: Interviews, recording, video)*

10. Proposed commencement and end date:

11. Proposed data analysis:

12. Number of students required for sample:

Grade Level:

Special Facilities:

Information from school records:

13. Length of time of school involvement: *(Specify which months, the number of times you wish to be in the school, and length of each session.)*

14. How is the teaching or other staff to be involved?

15. Justification for requesting access to schools: *(ie. Why is it necessary to conduct this study in the school system as opposed to youth clubs or random dwelling sampling? Why should this study be of interest to the Board?)*

16. What is the direct benefit to students and/or staff or Board, for example, through presentation, materials, feedback, etc.?:

17. When can the committee expect to receive your completed report?

I have attached the following information:

- ☐ A copy of the instrument to be used.
- ☐ A copy of the advisor letter to parents that includes the voluntary nature of participating in this research.
- ☐ A copy of the consent letter to be signed by parent/guardian or student who is 18 years of age or older.
- ☐ A copy of the curriculum vitae of the lead researcher, including recent publications.
- ☐ A copy of the REB and/or approval.

Agreement: I hereby make application to conduct the research project or survey described in the attached materials. I have read and understood the Code of Ethics for Researchers and TCPS (2) 2014, and agree to be bound by the terms of the Municipal Freedom of Information/Protection of Privacy Agreement, which I understand must be completed PRIOR to the commencement of any research. I furthermore agree that the decision of the Research Request Committee is final.

Date:

Signature:

Information Collection Authorization: Personal information on this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, and will be used to determine eligibility for research projects. The information will be stored in Learning Support Services. Any questions with respect to this information should be directed to the Supervisory Officer - Learning Support Services.

Users: Principal, Manager of Communications and Freedom of Information/Protection of Privacy

COPIES TO: 1. PRINCIPAL 2. SUPERVISORY OFFICER



RESEARCH AGREEMENT

This agreement is made between _____, referred to hereinafter as the researcher, and the Peterborough Victoria Northumberland and Clarington Catholic District School Board, hereinafter referred to as the Board.

The researcher has requested access to the following records and/or information that contains personal information and are in the custody or under the control of the Board: (describe below)

The researcher understands and promises to abide by the following terms and conditions:

1. The researcher will not use the information gathered for any other purpose other than the following research purpose unless the researcher has the Board's written permission to do so: (describe below)

2. The researcher will give access to personal information in a form in which the individual to whom it relates can be identified only to the following persons: (name the persons below)

3. Before disclosing personal information to persons mentioned above, the researcher will enter into an agreement with those persons to ensure that they will not disclose it to any other person.

4. The researcher will destroy, by shredding, all individual identifiers in the information by the following date:

5. The researcher will keep the information in a physically secure location to which access is given only to the researcher and to the persons mentioned above.

6. The researcher will ensure that no personal information will be used or disclosed in a form in which the individual to whom it relates can be identified without the expressed written authority of the Board.

7. The researcher will notify the institution in writing immediately upon becoming aware that any conditions set out in this agreement have been breached.

Signed at _____ this _____ day of _____, 20____.

Researcher: _____

Board Representative: _____



CODE OF ETHICS FOR RESEARCHERS

The researcher must abide by the following Code of Ethics:

1. The research procedure shall not be harmful in any way to the subject(s) participating.
2. The researcher will be under the jurisdiction of the Board, the indicated school(s) administration and the supervisory officer in charge of the school/Catholic Education Centre, in terms of their conduct, while working in the indicated school(s) or the Education Centre.
3. The data collected in the performance of the research will be kept in strict confidence. No names of persons tested, their test results, or the names of the teachers, principals, or schools, shall be mentioned or attention be unduly attracted to them during the course of or following the research undertaken unless authorized by the Manager of Communications and Freedom of Information/Protection of Privacy. General or specific results as would be used for research papers for scientific journals will be accepted.
4. The researcher shall not, in any way, attempt to attract the interest of the media to their research unless expressly authorized by the Manager of Communications and Freedom of Information/Protection of Privacy. If the researcher is contacted by representatives of the media, the researcher is bound to say nothing in regards to the research unless the researcher has been given the expressed written consent of the Manager of Communications and Freedom of Information/Protection of Privacy.
5. Research that is not supporting or facilitating the operation of the Board is subject to the discretion of the supervisory officer. If the supervisory officer and the principal(s) of the indicated school(s) reject the use of school facilities for the researcher, the decision is final. The researcher understands and agrees that there is no appeal process.
6. In accordance with this research Policy, any researcher that is undertaking research in this Board that identifies the Peterborough Victoria Northumberland and Clarington Catholic District School Board in any manner whatsoever, must obtain prior written permission of the Board for the use of the data.
7. The researcher agrees to provide the Board with one complete copy of the complete research report and ten (10) copies of a condensed version (executive summary) by _____.
DATE
8. The researcher agrees to notify the Board of any future publications that refer to this research.
9. The researcher agrees to conform to the time requirements outlined in the application including both the starting and finishing dates.
10. The researcher has read and complies with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.
11. The research will not undertake any activity without prior written approval by the Board.

