



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, November 19, 2019

6:30 – 8:30 p.m.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: David Bernier

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

A. Call to Order:

1. Opening Prayer, Helen McCarthy.
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 1, 2019. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – New #706 Page 8
Service Animals in Schools
Laurie Corrigan, Superintendent of Learning / Special Education Services
2. R.A.: Draft Administrative Procedure – New #816 Page 18
Extreme Weather Response
Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services

3. R.A. Revised Draft Administrative Procedure – #514 Page 23
Reporting to work on Inclement Weather Days
Joan Carragher, Superintendent of Learning / Leadership and
Human Resource Services

4. R.A.: Draft Administrative Procedure – New #208 Page 39
Catholic Family Life Education Program
Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity
Pepe Garieri, Superintendent of Learning / Learning Technologies / P/J Program

C. Information Items:

1. Revised Administrative Procedure – #305 Page 48
Out of School Activities
Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity

2. Revised Administrative Procedure – #610 Page 73
Purchasing
Isabel Grace, Superintendent of Business and Finance

3. Revised Administrative Procedure – #516 Page 81
Use of Electronic Communication and Social Media
Laurie Corrigan, Superintendent of Learning / Special Education Services

4. Presentation on **Board Bullying Prevention and Intervention Programs**
Tim Moloney, Superintendent of Learning / Student Success
Michael Nasello, Director of Education
Lisa De Vries, Social Worker

D. Next Meeting:

1. Tuesday, February 4, 2020
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 1, 2019 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Mmes. Linda Ainsworth, Eveline Fisher (Senior Student Trustee), Isabel Grace, Michelle Griepsma, Helen McCarthy.

Messrs. David Bernier (Committee Chairperson), Braden Leal, Kevin MacKenzie, Emmanuel Pinto.

Administration: Mmes. Joan Carragher, Laurie Corrigan, Dawn Michie.
Messrs. Timothy Moloney, Michael Nasello.

Guests: Melissa Featherstone, Health and Safety Officer.

Regrets: Messrs. Pepe Garieri, Josh Hill (Junior Student Trustee).

Recorder: Mrs. Andrea Bradley.

A. Call to Order:

David Bernier called the meeting to order.

1. Opening Prayer.

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

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

3. Approval of the Agenda.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal, that the Policy Development Committee Agenda be accepted.

Carried

Draft

4. Declarations of Conflicts of Interest.

5. Approval of the Minutes of the Policy Development Committee Meeting held on March 25, 2019.

MOTION: Moved by Linda Ainsworth, seconded by Emmanuel Pinto, that the Minutes of the Policy Development Committee Meeting held on March 25, 2019, be approved.

Carried.

6. Business Arising from the Minutes.

B. Recommended Actions/Presentations:

1. R.A.: Draft Administrative Procedure – New #814

Critical Injury / Fatality Reporting

Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services and Melissa Featherstone, Health and Safety Officer presented new draft Administrative Procedure – **#814 – Critical Injury / Fatality Reporting** to the Policy Development Committee and answered questions.

MOTION: Moved by Michelle Griepsma, seconded by Helen McCarthy, that the Policy Development Committee recommend to the Board that new draft Administrative Procedure – **#814 – Critical Injury / Fatality Reporting** be received and posted under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried

Draft

2. R.A.: Draft Administrative Procedure – New #815

Safe Work Procedure: Lock-out / Tag-out of Energy Sources

Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services and Melissa Featherstone, Health and Safety Officer presented new draft Administrative Procedure – **#815 – Safe Work Procedure: Lock-out / Tag-out of Energy Sources** to the Policy Development Committee and answered questions.

MOTION: Moved by Braden Leal, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board that new draft Administrative Procedure – **#815 – Safe Work Procedure: Lock-out / Tag-out of Energy Sources** be received and posted under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried

3. R.A.: Revised Administrative Procedure – #206

Admission to Catholic Schools

to include Administrative Procedure – #618

Transfer of Students out of Designated Boundary

Isabel Grace, Superintendent Business, Finance and Facility Services, presented revised draft Administrative Procedure – **#206 – Admission to Catholic Schools**, to the Policy Development Committee and answered questions.

MOTION: Moved by Kevin MacKenzie, seconded by Emmanuel Pinto, that the Policy Development Committee recommend to the Board that revised draft Administrative Procedure – **#206 – Admission to Catholic Schools**, be received and posted as amended under Directional Policy – **#200 – Catholic Education**.

Carried.

