



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, November 17, 2020

6:30 – 8:30 p.m.

CATHOLIC EDUCATION CENTRE – BOARDROOM

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Chairperson: Emmanuel Pinto

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

A. Call to Order:

1. Opening Prayer, Emmanuel Pinto.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishinaabe.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Committee Meeting held on October 20, 2020. Page 3
6. Business Arising from the Minutes.
Administrative Procedure – New #910, Old #801 Page 7
Suspension, Expulsion, and Appeal
Michael Nasello, Director of Education

B. Presentations / Recommended Actions:

1. Update on Framework for Policy Development
Michael Nasello, Director of Education
2. R.A.: Draft Administrative Procedure – New #324, Old #825-001 Page 22
Concussion Protocol, Awareness & Training
Pepe Garieri, Superintendent of Learning / Learning Technologies / P/J Program
Wayne Clark, Principal, St. Alphonsus Catholic Elementary School, Peterborough

3. R.A.: Draft Directional Policy – #700 Page 40
Equity and Inclusive Education
Steve O’Sullivan, Superintendent of Learning / I/S Program / Faith and Equity

4. R.A.: Draft Administrative Procedure – New #1004, Old #602 Page 50
Catholic Parent Engagement Committee
Michael Nasello, Director of Education

C. Information Items:

D. Next Meeting:

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

E. Conclusion:

1. Closing Prayer, Braden Leal.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, October 20, 2020 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Linda Ainsworth, Michelle Griepsma, Helen McCarthy (via video conference).
David Bernier (via video conference), Braden Leal (via video conference), Kevin MacKenzie (via video conference).

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

Guests:

Regrets: Josh Hill (Senior Student Trustee), Eli McColl (Junior Student Trustee),
Emmanuel Pinto (Committee Chairperson).

Recorder: Andrea Bradley.

Michelle Griepsma, Board Chairperson, chaired the Policy Development Committee Meeting for Emmanuel Pinto, Committee Chairperson.

MOTION: Moved by Helen McCarthy, seconded by Kevin MacKenzie, that Emmanuel Pinto (Committee Chairperson), Peterborough County Trustee, be excused from the Tuesday, October 20, 2020 Policy Development Committee Meeting.

Carried.

A. Call to Order:

Michelle Griepsma, Board Chairperson, called the meeting to order.

1. Opening Prayer.

Michelle Griepsma, Board Chairperson, called the meeting to order at 6:33 p.m. and asked Linda Ainsworth to lead the Opening Prayer.

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

3. Approval of the Agenda.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal, 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 May 13, 2020.

MOTION: Moved by Linda Ainsworth, seconded by David Bernier, that the Minutes of the Policy Development Committee Meeting held on May 13, 2020, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising from the Minutes.

B. Recommended Actions/Presentations:

1. R.A.: Draft Administrative Procedure – New #910, Old #801

Suspension, Expulsion, and Appeal

Tim Moloney, Superintendent of Learning / Student Success, presented new draft Administrative Procedure – **#910 – *Suspension, Expulsion, and Appeal*** to the Policy Development Committee and answered questions and concerns from Trustees. The director was asked to follow up with legal counsel on the practice of bringing the expulsion committee recommendations to the Board for approval.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#801 – Safe Schools – Suspension, Expulsion, and Appeal**, be deleted and the revised, newly formatted, Administrative Procedure – **#910 – Suspension, Expulsion, and Appeal**, be received and posted as amended under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried

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

Catholic Parent Engagement Committee

Michael Nasello, Director of Education, presented new draft Administrative Procedure – **#1004 – Catholic Parent Engagement Committee** to the Policy Development Committee and answered questions. Michael will be making some minor changes to the new draft Administrative Procedure prior to taking it to the next CPEC meeting for input. The new draft Administrative Procedure will return to the Policy Development Committee on November 17, 2020.

3. R.A.: Revision to the Framework for Policy Development

Michael Nasello, Director of Education, reviewed the Framework for Policy Development with the Policy Development Committee highlighting the revision that has been made.

MOTION: Moved by David Bernier, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board that the “**Framework for Policy Development**” document be approved with the revision to include ‘**Healthy Schools and Workplaces**’ as a Directional Policy.

Carried

C. Information Items:

1. Administrative Procedure – New #817 (previously posted)

Students Wearing Masks

Michael Nasello, Director of Education, presented new Administrative Procedure – **#817 – Students Wearing Masks** to the Policy Development Committee and answered questions.

Draft

2020-PD-15

MOTION: Moved by Helen McCarthy, seconded by Kevin MacKenzie that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#817 – Students Wearing Masks** be received and posted under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried

D. Next Meeting:

1. Tuesday, November 17, 2020 6:30 p.m. – 8:30 p.m.

E. Conclusion:

1. Closing Prayer.

Michelle Griepsma, Board Chairperson, asked Kevin MacKenzie to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Linda Ainsworth seconded by Braden Leal, that the Policy Development Committee Meeting adjourn at 8:16 p.m.

Carried.

Michelle Griepsma, Board Chairperson per
Emmanuel Pinto, Committee Chairperson
/ab

Michael Nasello
Director of Education



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> SUSPENSION, EXPULSION, AND APPEAL	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 910 (NEW) 801 (OLD)
<small>Directional Policy</small> 900 – Safe and Accepting Schools	

TITLE OF ADMINISTRATIVE PROCEDURE:

Suspension, Expulsion, and Appeal

DATE APPROVED:

X

PROJECTED REVIEW DATE:

X

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the [Safe and Accepting Schools Directional Policy - 900](#) by ensuring our students feel safe and secure and that our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Suspension, Expulsion, and Appeal Administrative Procedure supports the Board's Mission to educate students in faith-filled, safe, inclusive learning communities. This Administrative Procedures also supports the strategic priority to learn by enabling all students to become reflective, self-directed, life-long learners. This is achieved when students are supported with developing the social-emotional and communication skills needed to regulate themselves, resolve conflict and develop the habits of making healthy behaviour choices.

Strategic Priorities 2017-2020

Vision
Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

This Administrative Procedure sets out guidelines for suspension and expulsion in accordance with the progressive disciplinary measures and processes outlined in the Education Act and its Regulations. This Administrative Procedure also provides steps to be taken for Suspension Appeals and Expulsion Hearings to ensure a fair and measured disciplinary process for each student, based on the balance of probabilities.

The Board shall be committed to the development of each student as a moral, faithful person created in the image of God and shall support the learning of each student and the safety of the Catholic school community.

1.0 Suspension

Activities that may lead to suspension for students in grades 4 to 12

As outlined in subsection 306(1) of the Education Act (a to f), a principal shall consider whether to suspend a student in grades 4 to 12 if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) Uttering a threat to inflict serious bodily harm on another person;
- b) Possessing alcohol, cannabis (unless the student is authorized to use cannabis for medical purposes), or illegal drugs;
- c) Being under the influence of alcohol or cannabis (unless the student is authorized to use cannabis for medical purposes);
- d) Swearing at a teacher or at any person in a position of authority;

- e) Committing an act of vandalism that causes extensive damage to school property at the student's school or to property on school premises; or
- f) Bullying, including cyber-bullying.

In addition to the reasons outlined in subsection 306(1) of the Education Act, the Board provides supplementary reasons for a principal to consider suspension. They are as follows:

- g) Persistent truancy;
- h) Persistent opposition to authority;
- i) Habitual neglect of duty;
- j) Use of profane or improper language;
- k) Use of tobacco and/or vaping products;
- l) Theft and/or extortion;
- m) Aid or incite harmful behaviour;
- n) Physical assault and/or fighting;
- o) Being under the influence and/or in possession of restricted drugs;
- p) Sexual, racial, and/or personal harassment;
- q) Possession or misuse of any harmful substances;
- r) Prejudice, bias or hate-motivated violence;
- s) Development and/or distribution of hate material;
- t) Inappropriate use of computer equipment, websites, electronic media or communication devices;
- u) Conduct injurious to the school climate, including to the physical or mental well-being of others in the school; or
- v) Serious breach of the Board's Code of Conduct.

Kindergarten to Grade 3

As per the Education Act, Ontario Regulation 440/20, a student in Kindergarten to Grade 3 cannot be suspended for the activities listed in subsection 306(1) of the Education Act, or for supplemental reasons approved by the Board, however, these incidents are still unacceptable in schools and must be reported to the principal.

