



Agenda

Policy Development Committee Meeting

Tuesday, March 29, 2022

6:30 – 8:30 p.m.

Catholic Education Centre – Large Boardroom

[CLICK HERE TO JOIN](#)

Chairperson: TBD

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

A. Call to Order:

1. Opening Prayer, Loretta Durst.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishnaabeg.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on Tuesday, February 1, 2022. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – New #404 Page 10
Recruitment and Promotion – Teachers
Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services
2. R.A.: Annual Review of Administrative Procedure – #509 Page 24
Workplace Violence Prevention
Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

3. R.A.: Draft Administrative Procedure – New #1105, Old #708 Page 39
Advocacy
 Isabel Grace, Superintendent of Business and Finance
4. R.A.: Draft Administrative Procedure – New #1304, Old #1004 Page 43
Safety and Conduct on School Buses
 Isabel Grace, Superintendent of Business and Finance
5. R.A.: Draft Administrative Procedure – New #605 Page 50
Election Activities and Use of Corporate Resources
 Isabel Grace, Superintendent of Business and Finance
6. R.A.: Remove Administrative Procedure – #817 Page 60
Students Wearing Masks
 Jonathan Di Ianni, Superintendent of Learning / Student Success
7. R.A.: Remove Administrative Procedure – #823 Page 61
COVID-19 Vaccination Disclosure
 Jonathan Di Ianni, Superintendent of Learning / Student Success
8. R.A.: AP #1005 – **Volunteers in Our Schools** Page 62
 Has been amended to remove reference of
 AP #823 – **COVID-19 Vaccination Disclosure**

C. Information Items:

D. Next Meeting:

1. Tuesday, May 17, 2022
 6:30 – 8:30 p.m.

E. Conclusion:

1. Closing Prayer, Helen McCarthy.
2. Adjournment.



Minutes

The Minutes of the Policy Development Committee Virtual Meeting held on Tuesday, February 1, 2022 at 6:30 p.m.

Present

- Trustees: Linda Ainsworth, David Bernier, Braden Leal (Board Chairperson), Kevin MacKenzie, Helen McCarthy, Emmanuel Pinto (Committee Chairperson).
- Administration: Jeannie Armstrong, Joan Carragher, Laurie Corrigan, Jonathan Di Ianni, Isabel Grace, Stephen O'Sullivan, Sheila Piggott.
- Guests: Galen Eagle, Communications Manager, Darren Kahler, Human Resource Services Manager.
- Regrets: Loretta Durst, Siobhán Marie (Junior Student Trustee).
- Recorder: Andrea Bradley.

A. Call to Order:

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

1. Opening Prayer.

Emmanuel Pinto, Committee Chairperson, called the meeting to order at 6:32 p.m. and asked David Bernier to lead the Opening Prayer.

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

3. Approval of Policy Development Committee Meeting Agenda.

Motion: Moved by Linda Ainsworth, seconded by Helen McCarthy, that the Policy Development Committee Agenda be accepted.

Carried.

4. Declarations of Conflicts of Interest.

There were no conflicts of interest.

5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on Tuesday, November 2, 2021.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal, that the Minutes of the Policy Development Committee Meeting held on Tuesday, November 2, 2021, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising from the minutes.

B. Recommended Actions / Presentations:

1. R.A.: Remove Policy and Administrative Procedure – Old #104 (#1109)

Exhibits and Displays at the Catholic Education Centre

Galen Eagle, Communications Manager, explained to the Committee-of-the-Whole how communication tools have changed since Policy and Administrative Procedure #104 was put in place to feature good news stories. We now communicate through our Corporate Website, Board Newsletter, School Messenger, Twitter and Facebook, etc. Exhibits and displays for special events such as Black History Month, Catholic Education Week, and National Indigenous Peoples Month, to name a few, may still be featured in the foyer.

MOTION: Moved by MacKenzie, seconded by David Bernier that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#104 (#1109) – Exhibits and Displays at the Catholic Education Centre**, under Directional Policy **#1100 – Communications**, be deleted.

Carried

2. R.A.: Draft Administrative Procedure – #823

COVID-19 Vaccination Disclosure

Darren Kahler, Human Resource Services Manager, presented Draft Administrative Procedure – #823 – COVID-19 Vaccination Disclosure to the Committee-of-the-Whole. Changes in rules and procedures regarding COVID-19 have changed so the Administrative Procedure has been revised accordingly.

MOTION: Moved by Braden Leal, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board revised Administrative Procedure – **#823 – COVID-19 Vaccination Disclosure**, be received and posted as amended under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried

3. R.A.: Annual Review of Administrative Procedure – #817

Students Wearing Masks

Jonathan Di Ianni, Superintendent of Learning / Student Success, highlighted one specific change to the Administrative Procedure. Masks will now be worn by students from junior kindergarten to grade 12, rather than previously stated grade 1 to grade 12. Jonathan also answered questions from Trustees.

MOTION: Moved by David Bernier seconded by Braden Leal that the Policy Development Committee recommend to the Board revised Administrative Procedure – **#817 – Students Wearing Masks**, be received and posted as amended under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried

4. R.A.: Draft Administrative Procedure – New #312, Old #805

Dress Code – Students

Jonathan Di Ianni, Superintendent of Learning / Student Success, presented Draft Administrative Procedure – #312 – Dress Code – Students, to the Committee-of-the-Whole and answered questions from Trustees.

MOTION: Moved by Kevin MacKenzie, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#805 – Dress Code – Students***, be deleted and the revised, newly formatted Administrative Procedure – ***#312 – Dress Code – Students*** be received and posted as amended under Directional Policy – ***#300 – Student Achievement and Well-being***.

Carried

5. R.A.: R.A.: Draft Administrative Procedure – New #308, Old #205, (#816)

Environmental Education

Sheila Piggott, Superintendent of Learning / Learning Technologies / P/J Program, presented Draft Administrative Procedure – #308 – Environmental Education, to the Committee-of-the-Whole and answered questions from Trustees. Sheila will be making some minor changes to the Administrative Procedure before presenting to the Board.

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

Carried

6. R.A.: Draft Administrative Procedure – New #606, Old #109

Pupil Accommodation Review

Isabel Grace, Superintendent of Business and Finance, presented Draft Administrative Procedure #606 – Pupil Accommodation Review, to the Committee-of-the-Whole and answered questions from Trustees. Isabel pointed out that there were not any changes from the old policy and old administrative procedure, that it was just newly formatted.

MOTION: Moved by David Bernier, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#109 – Pupil Accommodation Review***, be deleted and the revised, newly formatted Administrative Procedure – ***#606 – Pupil Accommodation Review*** be received and posted as amended under Directional Policy – ***#600 – Stewardship of Resources***.

Carried

7. R.A.: Draft Administrative Procedure – New #1005, Old #707

Volunteers in Our Schools

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services, presented Draft Administrative Procedure #1005 – Volunteers in Our Schools, to the Committee-of-the-Whole and answered questions from Trustees. There are a number of appendix files that go with this administrative procedure and many of them that are no longer relevant. Those appendix files will be deleted and the remaining appendix files renumbered.

MOTION: Moved by Kevin MacKenzie, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#707 – Volunteers in Our Schools***, be deleted and the revised, newly formatted Administrative Procedure – ***#1005 – Volunteers in Our Schools*** be received and posted as amended under Directional Policy – ***#1000 – Parent and Community Relations***.

Carried

Draft

2022-PD-6

8. R.A.: Annual Review of Administrative Procedures

#508 – Workplace Harassment Prevention

#809 – Occupational Health and Safety

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services, reviewed the minor changes to Administrative Procedure #508 – Workplace Harassment Prevention and answered questions from Trustees. There were no changes to Administrative Procedure #809 – Occupational Health and Safety.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal that the Policy Development Committee recommend to the Board revised Administrative Procedure – **#508 – Workplace Harassment Prevention**, be received and posted as amended under Directional Policy – **#500 – Employee Relations**; and that Administrative Procedure **#809 – Occupational Health and Safety**, be received and posted under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried

C. Information Items:

There were no information items.

D. Next Meeting:

1. Tuesday, March 29, 2022.
6:30 p.m. – 8:30 p.m.

Draft

2022-PD-7

E. Conclusion:

1. Closing Prayer:

Emmanuel Pinto, Committee Chairperson, lead the Closing Prayer in the absence of Loretta Durst.

2. Adjournment:

Motion: Moved by Braden Leal, seconded by Linda Ainsworth, that the Policy Development Committee Meeting adjourn at 8:09 p.m.