Draft

4. R.A.: Remove Administrative Procedure – #618

Transfer of Students out of Designated Boundary

Michael Nasello, Director of Education recommended to the Policy Development Committee that Administrative Procedure – **#618 – *Transfer of Students out of Designated Boundary*** be deleted as it is now included in Administrative Procedure – **#206 – *Admission to Catholic Schools***.

MOTION: Moved by Linda Ainsworth seconded by Braden Leal, that the Policy Development Committee recommend to the Board that Administrative Procedure – **#618 – *Transfer of Students out of Designated Boundary***, be deleted.

Carried.

5. R.A.: Revised Administrative Procedure to include Cell Phones – #909

Code of Conduct

Tim Moloney, Superintendent of Learning / Student Success, presented revised draft Administrative Procedure – **#909 – *Code of Conduct***, to the Policy Development Committee and answered questions. Tim also shared a slide show with the committee highlighting changes in the Code of Conduct.

MOTION: Moved by Linda Ainsworth, seconded by Helen McCarthy, that the Policy Development Committee recommend to the Board that revised draft Administrative Procedure – **#909 – *Code of Conduct***, be received and posted as amended under Directional Policy – **#900 – *Safe and Accepting Schools***.

Carried.

C. Information Items:

1. Revised Administrative Procedure – #504

Employee Attendance Support Program

Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services presented revised Administrative Procedure – **#504 – *Employee Attendance Support*** to the Policy Development Committee and answered questions.

Draft

2. Revised Administrative Procedure – #305

Out of School Activities

Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity presented revised Administrative Procedure – **#305 – *Out of School Activities*** to the Policy Development Committee and answered questions. It was decided that senior administration would have further discussion regarding item 11. (e) Gender-based Supervision.

D. Next Meeting:

1. Tuesday, November 19, 2019 6:30 – 8:30 p.m.

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, David Bernier, asked Kevin MacKenzie to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Emmanuel Pinto, seconded by Kevin MacKenzie,
that the Policy Development Committee Meeting adjourn at 8:13 p.m.

Carried.

David Bernier
Committee Chairperson
/ab

Michael Nasello
Director of Education



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE NUMBER
Service Animals in Schools	706 (New)
<i>Directional Policy</i>	
Equity and Inclusive Education	

TITLE OF ADMINISTRATIVE PROCEDURE:

Service Animals in Schools

DATE APPROVED:**PROJECTED REVIEW DATE:**

November 2024

DIRECTIONAL POLICY ALIGNMENT: Equity and Inclusive Education

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 also recognizes, like St. Francis, an appreciation for all living creatures in the communion that exists between all of God's Creation (Laudato Si).

In the context of this landscape, the Board will provide a learning environment which supports and enables diversity within its Catholic community. The Board recognizes that Board policies, programs, guidelines and practices, shared and committed leadership, engaged school-home-community relationships, inclusive curriculum and assessment practices, provision of religious accommodations, a positive school climate, professional learning, accountability and transparency are key to establishing and maintaining an equitable and inclusive learning environment.

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.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Service Animals in Schools Administrative Procedure supports our Vision for achieving excellence in Catholic Education: Learn, Lead, Serve. The Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success.



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.

1.0 PURPOSE:

It is the policy of the Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

The process of accommodation shall also consider the competing human rights of staff and other students; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds, or at a school-related event.

The Board utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.

The Board does not provide Guide Dogs, Service Dogs or Service Animals to students.

The Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making any commitment.

2.0 BACKGROUND:

The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.**

Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).

In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.

Pursuant to the Ontario Human Rights *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (e.g. horses), emotional support, sensory function, companionship and/or comfort.

3.0 ACTION REQUIRED:

This Administrative Procedure identifies the individualized process to be followed when a parent/guardian or adult student applies to the School Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.

In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education prior to a service animal accommodation.

Such a decision will consider that all animals approved for assistance in schools must be trained by an accredited training organization, and animals other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does ***not*** permit training of potential guide dogs and service dogs in the school setting or during school activities.

A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services which may include accommodations at school.

When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.

Only in exceptional circumstances subject to the standards of undue hardship pursuant to the *Human Rights Code*, will the School Board consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

Only in exceptional circumstances subject to the standards of undue hardship pursuant to the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.

Dispute of Decision

If the decision made by the principal is disputed by the parent and/or guardian, the principal will initiate a case conference or reconvene a case conference to review the service animal request in relationship to the student's meaningful access to education. The principal will inform the Family of Schools Superintendent and involve them.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing and considering for approval all new and revised policies recommended for consideration by the Policy Committee including the Service Animals administrative procedure.
- Understanding and communicating with members of the community the content of this administrative procedure.