Guidelines

- 1.1 All employees of the Board, who become aware that a student may have engaged in a serious student incident, shall report the matter to the principal as soon as reasonably possible.
- 1.2 When inappropriate student behaviour occurs, Principals will use a progressive discipline approach which combines early and ongoing interventions to promote positive student behaviour. Principals will consider a range of options to determine the most appropriate way to respond to each situation and help students learn from their choices while taking into account their individual circumstances. In some cases, a suspension may be necessary.
- 1.3 The principal will conduct an investigation in accordance with the legislated requirements outlined in detail in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and

Procedures Manual and consider suspension along with mitigating factors, student's history, and other relevant factors.

- 1.4 The principal will consult with the appropriate Family of Schools Superintendent about a suspension from school greater than five days.
- 1.5 Written notification about suspension will comply with the requirements of legislation regarding timelines, information, homework for short-term suspensions, or learning program for students on long-term suspension, and the appeal process. Specific information about reports and forms is found in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual.
- 1.6 A student/parent/guardian who is considering appealing a suspension may meet with the appropriate Family of Schools Superintendent to discuss matters related to the suspension.
- 1.7 A student/parent/guardian may appeal a suspension by writing to the Director of Education within ten school days of the commencement of the suspension.
- 1.8 Upon receipt of a suspension appeal request from a student/parent/guardian, the Director will advise the appropriate Family of Schools Superintendent and the Superintendent of Safe Schools.
- 1.9 The appropriate Family of Schools Superintendent will review the suspension details. Subject to the legislated provisions surrounding the record related to suspensions which have required the completion of a Safe Schools Incident Reporting Form or which involve bullying, the appropriate Family of Schools Superintendent may:
 - a) confirm the suspension and the duration of the suspension;
 - b) confirm the suspension, but shorten the duration of a suspension two days or more in length and amend the record of the suspension accordingly; or
 - c) quash the suspension and expunge the record of the suspension even if the suspension that is under appeal has already been served.
- 1.10 If a settlement of the appeal is reached, between the student/parent/guardian and the appropriate Family of Schools Superintendent, it will be documented in a letter issued by the appropriate Family of Schools Superintendent and the appeal will be deemed to have been remedied.
- 1.11 The Director of Education, upon receipt of a suspension appeal, will establish a Suspension Appeal Committee. The Committee will convene within 15 days of receipt of the appeal, or at a later date, as agreed to by both parties. The Appeal Committee will consist of three trustees who have had no prior involvement in the matter under appeal. The Appeal Committee Meetings will be held in-camera.

- 1.12 The Superintendent of Safe Schools will provide the parties with information (e.g. procedural requirements, order of presentation, who may attend, and timelines for rendering a decision) about the appeal process as detailed in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual.
- 1.13 Subject to the legislated provisions surrounding the record related to suspensions which have required the completion of a Safe Schools Incident Report Form or which involve bullying, the Suspension Appeal Committee may:
- a) confirm the suspension and the duration of the suspension;
 - b) confirm the suspension, but shorten the duration of a suspension two days or more in length, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
 - c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.
- 1.14 The decision of the Suspension Appeal Committee will be the decision of the Board and it is final.

2.0 Expulsion

Activities that may lead to expulsion for students in grades 4 to 12

As outlined in subsection 310(1) of the Education Act (a to i), a principal shall suspend a student (in grades 4 to 12) for up to 20 days and conduct an investigation to determine whether to recommend to the Board that the student be expelled if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) Possessing a weapon, including possessing a firearm;
- b) Using a weapon to cause or to threaten bodily harm to another person;
- c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) Committing sexual assault;
- e) Trafficking in weapons or in illegal drugs;
- f) Committing robbery;
- g) Giving alcohol or cannabis to a minor;
- h) Bullying, if,
 - i. the student (between grades 4 to 12) has previously been suspended for engaging in bullying, and
 - ii. the student's continuing presence in the school creates an unacceptable risk to the safety of another person.
- i) Any activity listed in subsection 306(1) of the Education Act, and supplemental reasons approved by the Board, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

In addition to the reasons outlined in subsection 310(1) of the Education Act, the Board provides supplementary reasons for a principal to consider recommendation for expulsion. They are as follows:

- j) Conduct injurious to the school climate, including to the physical or mental well-being of others in the school; or
- k) Serious breach of the Board's Code of Conduct.

Kindergarten to Grade 3

As per the Education Act, Ontario Regulation 440/20, if a student in Kindergarten to Grade 3 engages in any of the activities that may lead to expulsion for students in grades 4 to 12, the principal will conduct an investigation regarding the allegations to determine if the student should be suspended.

Guidelines

- 2.1 The principal will conduct an investigation in accordance with the legislated requirements outlined in detail in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual and consider a 20 day suspension and the recommendation for a possible expulsion along with mitigating factors, student's history, and other relevant factors.
- 2.2 The principal will consult with the appropriate Family of Schools Superintendent about a suspension from school greater than five days.
- 2.3 If there is consideration of a possible expulsion, the principal will issue a 20 day suspension which may be shortened if so warranted by the principal's investigation.
- 2.4 If the principal does not recommend consideration of expulsion to the Board, the principal will inform the student/parent/guardian that the suspension may be appealed.
- 2.5 If the principal imposes a 20 day suspension and decides to recommend to the Board that the student be expelled, the principal will prepare a report with specified components outlined in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual. The principal will provide a copy of the report to the student/parent/guardian, the Family of Schools Superintendent, the Superintendent of Safe Schools, and the Director of Education, along with written notification that the recommendation will be referred to the Expulsion Committee for consideration. A copy of the report will be retained in the student's OSR for a period as determined by the Board's records retention guidelines.
- 2.6 The written notice to the student/parent/guardian will provide details about the reason for recommending expulsion to the Board, along with details about the expulsion process, and options available to the student/parent/guardian.

- 2.7 The Director of Education, upon receipt of a recommendation for possible expulsion, will establish an Expulsion Committee. The Expulsion Committee will consist of five trustees who have had no prior involvement in the matter under consideration for expulsion. All Expulsion Committee Meetings will be held in-camera.
- 2.8 The Expulsion Committee must convene within 20 days of the first day of the suspension to conduct an Expulsion Hearing or to review the Minutes of Settlement. The Expulsion Committee may convene at a later date if agreed to by both parties.
- 2.9 The Expulsion Committee will conduct the meeting in accordance with the following options available to the student/parent/guardian:
- a) Option 1 - Expulsion Hearing
The Superintendent of Safe Schools will provide the school principal and student/parent/guardian with information (e.g. procedural requirements, order of presentation, who may attend, and time lines for rendering a decision) about the Expulsion Hearing as detailed in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual.
- b) Option 2 - Minutes of Settlement
The Minutes of Settlement set out the foundational points of a settlement reached between the student/parent/guardian and Peterborough Victoria Northumberland and Clarington Catholic District School Board to expel the student. This document is signed by the student/parent/guardian and the Superintendent of Safe Schools. By signing the Minutes of Settlement the student/parent/guardian consents to the decision as determined by the Expulsion Committee.
- 2.10 In rendering a decision, the Expulsion Committee may:
- a) not expel the student, confirm the 20 day suspension, shorten its duration or withdraw it, and provide information about the right to appeal the suspension at this point;
- b) expel the student from his/her school and assign the student to another school; or
- c) expel the student from all schools of the Board and assign the student to a program for expelled students.
- 2.11 The decision of the Expulsion Committee will be the decision of the Board.
- 2.12 Following the Expulsion Committee Meeting, the Director of Education will provide written notice promptly to the student/parent/guardian outlining the decision of the Expulsion Committee.

- 2.13 If the decision of the Expulsion Committee is to expel the student, the written notice will include information regarding the program for expelled students to which the student is assigned; and the right to appeal.
- 2.14 If the Expulsion Committee decides to expel the student, the decision may be appealed by a party, as outlined in Bill 212, to the Child and Family Services Review Board.
- 2.15 If the Expulsion Committee decides to expel the student, and once the student has successfully completed the program for expelled students, as determined by the teacher, the student may make an application to the Director of Education to be admitted back to a school of the Board.
- 2.16 If the Director of Education is satisfied that the matters leading to expulsion have been remedied, the Director will admit the student back to a school of the Board and a transition meeting will be scheduled at the school to facilitate the student's re-entry. A written notification of re-entry to the student's school will be provided by the Director of Education.