Carried

Emmanuel Pinto
Committee Chairperson
/ab

Joan Carragher
Director of Education



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

TITLE OF ADMINISTRATIVE PROCEDURE:

Recruitment and Promotion - Teachers

DATE APPROVED: March, 2022

PROJECTED REVIEW DATE: March, 2027

DIRECTIONAL POLICY ALIGNMENT:

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

This Administrative Procedure aligns with the Recruitment, Talent Development, Leadership and Succession Planning Directional Policy. The Recruitment, Talent Development, Leadership and Succession Planning Directional Policy recognizes the value of our partnership with Board Employees as we strive together to support our vision for Being Creative, Being Well and Being Community. Employee relations are enhanced by ensuring fair, consistent, and transparent teacher hiring processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Board is committed to fair and equitable hiring practices. This is aligned with the [PVNCCDSB Board Vision, Mission and Strategic Priorities](#) as we will provide our students with the opportunity to develop diverse worldviews and perspectives in order to

address political, ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world.

ACTION REQUIRED:

PVNCCDSB staffing is undertaken in accordance with the Ontario *Human Rights Code*; school district Collective Agreements, and the *Education Act* and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: *Operation of Schools* as well as Ministry of Education directives, such as Policy/Program Memorandum 165: *School board teacher hiring practices*.

1. Fair and Non-Discriminatory Hiring Practices:

- 1.1.1. PVNCCDSB is committed to ethical, fair, and transparent hiring practices that focus on *bona fide* job requirements. Teacher candidate selection is based on a combination of their teaching qualifications, any additional experiences or skills they bring to the role, and differentiated evaluation criteria in a variety of different formats.
- 1.2. As permitted under Section 24(1) of the Ontario *Human Rights Code*, preference shall be given to Catholic applicants when filling teaching positions. PVNCCDSB recognizes that any form of discrimination is incompatible with Catholic moral principles and is in violation of the Ontario *Human Rights Code*. PVNCCDSB recognizes that discrimination and prejudice, can be related to the following: citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, family status, marital status, sex (including pregnancy), sexual orientation, gender identity, gender expression and record of offences.
- 1.3. PVNCCDSB strives to ensure that all employment policies and practices are non-discriminatory, and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking backgrounds to enter the teaching profession, within the context of the denominational rights of Catholic school districts.
- 1.4. PVNCCDSB is committed to a fair and equitable hiring process, which is free from any bias and/or conflict of interest. PVNCCDSB prioritizes and establishes, as available, diverse hiring and selection panels.
- 1.5. Job Advertisements - Prior to appointing or assigning a teacher to a long-term (longer than 30 school days) or permanent teaching position, job advertisements shall:

- include the *bona fide* job requirements and qualifications, while following the requirements as outlined in Ontario Regulation 298: *Operation of Schools*;
- use unbiased and inclusive language (e.g. avoid gendered descriptors)
- clearly state that accommodation needs for an interview will be provided.

1.6. Candidate Selection - where permitted, PVNCCDSB shall ensure teachers are selected for interviews based on the following criteria:

- diversity and equity;
- merit and additional qualifications and experience; and
- early-career educators (someone who completed an initial teacher education program within the last five years).

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

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

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

2. Qualifications and Merit

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

- teaching commitment to students;
- experience/time spent in a particular school;
- suitability for a particular assignment; and
- responsiveness to local needs based on clearly-defined criteria including qualifications.

3. Diversity and Equity

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

If following the selection process the final ranking of two (2) candidates are relatively equal, in terms of the skills, ability, and qualifications, the selection committee will grant first consideration to the applicant who self-identifies as a member of a historically disadvantaged group in the workforce, as set out in the Ontario Human Rights Code. Where the terms and conditions of a Collective Agreement govern the hiring or promotion process, this will be done in a manner that is consistent with the PVNCCDSB's obligations. PVNCCDSB will consider whether Special Programs under the Ontario *Human Rights* Code may be implemented to address the effects of systemic discrimination on identified groups based on *Code* grounds.

4. Teacher Mobility

The Board will provide equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified irrespective of where they are currently employed.

5. Early Career Educators

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

6. Conflict of Interest

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

- 6.2. Prior to holding any interviews, panels are provided with a list of applicants to determine if a conflict of interest exists.
- 6.3. For the purposes of this administrative procedure, "relationship" means any relationship of the Employee to persons of:
- their family, whether related by blood, adoption, marriage, or common-law relationship;
 - an intimate and/or financial nature during the preceding five years; or
 - past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
- 6.4. No Employee of PVNCCDSB shall participate in, or influence the outcome of, the hiring of a person with whom the Employee has a relationship.
- 6.5. Where the person with whom the Employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the Employee shall not participate in, or influence the outcome of, any aspect of that hiring process.
- 6.6. Where a conflict of interest as identified in the preceding sections occurs, the Employee shall immediately disclose the nature and extent of the conflict to the Superintendent of Human Resources or designate in writing. If the Superintendent of Human Resources or designate determines that a conflict of interest exists, they shall assign these duties to another person who does not have a conflict of interest or any other course of action that the Superintendent of Human Resources deems appropriate in the circumstances and shall give any further direction to the Employee considered necessary to protect the integrity of the hiring process.
- 6.7. Where possible, no family and/or relatives shall work together in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of Employees to declare a conflict to their supervisor and/or Human Resource Services when a family relationship develops that places them in a supervisory relationship.
- 6.8. Where a transfer of an Employee results in a conflict or potential conflict, Board Administrative Procedure 510 - Conflicts of Interest will be applied.

7. Teaching Positions

7.1. All teachers must:

- be members in good standing with the Ontario College of Teachers;
- have a working knowledge of the Ontario Catholic Graduate Expectations, Ontario Catholic Leadership Framework, Ethical Standards for the Teaching Profession, The Standards of Practice for the Teaching Profession, and the Professional Learning Framework;
- be practising Roman Catholics whose lives exemplify the philosophy of Catholic education;
- demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- be current in their understanding of research, integrating technology and best instructional practices;
- be committed to on-going professional learning;
- obtain Religious Education, Part 1 Additional Qualifications within two years of being hired permanently.

7.2. Religious Education - Additional Qualifications

The Board is committed to faith development of its students and therefore recognizes the need for all statutory teachers to be qualified in the area of Religion Education. Teaching staff entering the employ of the Board are required to obtain the Additional Qualification – Religious Education Part 1 – within two years of permanent employment. Teachers with Religion or Religious Studies subject on their Ontario Teaching Certificates have met the requirement.

7.3. Consultants, Curriculum Chairs, and centrally assigned teachers are required to possess the minimum Religious Education Part 1 AQ to qualify for postings. Consultants, and Curriculum Chairs responsible for the subject umbrella of Religious Education and Family Life, shall be practicing Roman Catholics who hold an Honours Specialist or Three Part Specialist in Religious Education. Occasional teachers are encouraged to obtain Religious Education Part 1 early in their teaching careers.

7.4. Human Resource Services will monitor teacher qualifications. Failure to meet the requirement within two years of permanent hire with the Board will result in notification to the teacher that he/she has failed to comply. Teachers will be required to sign a 'statement of intent' indicating a date when the requirement will be fulfilled. Any teacher who does not obtain the Religious Education Part 1 by the date indicated in his/her statement of intent will be required to meet with his/her superintendent.

7.5. All applicants shall submit the required documentation on the Apply to Education web site, accessible through the Careers section of the Board's web site.

The following documents are required:

- Resume
- Cover Letter
- Pastoral Reference - a completed Catholic Parish Priest Reference Form, confirming that you are a practicing Roman Catholic, which has been issued within the past 12 months
- Reference Names & Contact Information
- Ontario College of Teachers Certificate of Qualification – most current
- Education Records – Certificates/Diplomas/Degrees/Transcripts can be uploaded as received

7.6. Recruitment and selection of teachers involves the following stages whereby the candidates are assessed on different aspects of their teaching skills and abilities:

- Online application with documents as listed above;
- Pre-interview assessment which may include case-studies, written assignments, demonstrations, group or individual activities, simulations, or other processes as determined by Human Resource Services;
- Panel interview;
- Reference checks;
- Offer of employment for successful candidates;
- To the extent that applicable legislation or Collective Agreements provide different hiring practices than the list set out above, such legislation or Collective Agreements shall prevail.

7.7. In order to support system needs, hiring for French teaching positions will have additional requirements such as, but not limited to, written and/or oral language assessment.