The Director of Education is responsible for:

- Implementing and operationalizing the Service Animals in Schools Administrative Procedure.
- Ensuring that senior administration and designated staff are responsible for the development of this administrative procedure.
- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.

The Superintendent of Learning, Special Education is responsible for:

- Developing the Service Animals in Schools Administrative Procedure in keeping with direction from the Council of Directors of Education.
- Supporting the process for service animal accommodation.

Superintendents are responsible for:

- Providing input to ensure this administrative procedure captures the specific and relevant concerns that may arise from their family of schools and their particular portfolios.
- Conferring with principals of their families of schools upon receipt of request for a service animal.

Principals are responsible for:

Leading their school communities in communicating and understanding this administrative procedure in consideration of the following:

- School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
- A school principal has authority to exclude any animal, including Guide Dogs / Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
- School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, included in [Appendix A](#) of the Procedure.
- Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in [Appendix B](#) of the Procedure.
- On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation. The principal will inform the Family of Schools Superintendent of this request. A case conference may be initiated.
- The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- Notwithstanding that schools are not public spaces, where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.

- Inquiries may need to be made regarding competing rights and transportation arrangements.

Teachers and Staff are responsible for:

- Being familiar with and adhering to this administrative procedure in keeping with all other accommodations to learning for all students of the board.

Parents are responsible for:

Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:

- submission of [Appendix A](#);
- all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
- obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
- providing confirmation of municipal license for the dog (to be updated annually),
- providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- providing a diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog / Service Dog;
- providing a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- providing a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
- obtaining general liability insurance providing coverage in an amount specified by the Board[1] in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)[2].

[1] Note usually \$2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family. [2] Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors.

Students are responsible for:

Students who have a service animal will be expected to act as the Guide Dog / Service Dog's primary Handler. The student Handler must be able to perform the following:

- demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
- ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- ensure the Guide Dog / Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- ensure that the Guide Dog / Service Dog's biological needs are addressed;
- transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- comply with an accommodation plan that addresses the competing rights of others.

PROGRESS INDICATORS:

- Collection of data in relation to the number of applications and approval of service dogs in schools of the Board.
- Meaningful access to education for students who have disability-related needs that impact their learning.

DEFINITIONS:

For the purpose of this Procedure the following definitions apply:

Accredited training organization is a guide dog or service dog trainer that is accredited by:

International Guide Dog Federation ("IGDF"): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or

Assistance Dogs International ("ADI"): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations; or

A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent

Disability means,

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

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

REFERENCES:

[Human Rights Code, RSO 1990, c.H.19](#)

[Education Act, RSO 1990, c.E2, s. 170\(1\), s.265\(1\); O. Reg. 298, s.11](#)

[PPM 163 School Board Policies on Service Animals](#)

[J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 \(CanLII\)](#)

[Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11](#)

[Blind Persons' Rights Act, RSO 1990, c.B7,](#)

[Dog Owners' Liability Act, RSO 1990, c.D16](#)

[Health Protection and Promotion Act, RSO 1990, c.H7](#)

[Food Safety and Quality Act 2001, SO 2001, c.20](#)

[Laudato Si](#)

RELATED FORMS AND LETTERS:

[Appendix A Application Request for Guide Dog / Service Dog](#)

[Appendix B Application Request for Service Animal](#)

[Appendix C Checklist for principals](#)

[Appendix D \(Sample Letters\)](#)

- Sample Letter to Employees & School Permit Holders
- Sample Letter to the School Community
- Sample Letter to the Parents of Students on the School Bus
- Sample Letter to Parents of Students in the Class(es)
- Sample Letter Approving the Guide Dog / Service Dog / Service Animal
- Sample Letter Denying the Guide Dog / Service Dog / Service Animal

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board that new draft Administrative Procedure – **#706 – *Service Animals in Schools*** be received and posted under Directional Policy – **#700 – *Equity and Inclusive Education***.

Carried

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Extreme Weather Response	816
<i>Directional Policy</i>	
Healthy Schools and Workplaces	
Last update November 8, 2019	

TITLE OF ADMINISTRATIVE PROCEDURE:

Extreme Weather Response

DATE APPROVED:

November 19, 2019

PROJECTED REVIEW DATE:

2024

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by providing guidelines to be used when responding to extreme weather conditions at our schools and workplaces.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Extreme Weather Response Administrative Procedure supports our Vision of achieving excellence in Catholic Education by ensuring our structures, processes, relationships and actions reflect our Gospel values and Catholic Social Teachings. 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.