3.0 Records Management

- 3.1 School administrators are to follow Ontario Ministry of Education OSR Guidelines, 2000 and the Board's Record Retention Schedule with respect to the removal and retention of Notices of Suspension and Violent Incident Forms in the student's OSR.
- 3.2 If the Principal has taken action, following the investigation of a Safe Schools Incident Report, the following must be completed:
 - a) a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate.
 - b) The names of all students that appear on the form - both students who have engaged in the activity and students who have been harmed - must be removed from the form before it is filed.
 - c) In situations where a student was harmed and who also engaged in a serious student incident, information regarding the incident and the action taken will be placed in that student's OSR.
 - d) The form and documentation must be kept in the OSR for a minimum of one year.
- 3.3 If the principal has identified the incident as violent and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:
 - a) one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
 - b) three years, if the student was suspended for the violent incident;
 - c) five years, if the student was expelled for the violent incident.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring alignment with the Safe and Accepting Schools Directional Policy;
- reviewing the Suspension, Expulsion and Appeal Administrative Procedure as part of its regular policy and procedures review cycle; and
- supporting the Suspension Appeal and Expulsion Committee process.

The Director of Education is responsible for:

- designating resources for ensuring the implementation of and compliance with this Administrative Procedure;
- upon receipt of a suspension appeal request from a student/parent/guardian, advising the appropriate Family of Schools Superintendent and the Superintendent of Safe Schools;
- upon receipt of a suspension appeal, establishing a Suspension Appeal Committee consisting of three trustees who have had no prior involvement in the matter under appeal;
- upon receipt of a recommendation for possible expulsion, establishing an Expulsion Committee consisting of five trustees who have had no prior involvement in the matter under consideration for expulsion;
- providing written notice promptly to the student/parent/guardian outlining the decision of the Expulsion Committee, which, if the decision of the Expulsion Committee is to expel the student, will include information regarding the program for expelled students to which the student is assigned and the right to appeal;
- ensuring that the Board operates a program for students on long-term suspension and a program for expelled students, in accordance with the Education Act and Ministry of Education guidelines; and
- admitting a student back to the school if the Director is satisfied that the matters leading to expulsion have been remedied and providing written notification of re-entry to the student's school.

Superintendent of Safe Schools is responsible for:

- reviewing and revising this administrative procedure as necessary;
- providing the parties with information (eg. procedural requirements, order of presentation, who may attend, and time lines for rendering a decision) about the appeal process as detailed in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual; and
- supporting the student/parent/guardian and the trustees throughout the appeal and expulsion committee process.

Family of Schools Superintendents are responsible for:

- supporting the implementation of this administrative procedure;
- meeting with a student/parent/guardian to discuss matters related to a suspension, in cases where student/parent/guardian may be considering appealing a suspension; and
- providing a letter, if a settlement has been reached, which confirms that the appeal has been remedied.

Principals are responsible for:

- implementing school wide progressive discipline practices that utilize a continuum of interventions, supports, and consequences to address inappropriate student behaviours;
- investigating all “Safe Schools Incident Reports” submitted by Board employees;
- consulting with the appropriate Family of Schools Superintendent about a suspension from school greater than five days; and
- implementing processes as outlined in the Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual.

All employees of the Board are responsible for:

- reporting to the school principal, as soon as reasonably possible, when they become aware that a student of the Board may have engaged in a serious student incident. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day; and
- confirming all reports of serious student incidents, including those made orally to the principal, using the “Safe Schools Incident Reporting Form”.

Teachers are responsible for:

- supporting school wide progressive discipline practices that utilize a continuum of interventions, supports, and consequences to address inappropriate student behaviours; and
- providing suspended students with schoolwork.

PROGRESS INDICATORS:

- The Suspension, Expulsion, and Appeal Administrative Procedures is applied consistently at all Peterborough Victoria Northumberland and Clarington Catholic District School Board educational settings;
- School wide progressive discipline practices are evident at all Peterborough Victoria Northumberland and Clarington Catholic District School Board educational settings;
- All Board employees report serious student incidents to the respective principal as soon as reasonably possible;
- School based discipline data reflects positive trends in student behaviour; and
- School climate surveys indicate that staff and students feel safe, included, and supported in their learning and work environments accordingly.

DEFINITIONS:

Appeal – Appeal is the legislated right of a person to have a decision reviewed by another person in authority or a committee formed for such a purpose.

Authority to Suspend - A principal has the authority to suspend a student for up to 20 school days in accordance with Board policy and legislation. An appropriate Superintendent of Learning (defined as the Superintendent of Learning responsible for the supervision of the school in his or her family of schools) may act in place of the principal during a visit to the school in accordance with Regulation 298, Section 26 (1): The appropriate Superintendent of Learning, in addition to the duties under the Act, may, during a visit to the school, assume any authority and responsibility of the principal of the school. A vice-principal may perform the duties of the principal in accordance with Regulation 298, Section 12, Subsections (2) and (3): A vice-principal shall perform such duties as are assigned to the vice-principal by the principal. In the absence of the principal of the school, a vice-principal, where a vice principal has been appointed for the school, shall be in charge of the school and shall perform the duties of the principal.

Balance of Probabilities – The term “balance of probabilities” refers to a process of arriving at a decision or judgement by weighing the factors to determine the most likely sequence of actions and decisions taken to arrive at an already effected outcome. It answers the question, “What is this person most likely to have done in order to achieve this outcome?”

Bullying

- a) “Bullying” means aggressive and typically repeated behaviour by a student where, the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual’s reputation, or harm to the individual’s property, or
 - ii. creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education;

For the purposes of the definition of “bullying”, behaviours include the use of any physical, verbal, electronic, written, or other means.

Cyber-bullying

For the purposes of the definition of “bullying”, bullying includes bullying by electronic means (commonly known as cyberbullying), including,

- a) creating a web page or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Child and Family Services Review Board - The Child and Family Services Review Board has jurisdiction under the Child and Family Services Act and the Education Act to hear applications and appeals of matters affecting children, youth and families.

Expulsion – An expulsion is the withdrawal of a student from one school where the infraction took place or from all the schools of the Board. The suspension preceding a recommendation to the Expulsion Committee for expulsion will usually be 20 days in length. It can be appealed if the principal does not recommend expulsion to the Expulsion Committee or once the Expulsion Committee has rendered its decision.

In-Camera - A process where the public and press are not allowed to observe the procedure or process.

Mitigating Factors – Ontario Regulation 472/07, “Behaviour, Discipline and Safety of Pupils” (formerly “Suspension and Expulsion of Pupils”)

Relevant excerpts from Ontario Regulation 472/07, made under the Education Act, are provided below for ease of reference.

For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

- 1) The pupil does not have the ability to control his or her behaviour.
- 2) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- 3) The pupil’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other factors

For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

- 1) The pupil’s history.
- 2) Whether a progressive discipline approach has been used with the pupil.

- 3) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- 4) How the suspension or expulsion would affect the pupil's ongoing education.
- 5) The age of the pupil.
- 6) In the case of a pupil for whom an individual education plan has been developed,
 - a) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - b) whether appropriate individualized accommodation has been provided, and
 - c) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Nexus – The umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student's behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

Ontario Student Record (OSR) - The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario.

Parties – Persons who are involved, directly or indirectly, or who have been identified as essential to the resolution of the matter, such as, but not limited to, the student/parent/guardian, Principal, Superintendent of Learning, Superintendent of Safe Schools, Director of Education, Trustees.

Program for Expelled Students - The program for each student will include both the academic and non-academic components. The content and balance of the program for a student will depend on the needs of the student, and the nature and severity of the behaviour that led to the expulsion.

Program for Students on Long-Term Suspension

(Six to Ten School Days) - The program will include an academic component to support the student in continuing his or her education. The Board will consider what types of support, if any, the student may require during the suspension and upon his or her return to school. The Board will also consider continuing any supports that may have been in place for the student prior to the suspension. In the case of students with special education needs, the Board will provide appropriate support consistent with the student's IEP.

(11 to 20 School Days) - The program will consist of both an academic and a non-academic component to support the student on a long-term suspension of 11 to 20 school days in continuing his or her education. The Board will also consider continuing any types of support that may have been in place for the student prior to the suspension. In the case of students with special education needs, the Board will provide appropriate support consistent with the student's IEP.

Safe Schools Incident Reporting Form – A method for School Board employees to report serious student incidents that can have a negative impact on the school climate to the principal.

Student/Parent/Guardian – A parent, a legal guardian, a student 18 years of age and over, or a student over the age of 16 who has withdrawn from parental control.

Suspension – Suspension is the withdrawal of a student from a specific school and from engaging in school-related activities if the student commits any infraction for which suspension must be considered under section 306 of the Education Act and the policies of the Board for a period of one to 20-days beginning on the day after the infraction took place.

Violent Incident – is defined as:

- a) possessing a weapon, including possessing a firearm;
- b) physical assault causing bodily harm requiring medical attention;
- c) sexual assault;
- d) robbery;
- e) using a weapon to cause or to threaten bodily harm to another person;
- f) extortion; or
- g) hate and/or bias-motivated occurrences.