7.8. After exhausting the application process, in exceptional circumstances where the Board is unable to fill a vacancy with a Roman Catholic teacher, such as in a specialized program area, the Board reserves the right to hire a non- Catholic teacher.

8. CASA & Itinerant Teachers (ESL, Safe Schools, Special Education, SWST)

8.1. Recruitment and selection of candidates for itinerant teaching positions will be conducted in accordance with the OECTA Collective Agreement and the selection process outlined below.

8.2. In addition to the criteria listed for Teachers, candidates for Consultant Positions will be required to:

- Have Additional Qualifications specific to the position posted;
- Have five years successful teaching experience in a minimum of two divisions;
- Demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- Demonstrate an understanding of Ministry of Education priorities.

8.3. The recruitment and promotion process for CASA and Itinerant Teacher positions shall be as follows:

- Resume, cover letter and portfolio submission;
- Reference checks;
- Panel interview;
- Successful candidates will be placed in an available position.

9. Consultant Positions – Curriculum, Student Success, Safe Schools and Special Education

9.1. Recruitment and selection of candidates for Consultant positions will be conducted in accordance with the OECTA Collective Agreement and the selection process outlined below.

9.2. In addition to the criteria listed for Teachers, candidates for Consultant Positions will be required to:

- Demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- Demonstrate classroom excellence as indicated through performance appraisals;
- Have a minimum of five years of successful teaching in the province of Ontario;
- Hold a Specialist or Honours Specialist Certification within subject discipline;
- Have extensive experience and theoretical knowledge in their field of instruction and assessment;

- Have school-based leadership experience;
- Understand the principles of adult learning, collaboration, facilitation and effective presentations.

9.3. The recruitment and promotion process for Consultant positions shall be as follows:

- Resume, cover letter and portfolio submission;
- Reference checks;
- Panel interview;
- Successful candidates will be placed in an available position.

10. Secondary Positions of Responsibility (Curriculum Chairs)

10.1. Recruitment and selection of candidates for Secondary Curriculum Chairs will be conducted in accordance with the OECTA Collective Agreement and the selection process outlined below.

10.2. In addition to the criteria listed for Teachers, candidates for Curriculum Chair Positions will be required to:

- Have a minimum of five years of successful teaching in the province of Ontario;
- Have Intermediate/Senior division qualifications;
- Hold a Specialist or Honours Specialist Certification within one or more of the subject disciplines;
- Have Religious Education, Part 1;
- Demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- Have strong experience and theoretical knowledge in their field of instruction and assessment;
- Have school-based or system-based leadership experience.

10.3. The recruitment and promotion process for Curriculum Chair positions shall be as follows:

- Online application, resume and cover letter;
- Interview and sharing of most recent Teacher Performance Appraisal;
- Reference checks;
- Successful candidates will be placed in an available position.

11. Monitoring

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

RESPONSIBILITIES:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendent of Human Resource Services is responsible for:

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

Superintendents are responsible for:

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

Principals and Vice-Principals are responsible for:

- Supporting the selection process by participating in interviews;
- Providing feedback to unsuccessful candidates;

- Supporting the recruitment process by providing resources and professional development opportunities for staff members who are considering future career opportunities.

Human Resource Services is responsible for:

- Ensuring that teacher recruitment and promotion processes are fair, equitable and transparent and evolve to reflect best practices;
- Effectively communicating teacher recruitment and promotion processes to all internal and external candidates;
- Conducting hiring and selection processes in accordance with Collective Agreements, applicable legislation and the required process for the applicable Employee groups;
- Preparing job posting with specific requirement criteria;
- Coordinating advertising of job postings with the communications department;
- Screening and interviewing applicants;
- Providing written notice of results of interviews to candidates who have been interviewed;
- Presenting job offers (including salary, benefits, start date, probationary period);
- Onboarding new Employees and providing a Board orientation session;
- Providing opportunities for developmental feedback for internal candidates;
- Adhering to the appropriate recruitment practices as outlined in this Administrative Procedure;
- Facilitating requests for accommodation in accordance with the Board's Accessibility policy and procedures;
- Understanding and demonstrating the principles of equitable and inclusive hiring practices.

Staff are responsible for:

- Declaring a conflict of interest as outlined in this Administrative Procedure.
- Making themselves aware of recruitment and promotion processes;
- Seeking the appropriate qualifications and experience;
- Submitting all required documentation as outlined in the job posting;
- Notifying Human Resource Services of any accommodation requirements;
- Providing accurate information and understanding that falsifying information may lead to termination.

PROGRESS INDICATORS:

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

DEFINITIONS:

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

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

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impairment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- a condition of mental impairment or a developmental disability
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- a mental disorder
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

DISCRIMINATION

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

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

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

SUPERVISOR – means the person to whom an Employee reports

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

REFERENCES:

Policy/Program Memorandum 165: *School board teacher hiring practices*.

- *Accessibility for Ontarians with Disabilities Act*, 2005, S.O. 2005, c. 11, as amended.
- Conflict of Interest Administrative Procedure 510
- *Education Act*, S.O. 2000, c.41, as amended.
- R.R.O. 1990, Reg. 298: *Operation of Schools - General*
- *Pay Equity Act*, R.S.O. 1990, c. P.7, as amended.
- *Human Rights Code*, R.S.O. 1990, c. H.19, as amended.
- <http://www.ohrc.on.ca/en/your-guide-special-programs-and-human-rights-code>
- *Employment Standards Act*, 2000, S.O. 2000, c. 41, as amended.
- Ontario Catholic Leadership Framework
- PVNCCDSB OECTA Collective Agreement
- PVNCCDSB OECTA Occasional Teachers Collective Agreement

B.1.

Recommended Action:

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

#404 – Recruitment and Promotion – Teachers, be received and posted as amended under Directional Policy ***#400 – Recruitment, Talent Development, Leadership and Succession Planning***.

Carried



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:

March, 2022

PROJECTED REVIEW DATE:

March, 2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The PVNC Catholic District School Board will ensure that all employees conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

One of the pillars of the PVNC Catholic District School Board's 2021-2025 Strategic Plan is *Being Well*. This Administrative Procedure aligns with this pillar in its intention to build supportive, inclusive and effective learning and working environments through supportive relationships among all members of the learning community in order to ensure physical and emotional safety of self and spirit.

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

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

ACTION REQUIRED:

1. What to do if you Experience Workplace Violence

Summon Immediate Assistance - If an employee is involved in a violent incident the immediate steps they should take to reduce risk of injury are:

- a. Where possible, remove oneself and others under your care (i.e. students) from the situation;
- b. Summon assistance from a supervisor, principal or designate, or a nearby staff member;
- c. If needed, call 911 or request that a colleague call 911 when faced with imminent danger; and
- d. Report the incident to the supervisor, principal or designate at the earliest possible opportunity.

Refer to *Section 3 Reporting and Investigating Incidents of Workplace Violence* for further detail.

2. Domestic Violence Awareness and Response

- a. Employees may inform their supervisor if they are experiencing domestic violence outside of the workplace or become aware of domestic violence that may create a risk to themselves or others in the workplace (whether the notifying employee is the victim or not).
- b. When a Principal/Supervisor is informed of an employee experiencing domestic violence, the Principal/Supervisor will gauge the nature and extent of the threat

and take actions (as deemed appropriate) to protect employees and students, under the advice of their Superintendent and Human Resource Services, regardless of whether the threat of domestic violence is from a co-worker or from someone outside of the workplace. Actions may include, but are not limited to:

- i. A [Notification of Potential Risk form \(HR32\)](#) to appropriate employees
 - ii. Informing Police
 - iii. Requesting restraining orders / trespass orders
 - iv. Provision/ development of a employee safety plan
- c. When possible, Principals/Supervisors are to make available to all employees information about supports available for victims of domestic violence (i.e. Employee and Family Assistance Plan, community counseling, support groups, shelters, and the Police). When possible, Principals/Supervisors will remind potential victims of domestic violence in the workplace of these resources. See Appendix B for a list of resources.
- d. In all circumstances, a Principal/Supervisor must tell the victim that if they feel at risk of physical harm, whether inside or outside the workplace or at home, the employee should contact the Police.
- e. Additionally, the Board shall ensure that its workplace violence program is reviewed when the Board becomes aware of the risk of domestic violence.