Date: _____

Signature: _____

Information Collection Authorization: Personal information on this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, and will be used to determine eligibility for research projects. The information will be stored in Learning Support Services. Any questions with respect to this information should be directed to the Supervisory Officer - Learning Support Services.

Users: Principal, Manager of Communications and Freedom of Information/Protection of Privacy

COPIES TO: 1. PRINCIPAL 2. SUPERVISORY OFFICER



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

PARENTAL CONSENT FORM

I have read and understood the request for my son/daughter to participate in the research study.

I have read the researcher's parental consent letter.

I have discussed it with my son/daughter and,

- ☐ I give permission for my son/daughter to participate
- ☐ I do NOT give permission for my son/daughter to participate

Name of Student: (PLEASE PRINT)

Name of Parent/Guardian: (PLEASE PRINT)

Date:

Signature of Parent/Guardian:

Name of Student (if 18 years or older): (PLEASE PRINT)

Signature of Student (if 18 years or older):

Information Collection Authorization: Personal information on this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, and will be used to determine eligibility for research projects. The information will be stored in Learning Support Services. Any questions with respect to this information should be directed to the Supervisory Officer.

Users: Principal, Manager of Communications and Freedom of Information/Protection of Privacy

COPIES TO: 1. PRINCIPAL 2. SUPERVISORY OFFICER

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#702 – *Research Requests***, be deleted and the revised, newly formatted, Administrative Procedure – **#311 – *Research Requests***, be received and posted as amended under Directional Policy – **#300 – *Student Achievement and Well-being***.



ADMINISTRATIVE PROCEDURE	
Administrative Procedure Section	Administrative Procedure Number
Cooperative Education and Other Forms of Experiential Learning	AP – 309 (new) AP – 809 (old)
Directional Policy	
Student Achievement and Well-Being - 300	

TITLE OF ADMINISTRATIVE PROCEDURE:

Cooperative Education and Other Forms of Experiential Learning

DATE APPROVED:**PROJECTED REVIEW DATE:****DIRECTIONAL POLICY ALIGNMENT:**

This Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy – 300 by ensuring that the Board maximizes, to the extent possible, the achievement and well-being of all students. This is achieved by providing secondary school students with cooperative education and other forms of experiential learning opportunities connected to communities outside of the school.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Cooperative Education and Other Forms of Experiential Learning Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education and aligns with the strategic priorities. This administrative procedure aligns with the Learn pillar as cooperative education and other forms of experiential learning help meet students' individual learning styles and interests. These programs allow students to customize their secondary school experience through a variety of new and enhanced learning options, which help enable students to become reflective, self-directed, lifelong learners.

Draft



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

1.0 Background

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to students' exploration of the world of work through Experiential Learning. Cooperative education and other forms of experiential learning programs provide students with a wide range of learning experiences connected to communities outside the school opportunities. Cooperative education and other forms of experiential learning programs are designed to recognize the diversity of Ontario's student population, and can engage all students. These programs promote the acquisition and refinement of practical skills and knowledge students require for career/life planning. Participation in cooperative education and other forms of experiential learning programs can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives.

2.0 Guidelines:

- 2.1 The Board will maintain and update a Cooperative Education Procedures Manual to guide the provision of cooperative education in these circumstances:
 - a. day school cooperative education
 - b. summer school cooperative education

- c. night school cooperative education
 - d. continuous in-take cooperative education
 - e. safe schools program
 - f. supervised alternative learning
- 2.2 All elements of school cooperative education and other forms of experiential learning programs shall align with the Peterborough Victoria Northumberland and Clarington Catholic District School Board's Cooperative Education Procedures Manual.
- 2.3 The Board will provide professional development about the procedures and legislated requirements to support student success in their cooperative education and other forms of experiential learning and experiences.
- 2.4 Students shall be made aware of the opportunities open to them through cooperative education and the other forms of experiential learning (job shadowing, job twinning, work experience, Virtual Work Experience, Ontario Youth Apprenticeship Program, School-Work Transition programs).
- 2.5 Staff supervising cooperative education placements will hold the additional qualification and/or the required technical qualifications specified by the Ministry of Education.
- 2.6 The health and safety of students when outside the school setting is the prime factor when considering a work placement. All staff shall follow the guidelines as established by the Ministry of Education and the Ministry of Labour.
- 2.7 Some work placements may involve costs to students or parents (e.g., cost of safety boots, transportation). Students should not be denied access to cooperative education or work experience because of their inability to meet these expenses. Every effort shall be made to provide assistance to students whose financial circumstances make it difficult for them to participate.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring alignment with the Student Achievement and Well-Being Directional Policy; and
- reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Family of Schools Superintendents are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure; and
- ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Cooperative Education and Other Forms of Experiential Learning Administrative Procedure;
- ensuring that staff are familiar with procedures, legislated requirements related to cooperative education and experiential learning programs, and the PVNC Cooperative Education Procedures Manual; and
- ensuring that each student is aware of and has access to experiential learning opportunities.