Withdrawal from Parental Control (also known as emancipation) – In exceptional circumstances, a minor, over the age of 16, and living in Ontario, can choose to leave the family home and live independently, without having to obtain the permission of their parents or the court.

Section 65 of the Children's Law Reform Act, R.S.O. 1990, Chapter C.12, references the right of a child of sixteen or more years of age to withdraw from parental control.

Once it has been substantiated that a student has withdrawn from parental/guardian control, the parent(s)/guardian loses all right to educational information, as well as any other information to which the school/Board may have access such as personal information (e.g. address or phone number).

REFERENCES:

- [Bill 13 - Safe and Accepting Schools Act - 2012](#)
- [Bill 157 - Keeping Our Kids Safe at School – 2009](#)
- [Bill 212 - Behaviour, Discipline and Safety – 2007](#)
- [Ontario Student Record \(OSR\) Guidelines](#)
- Ministry of Education Policy/Program Memoranda (PPM):
 - 120, “[Reporting Violent Incidents to the Ministry of Education](#)”
 - 128, “[The Provincial Code of Conduct and School Board Codes of Conduct](#)”
 - 141, “[School Board Programs for Students on Long-Term Suspension](#)”
 - 142, “[School Board Programs For Expelled Students](#)”
 - 144, “[Bullying Prevention and Intervention](#)”
 - 145, “[Progressive Discipline and Promoting Positive Student Behaviour](#)”
- [Local Police/School Board Protocol - 2016](#)
- [Ontario Education Act](#)
 - 265 (1) Duty of Principal, (m) Access to school or class
 - [Ontario Regulation 37/01 - Expulsion of a Student](#)
 - [Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Students](#)
 - [Ontario Regulation 521/01 - Collection of Personal information](#)
 - [Ontario Regulation 440/20 - Suspension of Elementary School Pupils](#)
- Children's Law Reform Act, R.S.O. 1990, c. C.12
 - [Section 65 \(Where child is sixteen or more years old\)](#)
- [Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario's Equity and Inclusive Education Strategy, 2009](#)
- [Ontario Human Rights Code](#)
- [PVNC Administrative Procedures Supporting Positive Student Behaviour: Safety for All](#)
- [PVNC Administrative Procedure for Safe Schools: Code of Conduct](#)
- [PVNC Administrative Procedure for Safe Schools: Suspension, Expulsion, and Appeal](#)
- [PVNC Administrative Procedure for Safe Schools: Progressive Discipline and Promoting Positive Student Behaviour](#)
- [PVNC Administrative Procedure for Safe Schools: Bullying Prevention and Intervention](#)
- [PVNC Administrative Procedure for Safe Schools: Delegation of Authority](#)
- [PVNC Administrative Procedure: Safe Arrivals - Elementary](#)
- [PVNC Directional Policy: Equity and Inclusive Education](#)
- [PVNC Administrative Procedure: Safety and Conduct on School Buses](#)
- [Peterborough Victoria Northumberland and Clarington Catholic District School Board Safe Schools Resources and Procedures Manual](#)
- Peterborough Victoria Northumberland and Clarington Catholic District School Board Records Management Manual

ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure Section</i>	<i>Administrative Procedure Number</i>
Concussion Protocol, Awareness & Training	324
<i>Directional Policy</i>	
<i>Student Achievement and Well Being</i>	



Draft

TITLE OF ADMINISTRATIVE PROCEDURE:

Concussion Protocol, Awareness & Training

DATE APPROVED:

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the [Student Achievement and Well-Being Directional Policy – 300](#) by ensuring that the Board maximizes, to the extent possible, the achievement and well-being of all students.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

This administrative procedure aligns with the Board’s multi-year strategic plan, specifically as an expression of its mission “to educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body, and spirit of all”.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

BACKGROUND:

On March 7, 2018, the Ontario government enacted Rowan's Law (Concussion Safety), 2018, and amended the Education Act, to protect amateur athletes, including students, by improving concussion safety on the field and at school. The amendments to the Education Act came into force on July 1, 2019, and gave the Minister of Education the authority to require school boards to comply with policy and guidelines on concussions, consistent with Rowan's Law.

With the authority under the Education Act, the Minister requires all school boards in Ontario to have a policy on concussion safety for students. The updates to Policy/Program Memorandum 158 - School Board Policies on Concussion now requires all school boards to protect amateur athletes, including students, by improving concussion safety on the field and at school by ensuring that students, parents, coaches and officials are aware, trained and review concussion protocols annually.

PVNCCDSB is committed to helping all students succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, PVNCCDSB supports concussion awareness, prevention, identification, management, tracking, and training in schools through legislation, policy, and resources.

The implementation of this administrative procedure in all schools in our Board is another important step in creating safe and healthy learning environments. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are

developed through expectations in various subjects and disciplines in the Ontario curriculum.

ACTION REQUIRED:

1. The Board will ensure that information on concussion awareness, prevention, identification, and management is made available to all students, staff, parents/guardians, and volunteers working within the Board. Ongoing communication will be maintained through a variety of communication strategies such as, the Board website and/or other appropriate channels.
2. The Board will ensure that relevant school board staff participate in annual concussion training which includes information on concussion awareness, prevention, and management.
3. All staff are required to implement the protocols and strategies for preventing concussions.
4. The Board will monitor the OPHEA Concussion Protocol, as part of OPASSE, and make recommendations for updates, as needed, to any Board documents related to concussions.

The updates to PPM 158 require all school board policies to include the following:

1. receipt of confirmation of annual review of approved Concussion Awareness Resources by individuals participating in board-sponsored interschool sports;
2. the establishment of Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
3. annual concussion training for relevant school staff;
4. the establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity;
5. the establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

Concussion Awareness and Prevention Strategies

All students, staff, and parents/guardians within the Board will receive information on concussion awareness and prevention and Codes of Conduct through an appropriate communication tool such as, the Board website and/or other appropriate channels;

- 1) All students will be taught about the risks of concussions (e.g. through the Ontario Curriculum expectations, Rowan's Law Day).
- 2) For extra-curricular sports and intramurals, the teacher/coach/trainer will meet with the students at the beginning of the season to discuss the following:
 - a) the rules of the game and the importance of practicing fair play and wearing properly fitted protective equipment;
 - b) the risks for concussion associated with the sport and how to minimize those risks; and

c) the student's responsibility to immediately inform the teacher and parent/guardian of any signs or symptoms of a concussion, and to remove him or herself from the activity.

Concussion Code of Conduct

- 1) All students/athletes, teachers/coaches/trainers, volunteers, and parents/guardians of students under the age of 18 will review, sign, and submit the appropriate Code of Conduct Form which includes information on signs and symptoms and the prevention of concussions.
- 2) Students under the age of 18 and their parents, will submit their signed forms to the school at the beginning of the school year and prior to participation in Board-sponsored interschool sports. These forms will be kept on file for the school year.
- 3) Coaches will submit their signed form to their principal/designate at the beginning of the school year and prior to participation in Board-sponsored interschool sports. These forms will be kept on file for the school year.

Concussion Training

Annual training on concussion awareness, prevention, identification, and management will be provided to school staff, Board employees, and school volunteers.

- 1) School staff, Board employees, and school volunteers will review the Board's Concussion Policy and Administrative Procedures annually.
- 2) New school staff, who are hired throughout the school year, will have access to concussion training through the appropriate channel (ie. NTIP program or the Human Resources Department).

Concussion Identification

- 1) In cases where a stakeholder suspects a concussion or a concussion event has occurred due to the nature of the impact, but there are no observable signs present, nor are there any symptoms reported, the stakeholder must report the incident to school administration and parents/guardians for 24 hour monitoring (as outlined by OPHEA).
- 2) Stakeholders who have identified a student as having a concussion/suspected concussion will follow the concussion protocol as outlined by OPHEA.
- 3) School staff, Board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek medical assessment by a physician or a nurse practitioner.
- 4) Medical doctors or nurse practitioners are the only professionals who can diagnose a concussion and provide medical clearance for a student to Return to Learn (RTL) or Return to Physical Activity (RTPA).
- 5) A student who is suspected of having sustained a concussion, or the student's parent, if the student is under 18 years of age:
 - a) are encouraged to provide confirmation that the student who is suspected of having sustained a concussion has undergone a medical assessment by a physician or nurse practitioner to support the student's return to learning; and

b) provide confirmation that the student who is suspected of having sustained a concussion has undergone a medical assessment by a physician or nurse practitioner that the student has been medically cleared, before the student can return to full participation in physical activity.