3. Reporting and Investigating Incidents of Workplace Violence

- a. By an Employee against another Employee of the Board:
 - i. All incidents of workplace violence by an employee against another employee must be immediately reported to the employee's Principal/Supervisor.
 - ii. The Principal/Supervisor will determine if immediate action is necessary through consultation with their Superintendent and the Superintendent of Human Resource Services. This may include removing the employee from the presence of the alleged aggressor if it is safe to do so.
 - iii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter.
 - iv. Upon receipt of the HR5, the Principal/Supervisor will investigate the allegations in consultation with Human Resource Services. Such investigation may include interviewing and/or obtaining statements from individuals with knowledge of the events in question and reviewing any

other relevant supporting materials. The employee being accused of workplace violence will be made aware of, and provided the opportunity to respond to, the allegations against them during the course of the investigation.

- v. If the employee has concerns with respect to their Principal/Supervisor subjecting them to workplace violence, the employee will contact the Superintendent of Human Resource Services to report the concern. In the event that the employee has concerns with respect to their Principal/Supervisor, alternative arrangements with respect to the investigation process outlined above will be undertaken.

b. By a Student against an Employee of the Board:

- i. All incidents of workplace violence by a student against an employee must be immediately reported to the employee's Principal/Supervisor.
- ii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter. The employee may also be required to complete a Safe Schools Form 20.
- iii. The Principal/Supervisor will investigate the specifics of the reported incident and respond to the HR5 with any steps taken to prevent a recurrence. This may include the creation/amendment of a student safety plan, use of personal protective equipment, creation/communication of a [Notification of Potential Risk form \(HR32\)](#), debriefing with the employee, or other action as deemed necessary by the Principal/Supervisor or other appropriate action outlined in Board [AP 912 Supporting Positive Student Behaviour - Safety for All](#).
- iv. It is recognized that enhanced measures may be required for students identified with special needs presenting symptomatic behaviours where there is a risk of injury for employees. When a violent incident occurs, the following staff will be involved with reviewing and altering the Safety Plan if required: Special Education Services, regular classroom teachers and EA's, school administrators and other pertinent special education staff. Although a few students with special needs may exert physical force that causes or may cause physical injury to a worker, the behaviour may be symptomatic and may not be intentional. The above noted steps will occur for special needs students so that incidents can be tracked, analyzed and investigated.

c. By a Third Party (e.g. parent, visitor, contractor, etc.) against an Employee of the Board:

- i. All incidents of workplace violence by a third party against an employee must be immediately reported to the employee's Principal/Supervisor.
- ii. The Principal/Supervisor will determine if immediate action is necessary through consultation with their Superintendent or Human Resource Services.
- iii. The employee will be required to complete an [HR5 - Accident/Incident form](#) to report the matter.
- iv. When an imminent threat of workplace violence exists, the supervisor or designate will convene a meeting with appropriate stakeholders to ensure the safety of an employee from workplace violence. Actions to mitigate the risks posed to the employee could include the creation of a [Notification of Potential Risk form \(HR32\)](#), contacting police, limiting access to the workplace, establishing a work alone plan, etc.

4. Notification of Potential Risk from a person with a History of Violent Behaviour

The Principal/Supervisor will ensure that employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:

- a. The worker can be expected to encounter that person in the course of their work; and
- b. The risk of workplace violence is likely to expose the worker to physical injury

The Supervisor will use [Notification of Potential Risk form \(HR32\)](#), attached as Appendix A, to ensure appropriate disclosure to affected employee(s) of persons with a history of violence posing a potential threat to employee safety.

A record of [Notification of Potential Risk form \(HR32\)](#) is to be completed and stored in a confidential manner in the Supervisor's office. Each employee meeting the criteria set out in the paragraph above 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 person while on school premises. It will be the Supervisor's responsibility to ensure this disclosure is made to each affected employee.

5. Workplace Violence Risk Assessments

a. Risk Assessments:

The Board will ensure each work location completes a risk assessment respecting the potential for violent incidents at that work location and during work activities within the Board's jurisdiction during employment-related events and activities.

During this process, an assessment will be made of the risks of workplace violence that may arise from:

- the nature of the workplace
- the type of work
- the conditions of work

The assessment will consider circumstances common to other school boards and circumstances specific to the PVNC Catholic District School Board.

The results of risk assessments and risk re-assessments will be shared with the members of the PVNCCDSB's Multi Site Joint Health and Safety Committee.

b. Risk Re-assessments:

A reassessment of the risks of workplace violence will be undertaken as often as is necessary to ensure that the workplace violence policy and program continues to protect workers from workplace violence. Changes or events within the Board that may warrant a reassessment may include: an increase in the number, frequency or severity of workplace violence incidents for that specific workplace, a change in the physical environment of the workplace, a change in the student population of a school or a change in curriculum or scheduling, or a change in environment, to determine if such change could impact the potential for workplace violence.

Risk reassessments will be completed a minimum of once every three (3) years. Consideration should be given to a risk reassessment being completed when a new Principal/Supervisor is appointed to the school/department.

Completed risk assessments will identify workplace violence risks as well as measures and procedures taken to control the identified risks within the workplace.

The results of risk assessments and risk re-assessments will be shared with the members of the PVNCCDSB's Multi Site Joint Health and Safety Committee.

c. Controlling the Risk of Workplace Violence -

Measures and procedures to control the risks of workplace violence could include (but are not limited to):

- Identifying a means to summon immediate assistance if required. Measures and procedures to summon immediate assistance should be appropriate given the specific circumstances.
- Video Surveillance in accordance with Administrative Procedure AP 1208
- Violence Threat Risk Assessment Process (Police School Board Protocol)
- Maintaining community policing relationships
- Work Alone Procedures
- HR 32 Notification of Potential Risk of Injury from a Person with a History of Violence
- Workplace Violence Risk Assessments and Reassessments
- Adherence to Safe and Accepting Schools Administrative Procedures and other applicable school board policies, regulations or programs
- Employee training in Workplace Violence Prevention (including domestic violence)
- Establishing and maintaining controlled access to school buildings
- Provision of communication systems such as phones, walkie-talkies and public address systems
- Regular maintenance and repairs of facilities
- Consideration to barriers and other measures

6. Work Refusals

The *Occupational Health and Safety Act* (the “OHSA”) allows workers the right to refuse work where the worker has reason to believe that workplace violence is likely to endanger himself or herself. Should a situation of work refusal arise, the requirements of the OHSA (process outlined in the [PVNCCDSB Work Refusal Process](#)) will apply.

Please note- Regulation 857- Teachers, made under the *OHSA* states that Part V of the *OHSA* (Work Refusals) does not apply to teachers, as defined in the *Education Act*, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.

7. Support for Employees

The Board recognizes the trauma that may come from a violent incident in the workplace. The Board is committed to the health and well being of our employees. Principals and supervisors will ensure debriefs happen as soon as possible and

employees are provided information so they can access necessary support. See [Appendix B](#) for a list of resources available.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring annual review of this Administrative Procedure to ensure compliance with the provisions of the Occupational Health and Safety Act

Superintendent of Human Resource Services is responsible for:

- Consulting with Principals/Supervisor when evaluating workplace violence concerns.
- Ensuring the Joint Health & Safety Committee is informed if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence.
- Ensuring the Joint Health and Safety Committee is advised of the results on any workplace violence assessment/ reassessment and provided a copy if it is in writing

Superintendents are responsible for:

- Ensuring that the relevant employees under their direction 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. This is accomplished by ensuring [HR Form 32 Notification of Potential Risk](#) (Appendix A) is completed and disclosed to affected employees.

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

- Identifying and providing the means by which employees may summon immediate assistance.
 - Determining if immediate action is necessary to address a workplace violence concern through consultation with their Superintendent or Human Resource Services. This may include removing the employee from the presence of the alleged aggressor if it is safe to do so.
- 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 that the relevant employees under their direction 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. This is accomplished by ensuring [HR Form 32 Notification of Potential Risk](#) (Appendix A) is completed and disclosed to affected employees.
- Reviewing [HR Form 32 Notification of Potential Risk](#) (Appendix A) annually with affected employees.
- Reassessing the risk of workplace violence as required by this Administrative Procedure

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.
- Completing assigned training on Workplace Violence Prevention (including domestic violence)
- Adhering to the Employee Relations directional policy and conducting themselves and performing their duties with integrity and professionalism by refraining from any act of workplace violence

PROGRESS INDICATORS:

- Workplace violence complaints will be addressed and resolved in a timely fashion.
- Employees will complete assigned training in workplace violence prevention.
- Workplace violence risk assessments and reassessments will be completed at required frequencies and shared with the Joint Health and Safety Committee
- Employees will have a means to summon immediate assistance for workplace violence incidents

DEFINITIONS:

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 - is 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.