Teachers are responsible for:

- ensuring that they are knowledgeable about this Administrative Procedure;
- ensuring that they are providing cooperative education and other forms of experiential learning programs based on the curriculum expectations and implementation policy set out in *Cooperative Education, The Ontario Curriculum Grades 11 and 12, (2018)*;
- ensuring that students in cooperative education and other forms of experiential learning programs are immersed in experiences as active participants, are given the opportunity to reflect on the experiences in order to derive meaning, and are able to apply their learning to influence their decisions and actions in various aspects of their lives; and
- ensuring that the cooperative education and other forms of experiential learning programs support the attainment of the students' Catholic Graduate Expectations;
- supervising student placements; and
- following Ministry of Education Cooperative Education program requirements, all applicable legislation, and the PVNC Cooperative Education Procedures Manual.

PROGRESS INDICATORS:

- PVNCCDSB schools are using cooperative education and other forms of experiential learning programs for students to explore career opportunities on all pathways;
- All cooperative education and other forms of experiential learning programs are developed according to this Administrative Procedure; and
- All cooperative education and other forms of experiential learning programs provide students with the opportunity to participate in a learning experience connected to a community; reflect on the experience in order to derive meaning from it; and apply their learning to influence their decisions and actions in various aspects of their lives.

DEFINITIONS:

Cooperative Education – Cooperative education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Experiential Learning – Experiential learning is an approach to student learning that provides students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global); reflect on those experiences to derive meaning from them; and apply their learning to their decisions and actions in various aspects of their lives.

Job Shadowing – Job shadowing involves the pairing of a student with a specific occupation at a place of employment for one-on-one observation by the student. It may be integrated into any credit course or be a component of a student's school-work transition program.

Job Twinning – Job twinning involves the pairing of a student with a cooperative education student for one-on-one observation of the cooperative education student at the placement. It may be integrated into any credit course or be a component of a student's school-work transition program.

Ontario Youth Apprenticeship Program (OYAP) – The Ontario Youth Apprenticeship Program (OYAP) offers secondary school students the opportunity to train as registered apprentices while enrolled in school. It allows students to complete the Ontario Secondary School Diploma (OSSD) and to gain apprenticeship training towards a Certificate of Qualifications with journey-person status in a skilled trade.

Placement – The placement is the physical location of a cooperative education student's learning. This could be with an individual, a commercial enterprise or an agency. It is usually outside the student's school site. There is always an on-site supervisor.

School-Work Transition Programs – School-Work Transition Programs are a combination of school-and work- based education and training involving a variety of learning opportunities.

Student's Cooperative Education Learning Plan (SCELP) – The Student's Cooperative Education Learning Plan (SCELP) is co-constructed by the teacher and student and provides the framework for the purposeful learning in a Cooperative Education course. The SCELP identifies the learning goals, success criteria and the plan for achieving the learning goals.

Virtual Work Experience – Virtual Work Experience is a simulated work experience within any credit course that involves a short-term subject related virtual work placement facilitated through the use of computer software and the computer.

Work Experience – Work experience is a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks. Credits cannot be granted for Work Experience alone.

REFERENCES:

[Cooperative Education](#), The Ontario Curriculum Grades 11 and 12 (2018)

Policy/Program Memorandum No. 76A, [Workplace Safety and Insurance Coverage for Students in Work Education Programs](#), May 2018

[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)
[Ministry of Labour](#)

[Peterborough Victoria Northumberland and Clarington Catholic District School Board](#)
[Cooperative Education Procedures Manual](#)

[Growing Success, 2010](#)

B.5.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#809 – Cooperative Education and Other Forms of Experiential Learning***, be deleted and the revised, newly formatted, Administrative Procedure – ***#309 – Cooperative Education and Other Forms of Experiential Learning***, be received and posted as amended under Directional Policy – ***#300 – Student Achievement and Well-being***.