Concussion Management

- 1) When a student has been diagnosed with a concussion by a medical doctor or nurse practitioner, the principal/designate and school staff will follow the concussion protocol as outlined by OPHEA.
- 2) School staff will implement any recommended educational accommodations, as deemed appropriate by the medical doctor or nurse practitioner, for the student suffering from a diagnosed concussion;
- 3) The School Concussion Management Team will work with the student and his or her parents/guardians to follow and implement the Return to School Plan which includes the Return to Learn (RTL) and Return to Physical Activity (RTPA) Plan as outlined by OPHEA.

Concussion Tracking

- 1) School and Board staff will:
 - a) document and track the number of suspected and diagnosed concussion-related injuries using an appropriate recording system; and
 - b) track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

Rowan's Law Day

- 1) The last Wednesday in September (or as declared by the provincial government) is established as Rowan's Law Day as indicated in Bill 193. This day will be used to promote concussion awareness and prevention.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendent with responsibility for Healthy Schools is responsible for:

- developing strategies for the prevention and identification of concussions and procedures for diagnosed concussions;

- providing awareness training for all staff and ensure that they align with current best practices, and at a minimum, with the Ophea Concussion guidelines and OSBIE requirements;
- ensuring that concussion awareness and education strategies are made available to students and parents (websites, hand-outs, newsletters, Twitter, team meetings, curriculum, etc.); and
- ensuring that information on concussion protocols is provided to Community Users of school facilities and licensed third-party care providers not operating Extended Day programs.

Superintendents of Learning and System Portfolios are responsible for:

- supporting the implementation of this Administrative Procedures.

Manager of Communications is responsible for:

- creating a variety of communication strategies to ensure implementation of the Concussion Administrative Procedures; and
- creating a variety of materials to support concussion prevention, awareness and management (i.e., pamphlets, website banners, posters, social media feeds).

Managers and Supervisors are responsible for:

- ensuring all individuals whom they supervise, whether directly or indirectly, are aware of this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- leading the school community in communicating, understanding and implementing the Concussion Administrative Procedures;
- ensuring that the concussion protocol and procedures, as outlined by OPHEA guidelines and protocols, will be adhered to when a student suffers a potential concussion and/or has concussion-like symptoms;
- ensuring that forms are available to all staff ([PVNC Concussion Protocol Resource Document](#));
- ensuring that all staff have completed mandatory online training annually;
- in the event of a diagnosed concussion, informing the appropriate school staff, leading the school team, using a collaborative approach, to develop a Return to Learn/Return to Physical Activity Plan (Appendix C), and ensure that the Return to Learn/Return to Physical Activity Plan (Appendix C) process meets the individual needs of the student;
- supporting parents in understanding and following the protocols/strategies;
- ensuring forms and training are provided to those staff/volunteers that are coaching or officiating sports events/activities or offsite activities, as required;
- ensuring forms and training are available to students and parents/guardians involved in inter school sports, as required;
- communicating the importance of reporting any non-school related concussions; and
- ensuring that the school works closely with parents/guardians to support students with a concussion with their recovery and academic success.

Teachers are responsible for:

- annually review the Board's Policy and Administrative Procedure on Concussions, the Board's Concussion Handbook, OPHEA Concussion Protocols and participate in Board Concussion Training;
- being informed about what to do in the event of a concussion ([PVNC Concussion Protocol Resource Document](#)) ;
- participating in the required training and understand and follow Concussion Administrative Procedures, as appropriate to their roles;
- ensuring all equipment is certified (if applicable), in good condition, worn properly and is appropriate for the activity;
- planning age-appropriate activities and supervising students at all times;
- providing students with appropriate safety/concussion training prior to participating in activities ([PVNC Concussion Protocol Resource Document](#)) ;
- being aware of the methods of preventing concussion applicable to a specific activity and communicating these to students ([PVNC Concussion Protocol Resource Document](#)) ; and
- being aware of the management protocol in the event of a concussion, including Return to Learn/Return to Physical Activity Plan (Appendix C).

In addition to the above, teachers acting in a coaching/training capacity will:

- discuss safe play, rules of play, and concussion prevention and management with students prior to engaging in physical activity;
- complete a coach's Code of Conduct Form if he or she is coaching and supervising an interschool sport;
- verify that signed parental/guardian permission is on file prior to the student participating in an interschool sport, which acknowledges that they have reviewed the Board's student/athlete Code of Conduct.

Parents/Guardians are responsible for:

- learning the signs/symptoms of concussion with students;
- having the student assessed by a medical doctor or nurse practitioner, as soon as possible, in the event that a concussion is suspected;
- collaborating with the school and medical doctor or nurse practitioner to manage possible or diagnosed concussions appropriately;
- supporting concussed students with their recovery;
- cooperating with school staff and supporting a student on the Return to Learn/Return to Physical Activity Plan (Appendix C); and
- reporting any non-school related concussion to the school principal so that the Return to Learn/Return to Physical Activity Plan (Appendix C) can be implemented.

Students are responsible for:

- participating in all safety training to learn to recognize the signs/symptoms of concussions;
- wearing any required equipment in the correct manner;
- following all rules and regulations of an activity;
- immediately reporting any concussion symptoms to staff/coaches;
- informing staff/coaches if they notice/observe concussion signs in any of their peers;

- following concussion management strategies of their medical practitioner; and
- understanding and following the Return to Learn/Return to Physical Activity Plan (Appendix C) as directed by school staff.

The role of Medical Doctors and Nurse Practitioners include the following:

- reviewing the concussion forms completed by the school;
- providing support and medical assistance (where necessary) for the student's recovery process; and
- participating with the school in the recovery process and in the development or review of the Return to Learn/Return to Physical Activity Plan (Appendix C).

Board-sponsored Interschool Sports

Prior to participating in board-sponsored interschool sports...

Students are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).
- providing confirmation of review of Concussion Code of Conduct annually (beginning of school year).
- submitting confirmation of review of a board-approved concussion awareness resource and Concussion Code of Conduct to each coach of new sport being played in school year.

Parents/Guardians of students under 18 years of age are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).
- providing confirmation of review of Concussion Code of Conduct annually (beginning of school year).
- submitting confirmation of review of a board-approved concussion awareness resource and Concussion Code of Conduct to each coach of new sport being played in school year.

Team trainers are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).

- providing confirmation of review of Concussion Code of Conduct annually (beginning of school year).

Coaches are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year) .
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year) .
- reviewing the Concussion Code of Conduct annually (beginning of school year) .
- providing confirmation of review of Concussion Code of Conduct annually (beginning of school year).
- providing and tracking completion of Concussion Code of Conduct and approved concussion resources, for everyone.

Officials are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year) .
- providing confirmation of review of a board-approved concussion awareness resource annually.

DEFINITIONS:

Concussion – the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or a nurse practitioner. The definition of concussion given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Concussion Code of Conduct – sets out rules of behaviour to minimize concussions while playing sport.

Concussion Awareness Resources – information for amateur athletes, parents, coaches, team trainers and officials to improve concussion safety in amateur competitive sport. These resources are to be reviewed annually. Annually, confirmation must be provided by athletes, parents, coaches, team trainers and officials that he/she has reviewed the resources.

Interschool Sports – a competition or cooperation between schools. Carried on outside the bounds of an institution or community.

Ophea – a not-for-profit organization that champions healthy, active living in schools and communities through quality programs and services, partnerships and advocacy, and is led by the vision that all children and youth value and enjoy the lifelong benefits of healthy, active living.

Prevention Strategies

Primary – information/actions that prevent concussions from happening (e.g., rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are obstacle free).

Secondary – expert management of a concussion that has occurred (e.g., identification and Management- Return to Learn and Return to Physical Activity) that is designed to prevent the worsening of a concussion.

Tertiary – strategies that help prevent long-term complications of a concussion by advising the participating to permanently discontinue a physical activity/sport based on evidence-based guidelines.

School Team – led by the school principal, the school team should include:

- the concussed student;
- the student's parents/guardians;
- school staff and volunteers who work with the concussed student; and,
- the medical doctor or nurse practitioner.

PROGRESS INDICATORS:

1. Evidence that staff have implemented the protocols and strategies for preventing concussions.
2. Evidence that all staff have participated in concussion training (based on Ophea suggested protocols and strategies for preventing concussions).
3. Successful implementation of communication strategies to promote concussion awareness and training.
4. Evidence that students, coaches, trainers, officials and parents/guardians have participated in concussion awareness training and have signed a Concussion Code of Conduct.
5. Evidence of connections made to the curriculum, particularly in Health and Physical Education.