Nature of the Workplace - The nature of the workplace refers to the physical aspects of the workplace and may include but is not limited to schools, school yards, school board offices, field trip locations, non-traditional classrooms, and third-party spaces, and any other place that a worker performs work for the school board.

Type of Work - The type of work refers to the activities workers perform and the type of people with whom workers interact such as students, co-workers, agencies, parents, volunteers, and other members of the community, either individually or in groups. Activities could include, but are not limited to, classroom teaching, assisting students outside the classroom, non-academic work, recess, lunch support and field trips. These are a few examples of the different settings where work is performed and school boards must assess all types of work for the risk of workplace violence.

Conditions of the Work - The conditions of work refer to other aspects such as the time of work, whether workers move from location to location, work alone, or work in isolated or remote workplaces.

RELATED DOCUMENTS:

[Appendix A - HR Form #32 – Notification of Potential Risk of Injury](#)
[Appendix B- List of Resources for Victims of Workplace/ Domestic Violence](#)
 PVNCCDSB Work Refusal Process

REFERENCES:

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



NOTIFICATION OF POTENTIAL RISK OF INJURY

IDENTIFYING INFORMATION

Name: _____

Classroom: _____

Location: _____

School: _____

Location: _____

Insert
Picture
of Person

BRIEF DESCRIPTION OF BEHAVIOUR THAT PRESENTS A RISK

SAFETY STRATEGIES AND TRIGGERS

DO

DO NOT

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EMERGENCY AND INTERVENTION STRATEGIES

PERSONS CONSULTED IN DEVELOPMENT OF NOTIFICATION:

SCHOOL STAFF

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

BOARD OFFICE STAFF

- ☐ Psychologist
☐ Special Education Consultant
☐ SERT
☐ Other

NOTIFICATION OF POTENTIAL RISK OF INJURY RECORD

EMPLOYEE SIGNATURE INDICATES THAT THE EMPLOYEE HAS REVIEWED THIS FORM:

(Principal/designate has checked all that apply):

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

DATE	EMPLOYEE NAME	POSITION	EMPLOYEE SIGNATURE	PRINCIPAL SIGNATURE

- ☐ Additional list of names attached

INFORMATION COLLECTION AUTHORIZATION:

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

COPIES: 1. School Administrator 2. Superintendent of School

(Principal/designate has checked all that apply):

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

[illegible]

Community Resources for Victims of Violence

Board Employee & Family Assistance Program

<https://humanacare.com/>

1 800-661-8193

Provincial

Steps for Employees Dealing with Workplace Harassment

<https://www.knahr.ca/kna-news/steps-for-employee-to-take-when-dealing-with-workplace-harassment>

Distress & Crisis Ontario

<https://www.dcontario.org/>

Getting Help if you are experiencing Violence

<https://www.ontario.ca/page/get-help-if-you-are-experiencing-violence#section-0>

Workplace Violence/Harassment - Ministry of Labour, Training & Skills Development

<https://www.labour.gov.on.ca/english/hs/topics/workplaceviolence.php>

Peterborough and County

Four County Crisis Response, Community Mental Health Program

<https://cmhahkpr.ca/programs-services/four-county-crisis/>

City of Kawartha Lakes

Kawartha Haliburton Victim Services

<https://victim-services.org/>

Northumberland

Victim Services Peterborough, Northumberland

<http://victimservicespn.ca/>

Clarington

Victim Services of Durham Region

<https://www.victimservicesdurham.ca/home>

B.2.

Recommended Action:

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

#509 – Workplace Violence, be received and posted as amended under Directional Policy – **#500 – Employee Relations**.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Advocacy	Administrative Procedure Number 1105
Directional Policy 1100 – Communications	

Title of Administrative Procedure:

Advocacy

Date Approved:

March 29, 2022

Projected Review Date:

2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Directional Policy 1100 Communications in that it provides a basis to support open and ongoing communication with the government in a respectful manner.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure aligns with the Strategic Priority of Being Community as it is the Board's function to advocate and engage in communications with its partners in the Roman Catholic Church, the education community, the Ministry of Education and all levels of government to identify, discuss, and find solutions to policy, financial, operational and other issues of common interest.

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

Action Required:

The Board shall focus on ongoing communication between school boards and government through established mechanisms and channels. On a very limited occasion, there may be some issues that are of a local character for which individual boards may need to lobby the government directly.

The Board may support the advocacy role of established professional and education interest organizations representing trustees and parents, school board administrators, and staff. These include but are not limited to the Ontario Catholic School Trustees' Association (OCSTA), the Council of Ontario Directors of Education (CODE), the Ontario Catholic Supervisory Officers' Association (OCSOA), the Ontario Association of School Business Officials (OASBO), the Ontario Association for Parents in Catholic Education (OAPCE).

The Board may pay membership dues and fees to these organizations and other organizations which support the tenets of Roman Catholicism and other educational issues.

Available resources will be maximized for student success and student achievement and well-being. Advocacy expenditures will be subject to Board approval as part of the annual budget, or, on occasion, by specific Board approval. No elected official or employee shall use Board funds to attend events for specific political parties, or to promote or target a political party, candidate or organization.

The Board of Trustees may approve position papers, presentations, advocacy strategies, and activities to present its position on issues affecting the Board and the education system to its education partners.

At no time will students be used to promote a political position for the Board or school to the public, education partners, or the government. Content intended to advocate support for a particular position will not be placed in school materials, i.e. report cards, annual reports, and newsletters.

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

- Reviewing this Administrative Procedures as part of its regular policy and procedures review cycle.
- Reviewing this Administrative Procedure to ensure its alignment with the Communications Directional Policy.
- Maintaining on-communications with its education partners and governments through established mechanisms and channels
- Approving Advocacy expenditures as part of its annual budget process

The Director of Education is responsible for:

- Providing leadership regarding adherence and implementation regarding this Administrative Procedure.

All Staff are responsible for:

- Being aware of this Administrative Procedure and adhering to the requirements.
- Understanding the aims and mission of various associations to which they may belong and, where Board funds are used to pay fees, ensuring the organizations' advocacy role is suitable in light of this Administrative Procedure.

Progress Indicators:

- The Board leverages its involvement with various associations and organizations to continue its mission of advocating for Catholic education.

Definitions:

- Advocacy
Advocacy is the promotion of public awareness with a view to influencing decision-makers and promoting changes to laws and other government policies to advance the mission of a particular organization or group of people.

References:

- [Ministry of Education Memorandum 2006:B15](#)
- [Appendix to 2006:B15 - guidelines](#)

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#708 – Advocacy**, be deleted and the revised, newly formatted Administrative Procedure – **#1105 – Advocacy**, be received and posted as amended under Directional Policy – **#1100 – Communications**.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Safety and Conduct on School Buses	<i>Administrative Procedure Number</i> 1304
<i>Directional Policy</i> 1300 – Student Transportation	

Title of Administrative Procedure:

Safety and Conduct on School Buses

Date Approved:

March 2022

Projected Review Date:

2027

Directional Policy Alignment:

This Administrative Procedure is aligned with the Directional Policy 1300 Student Transportation in that it supports the policy objectives of providing safe, efficient and effective transportation of eligible students to and from school.

Alignment with Multi-Year Strategic Plan:

The Safety and Conduct on School Buses Administrative Procedures supports our Strategic Priorities by establishing consistent and transparent expectations for safety and conduct of students on school buses.

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

Action Required:

The Board is committed to providing students with a safe environment while travelling on school buses and school transport vehicles. This Administrative Procedure provides guidance with respect to:

- Expectations of Conduct on School Buses
- Progressive Discipline related to Behaviour of Students on School Buses
- Video Cameras and Digital Video Recording Devices on School Buses
- Transportation of Personal Items on a School Bus

General:

A close liaison between bus drivers and school principals assists with the implementation of this Administrative Procedure.

The Principal's responsibility for the safety and conduct of students is no less applicable to the school bus than to the classroom.

Expectations of conduct on School Buses

School Principals are responsible for ensuring that a communication plan for students and parents/guardians is in place that addresses the expectations. To facilitate safe and efficient service, positive student behavior is expected at all times. For further clarification, it is expected that students will:

- be at their pick-up point at least ten (10) minutes prior to the bus arrival time.
- line up and board the bus promptly in single file without crowding or pushing.
- take their assigned seats on the bus and remain seated throughout the trip to and from school.
- keep aisles clear at all times, and must keep books, lunch boxes, and other items under the bus seat.
- not drink or eat, litter, smoke, or use illegal or restricted substances on a school bus.
- not at any time create a disturbance that could distract the bus driver.
- not open windows unless authorized by the bus driver, and must keep all parts of their body inside the bus at all times.
- not touch emergency equipment except in the case of an emergency. Students should be aware of bus evacuation procedures and the location of emergency equipment and exits.

Students and/or their parent/guardian will be financially responsible for any act of vandalism.

Progressive Discipline related to Behaviour of Students on School Buses

All students, while travelling on a school bus, are expected to obey the school bus driver at all times, and behave in accordance with the school Code of Conduct in addition to the items listed in the previous section.

If, in the opinion of the driver, the conduct of students on the bus is unacceptable, the driver shall stop the vehicle and request acceptable conduct from the students. If the conduct of the students continues to be unacceptable, the driver will stop the vehicle and, when order is restored, return to the school. The driver will then make a report to the principal.

Process:

- Incidents of misconduct will be reported by the driver to the principal using the prescribed Student Behaviour Report form. The form will be distributed to the driver/operator, the parent/guardian and the Principal/designate.
- These forms will be kept and filed by the school until the end of the school year and may be discarded at that time unless the removal of bus riding privileges carries over from one school year to the next.
- The principal shall determine the appropriate consequences for the student's conduct, which may include removal of bus riding privileges.
- Following the submission of a student behavior report form, where it is appropriate or pertinent in the circumstances, Principals/designate will keep bus drivers/operators informed of the outcomes of behavior reports i.e. for establishing on-bus strategies to support improved student behavior, or where privileges are being removed for a period of time. *In the event that a pupil has bus riding privileges removed, it is the responsibility of the parent or guardian to ensure that the student attends school. Alternate forms of transportation will not be provided by the Transportation Authority or the school board.*

Where an incident of a serious nature occurs on the bus between the school and the student's home where the driver feels it could escalate the next morning, the school principal will be contacted immediately by either the bus driver, the bus operator or the Transportation Authority. The principal may request that the parent/guardian transport the student the next morning and attend a meeting at the school with the principal or designate to discuss the incident.

Where an incident of misconduct appears to be criminal in nature, the driver shall contact the operator immediately, who will in turn contact the police. The police

will provide direction regarding their response and/or investigation. The operator will also inform the school and the Transportation Authority.

On field trips/excursions, the teacher and/or appointed supervisor riding the school bus will be responsible for the conduct of students but shall not be permitted to alter the normal rules of conduct for student transportation without the agreement of the driver.

Videotaping or Digital Video Recording of Bus Passengers

To assist with monitoring of safe practices on school buses, selected contracted vehicles will be equipped to permit videotaping or digital recording of passengers while riding the bus.

The use of recording devices in no way supercedes other existing disciplinary procedures for school buses, but rather may be used to assist in determination of offenders who show unacceptable behavior.

No recording device shall be used for general viewing or driver training without the written consent of the Transportation Authority and all recording equipment used on contracted buses must be approved by the Transportation Authority

Recordings used during an investigation by principals, vice-principals, and Transportation Authority staff will be subject to all regulations outlined in the Municipal Freedom of Information and Protection of Privacy Act.

Transportation Authority staff, assisted by school administrators, will

- Co-ordinate all aspects of video or digital recording device usage on buses;
- Maintain recordings in a secure location and ensure that they are available to authorized individuals as necessary, subject of MFIPPA requirements
- Co-ordinate the distribution of all communications to all parties involved with buses where new installations occur

Transportation of Personal Items on a School Bus

Where the transportation of personal items on a bus to and from school is necessary to carry out regular or elective programs, such transportation is authorized at the discretion of the school principal following consultation with the bus driver.

When authorizing the transportation of these necessary personal items on a school bus, parents/guardians must be made aware by the principal that care

and control of all personal items remain the responsibility of the student. Neither the school bus driver, the bus operator, nor the Board will be responsible for any damage or loss regarding personal items while they are being transported on a school bus.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Transportation Directional Policy.
- Reviewing the Safety and Conduct on School Buses Administrative Procedure as part of its regular policy and procedures review cycle.
- Assisting parents/guardians with transportation concerns by receiving inquiries and forwarding to the Superintendent of Business and Finance or delegate for response.

The Director of Education is responsible for:

- Overseeing implementation of the Safety and Conduct on School Buses Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting school administrators in understanding and implementing this administrative procedure.

Principals and Vice-Principals are responsible for:

- Establishing a communication plan regarding the student expectations outlined in this Administrative Procedure
- Liaising with school bus drivers on a regular basis
- Responding to Student Behaviour Report Forms on a timely basis, including providing feedback to bus drivers, where appropriate.
- Approving the transport of personal items necessary for regular or elective programs, following consultation with the bus driver.
- Establishing a schedule annually for practice evacuation drills

Staff are responsible for:

- Maintaining appropriate student conduct when on a school bus for the purposes of supervising a field trip.

Students are responsible for:

- Following the direction of school bus drivers, or other supervisors, while being transported
- Adhering to the student code of conduct while on a school bus

Parents/Guardians are responsible for:

- Ensuring that their child(ren) understands the expectations of conduct while waiting for and travelling on the school bus
- Providing transportation for their child(ren) to and from school in the event that bus privileges are removed.

Transportation Authority Staff are responsible for:

- Liaising with bus operators and school administrators in support of resolving behavior concerns on school buses
- Overseeing all aspects of the video or digital recording program

Progress Indicators:

- Incidences of inappropriate student behavior are documented by bus drivers and acted upon by school principals in a timely manner.

Definitions:**Transportation Authority**

- For the jurisdiction of the Board in Peterborough, Northumberland and Clarington, the Transportation Authority is Student Transportation Services of Central Ontario, through its Chief Administration Officer.
- For the City of Kawartha Lakes, the Transportation Authority is Trillium Lakelands District School Board through its Transportation Supervisor.

References:

- Education Act
- Municipal Freedom of Information and Protection of Privacy Act

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#1004 – Safety and Conduct on School Buses**, be deleted and the revised, newly formatted Administrative Procedure – **#1304 – Safety and Conduct on School Buses** be received and posted as amended under Directional Policy – **#1300 – Student Transportation**.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Election Activities and Use of Corporate Resources	<i>Administrative Procedure Number</i> 605
<i>Directional Policy</i> 600 – Stewardship of Resources	

Title of Administrative Procedure:

Election Activities and Use of Corporate Resources

Date Approved:

March 2022

Projected Review Date:

2027

Directional Policy Alignment:

This administrative procedure aligns with the Directional Policy of *Stewardship of Resources* (600).

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure supports legislated requirements and Board-established By-laws, policies and procedures that set out the governance and accountability framework of PVNCCDSB. These activities support the strategic priority of Being Community.

It establishes, in a clear and transparent manner, a framework to manage political activity related to school board, municipal, provincial and federal elections or by-elections and to limit the use of Board resources in electoral campaigns.

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

Action Required:

This procedure applies to election activities by Trustees and candidates, as defined in the Definitions section. Staff, volunteers, students, school councils, the Board's community advisory committees and their members also have certain responsibilities under this procedure.

This Procedure operates as a supplement to the existing statutes governing conduct of members of the Board in all their roles and candidates for public office, including but not limited to the *Education Act*, *Municipal Conflict of Interest Act*, *Municipal Elections Act, 1996*, *Municipal Elections Modernization Act, 2016* and the *Municipal Freedom of Information and Protection of Privacy Act*.

This Administrative Procedure recognizes that Trustees are holders of their office until the end of the term and supports them in continuing to fulfill their responsibilities as Trustees. Nothing in this procedure should preclude a Trustee from performing their duty as an elected official or inhibit them from representing the interests of their constituents during the election period.

A. General Restrictions Applicable at All Times

Election processes are an important part of the democratic process and can provide rich opportunity for students to learn about the democratic process. It is the responsibility of the Board to protect the integrity of the election process by affording all electoral candidates equitable access and opportunity in elected related activities in schools or the district.

1. Use of Board Resources, Communications and Election Activities

- All candidates are prohibited from election activities on Board property, including distribution of election related signs, pamphlets or buttons and the use of school resources or school communication tools. Use of election related signs on Board premises in windows or offices is prohibited.
- Candidates (including campaign volunteers) are prohibited from using pictures videos, or recording audio of PVNCCDSB students, parents/guardians, staff and volunteers for any election activity without their explicit written consent. Board staff will not create any photographic or video materials for use in any election related materials.
- Websites or domain names that are funded by the Board will not include any election activity materials. Personal social media accounts for election activity will not be created or supported using Board resources.