REFERENCES:

[Policy/Program Memorandum 158](#)

[OPHEA Concussion Protocol](#)

[Rowan's Law](#)

[Ontario Concussion E Module](#)

[Concussions Ontario](#)

[Parachute Canada - Concussions](#)

[OSBIE](#)

Appendix E: Player Code of Conduct (Concussion Safety) for Interschool Sports

This code of conduct is to be completed by all students participating in board sponsored interschool sport activities; it sets out rules of behavior to minimize concussions while playing sports.

Name of Student:	Grade:
School:	Sport Team (s):
Teacher/Coach:	

Respect yourself:

- I will wear the proper equipment and wear it correctly.
- I will develop my skills and body strength so that I can play the game to the best of my abilities.
- I understand that a concussion is a serious brain injury that has both short- and long term effects.
- I understand that I don't need to lose consciousness to have a concussion.
- I understand that any blow to the head, face, or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion.
- I understand that if I suspect I might have a concussion I should stop playing the sport immediately.
- I understand that continuing to play with a suspected concussion increases my risk of more severe, longer lasting concussion symptoms, as well as increases my risk of other injury.
- I will not hide my symptoms. I will tell my coach, trainer, parent, or other responsible person if I am concerned I have had a concussion and/or experience any signs and symptoms of concussion following a collision.
- I understand I will not be able to return to play following a collision where I experience signs and symptoms of concussion.
- I understand I will have to be cleared by a physician or qualified medical professional, preferably one with experience in concussion management, prior to returning to play.
- I understand I will have to follow the steps Return to Physical Activities plan when returning to activity.

Respect Others:

- I will respect the rules of the game.
- I will respect my opponents and play fair.
- I will not fight or attempt to injure anyone on purpose.

I will respect my teachers, coaches, trainers, parents and the medical professionals and any decisions made with regards to my health and safety.

I have reviewed the board approved [Concussion Awareness Resources \(https://www.ontario.ca/page/rowans-law-concussion-awareness-resources#section-4\)](https://www.ontario.ca/page/rowans-law-concussion-awareness-resources#section-4) within this school year (either through school or through my amateur competitive sports organization) prior to participation in the board sponsored interschool sport activity.

(Parent/Guardian name printed)

(Student Signature)

(Parent/Guardian signature)

(Date)

Appendix F: Parent/Guardian Code of Conduct for Interschool Sports

This code of conduct is to be completed by all parents of students participating in board sponsored interschool sports.

As a parent/guardian of _____ at _____
(Name) (School)

for the 20__ - 20__ school year, I am committed to:

Maintaining a safe learning environment

- I will encourage my child to bring potential issues related to the safety of equipment and the facilities to the attention of the coach/supervisor.
- I will ensure the protective equipment that we provide is properly fitted as per the manufacturer's guidelines, in good working order, and suitable for personal use.

Fair play and respect for all

- I will follow the school board's fair play and will support it by demonstrating respect for all students, coaches, officials, and spectators.
- I will encourage my child to demonstrate respect for teammates, opponents, officials, and spectators and to follow the rules of the sport and practice fair play.
- I will not pressure my child to participate in practices or games/competitions if they are injured.
- I will encourage my child to learn and follow the rules of the sport and follow the coach's/supervisor's instructions about prohibited play.
- I will support the coach's/supervisor's enforcement of consequences during practices and competition regarding prohibited play.
- I will respect the decisions of officials and the consequences for my child for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will encourage my child to follow their coach's/supervisor's instructions about the proper progression of skills and strategies of the sport and to ask questions and seek clarity regarding skills and strategies of which they are unsure.

Concussion recognition and reporting

- I will encourage my child to participate in discussions/conversations related to concussions, including signs and symptoms, with the coach/supervisor or caring adult.
- I will encourage my child to talk to their coach/supervisor/caring adult if they have any concerns about a suspected or diagnosed concussion or about their safety in general.
- I have read and am familiar with the Board's Concussion Policy and Support Document found on www.pvnccdsb.on.ca
- I understand that if my child receives a jarring impact to the head, face, neck, or elsewhere on the body that is observed by or reported to the coach/supervisor my child will be removed immediately from the sport, and:
- I am aware that if my child has signs or symptoms of a suspected concussion they must be taken to a medical doctor or nurse practitioner for a diagnosis as soon as reasonably possible that day and I will report any results to appropriate school staff.

- I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and in these cases my child must stop all physical activities and be monitored at home and at school for the next 24 hours.
- If no signs or symptoms emerge after 24 hours, I will inform the appropriate school staff and I understand my child will be permitted to resume participation.
- If signs or symptoms emerge, I will have my child assessed by a medical doctor or nurse practitioner as soon as reasonably appropriate that day and will report the results to appropriate school staff.
- I will inform the school principal, coach and/or other relevant school staff when my child experiences signs or symptoms of a concussion, including when the suspected concussion occurs during participation in a sport outside of the school setting.
- I will inform the school principal, coach and/or other relevant school staff any time my child is diagnosed with a concussion by a medical doctor or nurse practitioner.
- I will encourage my child to remove themselves from the sport and report to a coach or caring adult if they have signs or symptoms of a suspected concussion.
- I will encourage my child to inform the coach or caring adult when they suspect a teammate may have sustained a concussion.
- I will share with the coach, school staff, and/or staff supervisor of all sport organizations with which my child has registered if/when my child has experienced a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I understand that if my child has a suspected or diagnosed concussion, they will not return to full participation, including practice or competition until permitted to do so in accordance with the School Board's Return to School Plan.
- I will ensure my child receives a Medical Clearance as required by the Return to School Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".
- I will follow the recovery stages and learning strategies proposed by the collaborative team for my child as part of the Return to School Plan.

I have reviewed the board approved [Concussion Awareness Resources \(https://www.ontario.ca/page/rowans-law-concussion-awareness-resources#section-4\)](https://www.ontario.ca/page/rowans-law-concussion-awareness-resources#section-4) within this school year (either through school or through my child's amateur competitive sports organization) prior to participation in the board sponsored interschool sport activity.

(Parent/Guardian name printed)

(Signature)

(Date)

Appendix G: Coaches/Supervisor/Other Team Officials Code of Conduct for Interschool Sports

This is a Concussion Code of Conduct for coaches/supervisor/other officials of inter-school activities. Items marked with an asterisk * are mandatory by O.Reg. 161/19: General.

Name: _____ School: _____

SportTeam (s): _____

I can help prevent concussions through my:

- Efforts to ensure that my athletes wear the proper equipment and wear it correctly.
- Efforts to help my athletes develop their skills and strength so they can participate to the best of their abilities.
- Respect for the rules of my sport or activity and efforts to ensure that my athletes do, too.
- Commitment to fair play and respect for all (respecting other coaches, team trainers, officials and all participants and ensuring my athletes respect others and play fair).

I will care for the health and safety of all participants by taking concussions seriously. I understand that:

- A concussion is a brain injury that can have both short- and long-term effects.
- A blow to the head, face, or neck, or a blow to the body may cause the brain to move around inside the skull and result in a concussion.
- A person doesn't need to lose consciousness to have a concussion.
- An athlete with a suspected concussion should stop participating in training, practice or competition **immediately**.
- I have a commitment to concussion recognition and reporting, including self-reporting of possible concussion and reporting to a designated person when an individual suspects that another individual may have sustained a concussion. *
- Continuing to participate in further training, practice or competition with a suspected concussion increases a person's risk of more severe, longer lasting symptoms, and increases their risk of other injuries or even death.

I will create an environment where participants feel safe and comfortable speaking up. I will:

- Encourage athletes not to hide their symptoms, but to tell me, an official, parent or another adult they trust if they experience **any** symptoms of concussion after an impact.
- Lead by example. I will tell a fellow coach, official, team trainer and seek medical attention by a physician or nurse practitioner if I am experiencing any concussion symptoms.
- Understand and respect that any athlete with a suspected concussion must be removed from sport and not permitted to return until they undergo a medical assessment by a physician or nurse practitioner and have been medically cleared to return to training, practice or competition.
- Commit to providing opportunities before and after each training, practice and competition to enable athletes to discuss potential issues related to concussions.

I will support all participants to take the time they need to recover:

- I understand my commitment to supporting the return-to-sport process.

- I understand the athletes will have to be cleared by a physician or nurse practitioner before returning to sport.
- I will respect my fellow coaches, team trainers, parents, physicians and nurse practitioners and any decisions made with regards to the health and safety of my athletes.

By signing here, I acknowledge that I have fully reviewed and commit to this Concussion Code of Conduct.

(Coach/Supervisor name printed) (Signature)

(Principal signature) (Date)

Appendix H: Receipt of Review of Concussion Awareness Resources for Coaches/Supervisor/Other Team Officials

Thank you for completing your review of the Concussion Awareness Resource.

Under *Rowan's Law*, the school that you are coaching for will ask you to confirm that you reviewed one of the Concussion Awareness Resources in this website (Ontario.ca/concussions) before you can register/participate in a sport.

You must review one of the resources once a year, and then confirm that you have completed the review every time you will coach for a school. Please use this form to show that you have reviewed the concussion awareness resource, you can provide the completed form to the school you will be coaching for.

Please keep a record of your review of the concussion awareness resource, you can make a copy of this form and keep it as a receipt to remind you of the date on which you reviewed it.

Once you complete this form, you can save it (to your personal device/computer) or print this page to share with your school and/or to serve as a reminder of when to review the Concussion Awareness Resources again next year.

Receipt of Review

I, _____ (print name) confirm that I have reviewed a Concussion Awareness Resource.

Signature

Date

Disclaimer: This form will not be saved by the Government of Ontario and the Government of Ontario assumes no responsibility for confirming that you have reviewed the concussion awareness resource.

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board that Administrative Procedure – **#825-001 – Concussions**, be deleted and the revised, newly formatted, Administrative Procedure – **#324 – Concussion Protocol, Awareness and Training**, be received and posted as amended under Directional Policy – **#300 – Student Achievement and Well-being**.

Carried



BOARD DIRECTIONAL POLICY	
<i>Directional Policy</i>	<i>Directional Policy Number</i>
EQUITY AND INCLUSIVE EDUCATION	700

TITLE OF DIRECTIONAL POLICY:

Equity and Inclusive Education

DATE APPROVED:

TBD

PROJECTED REVIEW DATE:

TBD

POLICY:

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to provide, in all operations, an educational and working environment that supports diversity by adhering to the guiding principles outlined in [Ontario's Equity and Inclusive Education Action Plan](#). These guiding principles provide a foundation and framework to:

- Meet the needs of individuals,
- Promote a sense of belonging,
- Engage community members,
- Build on and enhance previous and existing initiatives,
- Incorporate the principles of equity and inclusion in our actions,
- Identify and eliminate discriminatory practices, systemic barriers and bias from schools, and
- Create an environment that is fair and inclusive and that promotes respectful treatment of all people.

The PVNC Catholic District School Board and its staff are committed to the elimination of discrimination in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and the Ontario Ministry of Education Policy Program Memorandum No. 119. Development, implementation and monitoring of this policy is consistent with the exercise of the Board's denominational rights under section 91 of the Constitution Act, 1982 and as recognized in section 19 of the Ontario Human Rights Code.

PURPOSE:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982, and confirmed in the Canadian Charter of Rights and Freedoms. Any form of social or cultural discrimination is incompatible with Catholic moral principles and is a violation of the Ontario Human Rights Code.

The Board acknowledges that the foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. With this in mind, the Board realizes that a just society can become a reality only when it is based on the respect of the transcendent dignity of the human person.

PVNCCDSB celebrates diversity and recognizes that each person is wholly created from God's bountiful goodness and gifted with essential dignity and worth. We all share a gospel mandate and a moral imperative to respect one another as persons, understanding that we are all wonderfully made.

The Board recognizes that Board policies, programs, guidelines and practices, shared and committed leadership and engaged school-home-community relationships are essential to ensuring an equitable and inclusive learning environment.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

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

This Vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

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

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Setting direction and policy that governs the PVNC Catholic District School Board with care, compassion, and justice.
- Reviewing, and considering for approval the Equity and Inclusive Education Policy.
- Assigning responsibility to the Director of Education to recognize, support and coordinate “the unique contributions and perspectives of all partners within the Catholic Educational community” (Renewing The Promise).
- Monitoring and holding the Director of Education accountable in ensuring “the best possible education for every student...” (This Moment of Promise).

Director of Education is responsible for:

- Overseeing compliance with the Equity and Inclusive Education policy and procedures.

Superintendent of Faith and Equity is responsible for:

- Acting as the Board liaison with the Ministry and other School Boards in matters related to equity and inclusive education.
- Collaboratively leading the development of administrative procedures and practices aligned with the Equity and Inclusive Education Policy.
- Providing leadership and resources to the PVNCCDSB Faith and Equity Committee.
- Supporting training and resources for school and system leaders (e.g., Administrators, Teachers, Support Staff) to facilitate awareness and understanding of the Equity and Inclusive Education policy and procedures and the implementation of leadership initiatives.
- Ensuring the prompt investigation and satisfactory resolution of claims of human rights violations in conjunction with the appropriate Superintendent of Education and Superintendent of Human Resources as required.

Superintendent of Human Resources is responsible for:

- Establishing selection criteria for leadership positions that include demonstrated commitment, knowledge and skills related to equity and inclusive education implementation.
- Providing training for school and system leaders to facilitate equitable recruitment and hiring practices.
- Ensuring the prompt investigation and satisfactory resolution of claims of human rights violations in conjunction with the appropriate Superintendent of Education as required.

Superintendent of Special Education is responsible for:

- Ensuring that the principles of equity and inclusive education are incorporated and modelled in all professional learning activities and/or programs.
- Engaging stakeholders in Special Education Improvement planning with particular emphasis on using data to identify and remove barriers to student achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about equity and inclusion actions and/or initiatives to support students with special needs.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting schools with the implementation of the Equity and Inclusive Education policy and procedures.
- Ensuring that the principles of equity and inclusive education are incorporated and modelled in professional learning activities and/or programs.
- Engaging stakeholders in Board Improvement planning with particular emphasis on using data to identify and remove barriers to student achievement.
- Raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives.

Managers are responsible for:

- Providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of the Equity and Inclusive Education Policy.
- Working collaboratively with the Superintendent of Equity and Inclusive Education and Family Life to develop administrative procedures that align with the Equity and Inclusive Education Directional Policy.

Communication Services is responsible for:

- Working collaboratively with the Superintendent of Faith and Equity to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Equity and Inclusive Education Policy to support its effective implementation.

Principals are responsible for:

- Fostering a collaborative school culture using the collective capacities and voices of all stakeholders to develop and implement School Improvement Plans in compliance with the equity and inclusive policy and procedures.
- Supporting staff with the implementation of the Board's Religious Accommodation procedures when required.
- Promoting student leadership opportunities and actively engaging students in initiatives with a focus on equity, social justice, inclusion and diversity.
- Implementing procedures that will enable students and staff to report incidents of discrimination safely and ensure a timely and appropriate response.
- Ensuring that all required accommodations for students are in compliance with the policy and procedures.

Teachers are responsible for:

- Ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, Church teachings and the principles of equity and inclusivity.
- Developing and promoting initiatives that support and promote diversity of student voice and experience.
- Encouraging and supporting students in their efforts to promote social justice, equity, inclusion and diversity in schools and classrooms.
- Implementing religious accommodation practices, in consultation with the Principal, and in accordance with the Board's Religious Accommodation procedures.

Staff are responsible for:

- Knowing and complying with the expectations of the Equity and Inclusive Education policy and procedures as required.

Parents/Guardians & Students are responsible for:

- Supporting the principles of the Equity and Inclusive Education policy and procedures.
- Informing the Principal of the need for accommodations (including, but not limited to, medical, educational or religious accommodation requests) as required by this policy.

PROGRESS INDICATORS:

- Collaborative development of the Catholic Board Improvement Plan for Student Achievement and Catholic School Improvement Plans for Student Achievement.
- Development of Administrative Procedures for the Equity and Inclusive Education Policy.
- Use of the Equity and Inclusive Education Implementation Rubric, (working document, CODE 2014) to help ensure full integration of Catholic Social Teachings, Gospel values and Ontario Catholic School Graduate Expectations.

DEFINITIONS:**Accommodation**

- An adjustment made to policies, programs, guidelines, or practices, including
- adjustments that enable individuals to benefit from and take part in the provision of services and to perform to the best of their ability in the workplace or the educational setting. Accommodations are provided so that individuals are not

disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code.

Barrier

- An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

Bias

- An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

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.

Diversity

- The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, age, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity

- A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education

- Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical

surroundings, and the broader environment where diversity is honoured and all individuals are respected.

Religious Accommodation

- An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those non-Catholic students who wish not to participate in any form of religious observance.