- Trustees will not distribute media releases using the resources of the Board including communications networks or distribution systems for election purposes.
- Trustees will not use the services of any staff of the Board to assist in any communication activity related to the preparation or distribution of election related materials or events.
- Trustees will not use their Board office or information technology resources (e.g. tablets, computers) for election activities.
- Trustees will not use Board resources or funds to print or distribute information which promotes themselves as a candidate for the Board of Trustees or any other candidate for municipal, provincial or federal office.
- Trustees may distribute information regarding all candidates' meetings being held on Board property, provided that they are not a participant in the debate.
- Trustees will not use the Board's email/voice mail system to record, distribute or disseminate election activity messages or correspondence.
- Trustees will not use any distribution lists or email addresses obtained when carrying out Official Business of the Trustee Office for election activity purposes.

2. Restrictions for Students and Employees

- Students are not to be involved in a candidate's election activity during school hours, nor on Board property at any time.
- Employees must not engage in election activities of any kind during work hours nor on Board property. Employees who support or work for a registered candidate must keep these activities outside of work hours.
- No Board property (e.g. phone, fax, computer, e-mail, e-mail and distribution lists and photocopier) will be used for election activity.
- Employees must not provide any personal information (name, address, phone number, email) of students and parents/guardians, including school council and community advisory committee members to any candidates or their staff.
- Employees must not provide any election related materials to students or their parents/guardians.

B Restrictions during the Election Period

1. School Visits by Candidates and other Public Office Holders

- Politicians (including Members of Parliament, Members of Provincial Parliament, City Councilors, Trustees) may visit a school at the invitation of the principal and the superintendent of the school in consultation with the Director's Office. Visits must be for the benefit of students, non-partisan in nature and to serve an educational purpose (including curriculum- and official government-based election education programs).
- School visits by candidates and public office holders cannot be used for election activity purposes. Any requests by candidates and public office holders without official duties in schools or to address students for election activity purposes will be denied.
- Current Trustees may only partake in school visits if related to fulfilling official business (including graduation ceremonies) as part of their usual role and not for election activity purposes.

2. All-Candidates Meetings

Requests by Schools

- Schools may use the election periods as learning opportunities for enhancing curriculum delivery where appropriate.
- For all-candidate meetings requested by the school for curriculum purposes, messaging from school administration must be of a non-partisan nature. The audience should be limited to students taking relevant courses only.
- Invitations to all-candidate meetings will be provided well in advance of the scheduled date to all registered candidates. All-candidate meetings should only proceed with the confirmation of at least two candidates available to attend the meeting.
- The registered candidates must be given equal time to speak and debate is to be focused only on the issues of their own/party's platform. Candidates must maintain respectful debate.
- The meeting is primarily for the education of students, however media requests to attend may be arranged through Communication Services.

Requests by the Community

- To protect the neutrality of individual schools, campaigning (including election related materials and signage) is prohibited on Board property, except for the duration of an all-candidates meeting and in accordance with the terms and conditions of the PVNCCDSB permit. No election related materials will be given to students or distributed for students to take home. Event organizers must not give preferential treatment to any candidate or political party.
- For community members wishing to host an all candidates meeting at a PVNCCDSB facility, a permit must be requested through the Community Use of Schools process. Permit holders for all-candidate meetings are governed by the rules and regulations as outlined in the facility permit and must use Board facilities in a responsible and respectful manner.
- Any media requests or invites to all-candidates debates in schools, must be arranged through Communication Services. No media invites or requests to schools should be made or granted during an election period without the approval of Communication Services.

3. Media at Schools and Polling Stations

- Media may only enter the polling station area with the permission of the Returning Officer in charge of the polling station area. If polling stations are located in cafeterias or other areas that students must access as part of the regular school day, these stations are considered off limits to media.
- Media may not enter and/or film any other part of the school during voting time or on voting day. The media may not speak to and/or film or interview any students or staff on Board property.
- For concerns with media at polling stations, the Returning Officer should be notified. In the event that the concern persists, the principal or designate may ask the media to leave the premises.

4. Restrictions for Students, Employees, School Councils and Community Advisory Committees

- School councils and community advisory committees must not endorse a specific candidate or campaign on behalf of a specific candidate.
- School councils and community advisory committees must not distribute information on behalf of, or about, a specific candidate. If it is the normal practice of the school council or community advisory committee to meet regularly with the local Trustee(s), the meetings may continue as they usually would in the business of the Board.

- Members of school councils and community advisory committees are not subject to the above restrictions when acting in their capacity as a private citizen off of Board property.

5. Websites and Social Media Restriction during a Municipal Election Year (beginning August 1)

- Commencing August 1 and until voting day in a municipal election year, platform accounts of existing Trustees will be separate and distinct from those platforms used for election purposes. Platforms used for election purposes :
 - Will not use the Board logo, branding or title of Trustee
 - Will be separate and distinct from any accounts used by the candidate in their position as Trustee
 - Will not provide a link to or from, or reference any existing electronic accounts used for the candidate's work as a Trustee
 - Will include a clear statement that the account is for election activity purposes and not related to their position of Trustee

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Stewardship of Resources Directional Policy
- Reviewing the Election Activities and Use of Board Resources Administrative Procedure as part of its regular policy and procedures review cycle.
- Ensuring fair and transparent access to the Board of Trustees by candidates running for municipal, provincial or federal office.
- Protecting the integrity of the election process by affording all electoral candidates equitable access and opportunity in elected related activities in schools or the district.

The Director of Education is responsible for:

- Overseeing implementation and compliance with the Election Activities and Use of Board Resources Procedure
- Ensuring that any and all campaign-related expenses related to incumbent Board members are not charged or allocated to any Board account.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring that, during any school trustee election period, they act in a manner the school community members, current Trustees and Trustee candidates consider to be impartial, fair and unbiased.

Principals and Vice-Principals are responsible for:

- Ensuring that use of school facilities for election purposes are restricted and, where authorized, supplement learning objectives. Where conditions are met, fair and equitable access to facilities may be granted by the principal, and should provide learning opportunities for students.
- Ensuring that, during any school trustee election period, they act in a manner the school community members, current Trustees and Trustee candidates consider to be impartial, fair and unbiased.

Staff are responsible for:

- Ensuring that any election activities or personal involvement in a candidate's campaign does not take place during school hours or on school property.
- Ensuring that no candidate or political party is endorsed while the staff member is undertaking their duties as an employee or agent of the Board,

Students are responsible for:

- Engaging in curriculum related activities that promote the democratic process and participating in programs such as STUDENT VOTE and/or candidate events for students.
- Ensuring that any election activities or personal involvement in a candidate's campaign does not take place during school hours or on school property.

Catholic School Councils are responsible for:

- Determining, in consultation with their school communities, the need and nature of meetings that they sponsor with political candidates. Where school councils choose to provide access for candidates, fair and equitable access shall be provided to all candidates.

Progress Indicators:

- Neutrality of individual schools is maintained.
- Equitable access and opportunity is afforded all election candidates.

Definitions:

Board Property: means all sites owned, operated or leased by the Board, as well as any Board sites that are occupied by other groups, businesses and organizations in a lease or other agreement.

Board Resources: includes but is not limited to facilities, equipment, supplies, services, staff, funds, branding (logo/wordmark) or other resources owned and operated by the Board

By-Election: means an election other than a regular election that is conducted in accordance with the governing legislation.

Candidate: means any person who has filed and not withdrawn a nomination for an elected office at the school board, municipal council, provincial or federal level in an election or by-election. For the purposes of this Procedure, individuals campaigning for a nomination to represent the provincial or federal government in an upcoming election are also considered candidates.

Constituent: means a ratepayer who is defined as a supporter of the English Catholic school board system under the Education Act and within the jurisdiction of the Board.

Election: means a regular election and also includes a by-election.

Election activity: refers to activities related to campaigning for school board, municipal council, provincial and federal office, including seeking the nomination in an election. A Trustee may distribute information regarding an all-candidates meeting being held at a school for municipal, provincial or federal office, provided that they are not a candidate for that election.

Election Period: is the official campaign period of an election.

For a school board and municipal council election, the election period commences on May 1 of an election year and ends on voting day.

For a provincial or federal election, the election period commences the day the writ for the election is issued and ends on voting day.