Social Justice

- A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

RESOURCES:

- A Framework for French as a Second Language in Ontario Schools K-12, 2013 <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>
- Aboriginal Perspectives: A Guide to the Teacher's Toolkit – Teaching Resources and Strategies for Elementary and Secondary Classrooms, Ministry of Education, 2009. http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit_2009.pdf
- Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014 <http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>
- Canadian Charter of Rights and Freedoms, 1982 <http://laws-lois.justice.gc.ca/eng/const/page-15.html>
- Catechetical Programs and Religion Course Outlines, Kindergarten to Grade 12
- Catholic Social Teachings, 2010 <https://www.devp.org/en/cst>
- Creating Pathways to Success, Ministry of Education, 2013 <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>
- Earthen Vessels: Equity and Inclusive Education in Catholic Schools – A Teacher Resource Book https://drive.google.com/file/d/1X1Zk8J7ZTeRmPQIk6WfC_Nu6NHLc9HFI/view
- Educating Today and Tomorrow: A Renewing Passion (Instrumentum laboris), 2014 http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html
- Equity and Inclusion: From the Lens of Catholic Social Teachings (2013) <http://www.catholiccurriculumcorp.org/Units/EquityandInclusion/CCCOECTAIntroEquity&Inclusion.pdf>

- Equity and Inclusive Education in Ontario's Schools, Guidelines for Policy Development and Implementation, 2014
<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>
- Equity and Inclusive Education: Going Deeper (A Tool to Support Ontario School Boards in the Implementation of Equitable and Inclusive Education), Working Document, 2014 http://www.ontariodirectors.ca/downloads/EIE-2014/Equity_and_Inclusive_Education_Eng_Final.pdf
- Fully Alive Grades 1 to 8 Family Life Education programs, Assembly of Catholic Bishops of Ontario <http://acbo.on.ca/englishweb/fullyalive.htm>
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>
- Institute for Catholic Education: Renewing the Promise <https://iceont.ca/news-and-updates/renewingthepromise/>

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that Directional Policy – **#700 – *Equity and Inclusive Education***, be deleted and the revised, newly formatted, Directional Policy – **#700 – *Equity and Inclusive Education***, be received and posted as amended.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Catholic Parent Engagement Committee	1004 (NEW) 602 (OLD)
Directional Policy	
1000 Parent and Community Relations	

TITLE OF ADMINISTRATIVE PROCEDURE:

Catholic Parent Engagement Committee

DATE APPROVED:

[October 20, 2020]

PROJECTED REVIEW DATE:

[October, 2025]

DIRECTIONAL POLICY ALIGNMENT: [1000 Parent and Community Relations](#)

The PVNCCDSB recognizes the need to be proactive, equitable, inclusive and innovative by using diverse strategies to attract input from parents and all partners and to facilitate engagement in support of student achievement and well-being. The development of a Catholic Parent Engagement Committee is one of those key strategies.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

This administrative procedure aligns with the Multi-Year Strategic Plan by supporting the board's mission, vision, and strategic priorities through the formalized engagement of parents representing the six families of schools in the board.



Strategic Priorities 2017-2020

Vision

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LEARN • LEAD • SERVE

Mission

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LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

PURPOSE

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to involving and supporting the school community in the educational process. The purpose of a Catholic Parent Engagement Committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. (Reg. 330, Sec. 27)

GUIDELINES

Administration shall ensure the establishment of a Catholic Parent Engagement Committee by October 1 of each school year, according to the established bylaw in appendix A.

The Catholic Parent Engagement Committee will:
(Reg. 330/10, Sec. 28)

1. undertake activities to help parents of pupils of the Board support their children's learning at home and at school.(Reg. 330/10, s27 (2))
2. promote the goals of Catholic education;
3. develop strategies and initiatives that the Board and Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;

4. advise the Board and the Director of Education on ways to use these strategies and initiatives;
5. work with the Catholic School Councils, and through the Director of Education, with employees of the Board to:
 - a. share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
 - b. identify and reduce barriers to parent engagement,
 - c. help ensure that schools create a welcoming environment for its parents, and
 - d. develop skills and acquire knowledge that will assist the Committee and Catholic School Councils with their work;
6. determine, in consultation with the Director of Education and in keeping with the Board's policies, how funding, if any, provided under the *Education Act* for parent engagement is to be used.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Parent and Community Relations Directional Policy;
- Annually electing a trustee representative to represent the board on the Catholic Parent Engagement Committee;
- Considering membership in and representation with the Ontario Association of Parents in Catholic Education (O.A.P.C.E.);

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure;
- Facilitating the establishment of the Catholic Parent Engagement Committee and assisting in its operation as part of the Director's or designate's role as defined in the Education Act and Board policy;
- Inviting all parents with students in schools in the Peterborough Victoria Northumberland and Clarington Catholic District School Board to participate in the election process and encouraging all elected/acclaimed parent members of Catholic School Councils to seek election to the Catholic Parent Engagement Committee;

- Serving as resource person to the Catholic Parent Engagement Committee and maintaining communication with the Catholic Parent Engagement Committee members, in particular the chairperson;
- Supporting and promoting Catholic Parent Engagement Committee activities and encouraging the participation of parents from all groups;
- Supporting the Catholic Parent Engagement Committee with administrative support and ensuring that copies of the minutes and agendas of the Catholic Parent Engagement Committee meetings according to the board's retention policy;
- Assisting the Catholic Parent Engagement Committee in communicating with the Catholic School Councils and school community.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting and promoting Catholic Parent Engagement Committee activities and encouraging the participation of parents from all schools.

Principals and Vice-Principals are responsible for:

- Supporting and promoting Catholic Parent Engagement Committee activities and encouraging the participation of parents from all schools;
- Ensuring principal or vice principal representation on the Catholic Parent Engagement Committee.

The Recording Secretary is responsible for:

- Preparing agendas and taking minutes of Catholic Parent Engagement Committee meetings;
- Assisting the chairperson;
- Authorizing all withdrawals/disbursements from the central Catholic Parent Engagement Committee account for items approved by the Catholic Parent Engagement Committee recommended actions;
- Providing regular reports to the Catholic Parent Engagement Committee on financial activity.

Catholic Parent Engagement Committee members are responsible for:

- Working collaboratively for the successful work of the committee.
- Attending meetings and participating to the best of their ability.

- Sharing Catholic School Council information and events with Catholic Parent Engagement Committee and bringing Catholic Parent Engagement Committee news back to their respective councils.

PROGRESS INDICATORS:

- A Catholic Parent Engagement Committee will be established by October 1 of each school year.
- The Catholic Parent Engagement Committee will include parent representation from all of the families of schools of the board.
- The relationship between the Catholic Parent Engagement Committee and the Catholic School Councils will be enhanced and strengthened.

DEFINITIONS:

- **PARENT, FAMILY AND COMMUNITY ENGAGEMENT:** Parent, Family and Community Engagement refers to the interdependent relationships and partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy. This also includes engagement with people at various levels within the organization and the community.
- **CATHOLIC PARENT ENGAGEMENT COMMITTEE:** The Catholic Parent Engagement Committee is a parent involvement committee (as defined in the Education Act and O.Reg. 330/10) of elected parents established to support, encourage, and enhance parent engagement in order to improve student achievement and well-being.
- **CATHOLIC SCHOOL COUNCIL:** A Catholic School Council is a legally constituted advisory group (as defined in the Education Act and O.Reg. 612/00) of elected parents, staff, students, parish representatives, and appointed community members dedicated to fostering effective Catholic schools, promoting Catholic education, and enhancing student achievement.
- **ONTARIO ASSOCIATION OF PARENTS IN CATHOLIC EDUCATION (O.A.P.C.E.):** The Ontario Association of Parents in Catholic Education is an association of parents established to provide an awareness of the role of the student, parent, teacher, and clergy in providing the best possible Catholic education. The Ontario Association of Parents in Catholic Education seeks to work in co-operation with Catholic School Councils to provide support at the local level and as an additional voice at the provincial level.

REFERENCES:

- [Directional Policy 1000 Parent and Community Involvement](#)
- [Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities. OESC, 2018](#)
- [Parents in Partnership: A Parent Engagement Policy for Ontario Schools \(2010\)](#)
- [School Councils: A Guide for Members, Revised 2002, Ministry of Education](#)
- [Ontario Regulation 330/10, School Councils and Parent Involvement Committees](#)
- [Ontario Regulation 612/00, School Councils](#)
- [Regulation 613/00, Operation of Schools-General](#)
- [AP 612, Reimbursement of Expenses Incurred on Board Business](#)
- [AP 1003, Catholic School Councils](#)
- [Policy 707/AP-PRC-707, Volunteers in Our Schools](#)

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#602 – Catholic Parent Engagement Committee**, be deleted and the revised, newly formatted, Administrative Procedure – **#1004 – Catholic Parent Engagement Committee**, be received and posted as amended under Directional Policy – **#1000 – Parent and Community Relations**.

Carried