For a by-election at the school board, municipal council, provincial or federal level, the period commences when the by-election is called and ends on voting day.

Official Business: means duties and responsibilities as prescribed by the Education Act and further explained in the Board by-laws, Directional Policies and Administrative Procedures.

Partisan: means identification or support for a specific political party or an individual seeking or holding public office

Regular Election: means a general election for school board, municipal council, provincial and federal office.

Social Media: includes any freely accessible, third-part hosted interactive web technology used to produce, post and interact through text, images, video and audio to inform, share, promote, collaborate or network. Websites, Twitter, Facebook, Instagram and Pinterest are examples

Trustee: means a person elected, acclaimed or appointed to the office of trustee or a member of the Board, pursuant to the provisions of the Municipal Elections Act and the Education Act.

Trustee Office: means the authority and public duties attached to the position of being elected as a PVNCCDSB Trustee

Voting Day: means the day the final vote is to be taken in an election.

References:

- Education Act
- Municipal Conflict of Interest Act
- Municipal Elections Act, 1996
- Municipal Elections Modernization Act 2016
- Municipal Freedom of Information and Protection of Privacy Act

B.5.

Recommended Action:

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

#605 – *Election Activities and Use of Corporate Resources*, be received and posted under Directional Policy – **#600 – *Stewardship of Resources***.

Carried

B.6.

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure – **#817 – *Students Wearing Masks***, under Directional Policy **#800 – *Healthy Schools and Workplaces***, be deleted.

Carried

B.7.

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure – **#823 – COVID-19 Vaccination Disclosure**, under Directional Policy **#800 – Healthy Schools and Workplaces**, be deleted.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	ADMINISTRATIVE PROCEDURE NUMBER
<i>Volunteers in Our Schools</i>	1005
Directional Policy	
<i>Parent and Community Relations - 1000</i>	

Title of Administrative Procedure:

Volunteers in Our Schools

Date Approved:

February, 2022

Projected Review Date:

February, 2027

Directional Policy Alignment:

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

Alignment with Multi-Year Strategic Plan:

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

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

Action Required:

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

approve the volunteer applicant.

- vii. For other volunteers from the community who are not parents/guardians or grandparents of students attending the school, a higher level of screening is required. These volunteers will provide three references which will be contacted by the principal.
- viii. The principal, or vice-principal, will interview volunteer applicants. This can be an informal process for applicants that are well known to the school. A more formal interview for new volunteers is recommended and would be helpful, especially for those applicants who will have a great deal of interaction with students.
- ix. All new volunteer applicants (including cooperative education and teacher candidates) will be required to provide a current Criminal Record Check and a Vulnerable Sector Check and present the results of the checks to the principal. Volunteers are required to complete an Offence Declaration annually until the volunteer assignment ends.
- x. If (under any circumstance) the volunteer has a criminal record, the principal will bring it to the attention of the school superintendent to decide on the volunteer's offer of service.
- xi. The principal, on behalf of the Board, will retain the right to accept or decline any volunteer's offer of service. If the decision is not to proceed, the principal will notify the volunteer applicant.
- xii. The principal, or his or her designate, will maintain a Checklist of Criminal Record and Vulnerable Sector Checks pertaining to volunteers (see Appendix D). The original Criminal Record Check and Vulnerable Sector Check will remain with the volunteer.
- xiii. Successful volunteer candidates will be asked to provide an email address so the process of training and vaccine attestation can begin.
- xiv. Volunteers are required to complete online health and safety and accessibility training in addition to providing a recent criminal record check. Human Resources will provide instructions on how to register for the online training modules.
- xv. The principal will collect, on an annual basis, an Offence Declaration from all volunteers. If a declaration is not signed on an annual basis, then new Criminal Clearance checks are once again required. An information sheet on each volunteer will be kept at the school. (see Appendix E)

- xvi. For any volunteer task/assignment, the volunteer and the principal will sign a Volunteer Contract. (see Appendix G)

c. Approving the Task/Assignment

- i. The principal will clearly define the tasks and the expectations for the volunteer.
- ii. All volunteers will demonstrate a clear understanding of their activities, duties, responsibilities, rights, and the parameters of their involvement.

d. Orientation for School Volunteers

- i. All volunteers will be properly welcomed and provided with essential information. A tour of the school, introduction to staff, and orientation workshop are essential for new volunteers.
- ii. The principal will provide an orientation for the volunteer, which includes:
 - expectations and role description of the task/assignment;
 - a copy of relevant and related school rules and routines - e.g. student code of behaviour, emergency procedures, etc.;
 - school administration procedures relevant to volunteer - e.g. sign-out and sign-in procedures, bell times, notification of absence, coffee breaks, lunch breaks, key telephone numbers, school calendar, etc.;
 - a review of related policies and procedures and applicable legislation (e.g., Health & Safety, CAS Joint Protocol).
 - a review of the board's Statement about Confidentiality and Privacy (see [Appendix J](#))

e. Training for Volunteers

Where necessary, school staff will provide “on-the-job” training to volunteers that involves learning through job experience supported by good communication links to staff.

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

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

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

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

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

 - encouragement, praise, and thanks on a regular basis;
 - acknowledge contribution through the school newsletter;
 - annual school recognition assembly, event, luncheon, etc.;
 - invitation to special school events.
3. The principal and staff of the school shall ensure that volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction and that volunteers of students have regular direct supervision of Board staff at all times.
4. The principal and staff shall ensure that volunteers will:
 - not be involved in the evaluation of students, school personnel, or programs;
 - not be given access to personal information regarding students, their families, or staff unless it is essential to their performance as a volunteer.

5. School staff shall not retain original copies of Criminal Records clearances. A checklist of volunteers having completed a successful Criminal Clearance shall be retained in a confidential file.
6. Volunteers shall perform their assigned tasks as directed by Board staff and the participation of volunteers shall be respective of any collective agreement requirements.
7. Volunteers shall maintain, in confidence, any personal information which is shared with them in the performance of their duties, in compliance with the Municipal Freedom of Information and Protection of Privacy Act.

Responsibilities:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

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

Human Resource Services is responsible for:

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

Principals and Vice-Principals are responsible for:

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

Volunteers are responsible for:

- Complying with the requirements of this Administrative Procedure.

Progress Indicators:

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

Definitions:

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

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

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

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

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

The Police Information Check WILL NOT include:

- (a) convictions where a pardon has been granted;
- (b) convictions under provincial statutes;
- (c) Ministry of Transportation information (PARIS);

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

POLICE VULNERABLE SECTOR CHECK (PVSC) - The Police Vulnerable Sector Check is restricted to applicants seeking employment and/or volunteering with vulnerable individuals. It is a collection of offence information, including convictions, non-convictions, and other relevant police contact information available from a local police agency's records management system and other systems/records where authorized. This check will include sexual offence convictions for which the individual has received a pardon where authorized by the Minister of Public Safety and Emergency Preparedness. The Police Vulnerable Sector Check WILL include the following information:

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

The Police Vulnerable Sector Check WILL NOT include:

- (a) convictions under provincial statutes;
- (b) Ministry of Transportation information (PARIS);

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

OFFENCE DECLARATION - An offence declaration is a written declaration signed by an individual listing all of the individual's convictions for criminal offences, including, but not limited to, offences under the *Criminal Code (Canada)*, *Controlled Drugs and Substances Act*, *Narcotic Control Act*, *Firearms Act*, and/or *Immigration Act* up to the date of the declaration:

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

References:

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

Appendices:

- [Appendix A Request for Police Record Check](#)
- [Appendix B Criminal Record Clearance Request](#)
- [Appendix C Consent for a Criminal Record Check for a Sexual Offence for Which a Pardon Has Not Been Issued](#)
- [Appendix D Checklist of Criminal Record and Vulnerable Sector Check](#)

- [Appendix E Volunteer Annual Offence Declaration](#)
- [Appendix F Volunteer Emergency Contacts](#)
- [Appendix G Volunteer Contract](#)
- [Appendix H Statement of Liability Insurance](#)
- [Appendix I Volunteer Driver Form](#)
- [Appendix J Statement about Confidentiality and Privacy](#)
- [Appendix K Statement of Disclosure of Abuse by a Student to a Volunteer](#)
- [Appendix L Statement on Health & Safety Issues](#)
- [Appendix M Standard Health & Safety Requirements](#)

B.8.

Recommended Action:

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

#1005 – Volunteers in Our Schools, be received and posted as amended under Directional Policy ***#1000 – Parent and Community Relations***.

Carried