ACTION REQUIRED:

1. Preamble:

- This Administrative Procedure will address extreme weather response and the guidelines to be followed to ensure safe conditions for staff and students during times of extreme weather.
- With the exception of a minimum indoor temperature of 18°C, applicable in most indoor workplace settings in Ontario, there is no mandated temperature (high or low) that requires employers to remove employees from the workplace. According to the Occupational Health and Safety Act, it is the responsibility of employers and supervisors to take every precaution reasonable in the circumstances for the protection of a worker.
- For the purpose of this Administrative Procedure, the following authorities will be considered the primary source of official information for all temperature related facts i.e. humidex, air quality health index (AQHI), wind chill, and temperature, when determining the need to make a decision regarding the safety of students and staff during an extreme weather event:
 - Government of Canada- Environment and Natural Resources (Environment Canada)

<https://www.canada.ca/en/services/environment/weather.html> also available on the WeatherCAN App and AQHI App on a mobile device

- Local Public Health Authorities (ex. Peterborough Public Health, Durham Region Public Health, Haliburton, Kawartha Pine Ridge District Health Unit)
- Local Conservation Authorities (ex. Otonabee Region Conservation Authority, Lower Trent Conservation, Ganaraska Region Conservation, Central Lake Ontario Conservation Authority, Kawartha Conservation)

2. Procedure:

- Principals, Vice-Principals, Managers and Supervisors will ensure an Extreme Weather Action plan is developed and implemented for their staff and students. Some examples of control measures/responses that can be put in place to minimize potential effects of exposure are:
 - a) To mitigate heat stress:
 - The Extreme Weather Action Plan for Hot Weather will be initiated when
 - i. The humidex reaches or exceeds 35°C;
 - ii. Heat waves occur during three consecutive days reaching temperatures of 32°C or higher;
 - iii. There is a smog alert combined with higher temperatures; or
 - iv. There is an Environment Canada Humidex advisory in regards to ambient air temperatures exceeding 30°C and a humidex rating which exceeds 40°C
 - Supervisor to monitor Environment Canada/ Local Public Health for a Heat Warning when there is elevated heat and humidity: the mix of hot and humid weather is known as the Humidex;
 - Encourage staff and students to drink plenty of cool fluids regularly (do not wait for the body's thirst mechanism to kick in before drinking water). It is best to avoid drinking caffeinated products;
 - Encourage staff and students to avoid strenuous physical activity;
 - Encourage staff and students to wear light weight, loose fitting, light coloured and breathable clothing;
 - Encourage staff and students to avoid direct exposure to the sun where possible, wear a hat and sunglasses, and apply sunscreen;
 - When possible, alter time of day for physically demanding tasks and activities and/or reduce physical activities/ work
 - Where necessary, alter schedules for staff/students performing strenuous/ physically demanding activities. (see Appendix A);
 - When indoors in a non-air conditioned building, encourage staff and students to use all appropriate strategies to keep buildings cool;
 - Portable fans that meet CSA Group certification and are plugged directly into a wall outlet may be used;

- Where cooling rooms are available, groups of students and staff should be rotated into these rooms;
 - Operable windows may be opened in the morning when it is cool outside to allow air to circulate where effective and closed as it starts to get hot outside. Drapes and windows may be closed to reduce direct sunlight;
 - Classroom lights and computers may be turned off if not needed;
 - For extreme heat warnings (Humidex values over 40°C), Facility Services shall monitor and maintain building ventilation/ existing cooling systems and consider any applicable adjustments to system operations/ running times as may be applicable based on the extreme heat weather event. Consideration may be given to adjusting HVAC system schedules to allow them to be left on to allow cooler night air to come in.
 - Additional controls to prevent exposure to high temperatures may be required for vulnerable individuals such as staff and students with special needs or medical conditions.
- b) In the event of an Air Quality Health Index higher than 7:
- For an air quality health index higher than 7, strenuous outdoor activities for staff and students at risk due to health conditions should be rescheduled. Consideration should be given to reducing or rescheduling strenuous outdoor activities for the general population.
 - For an air quality health index above 10, avoid strenuous outdoor activities for staff and students at risk due to health conditions. Strenuous outdoor activities should be reduced or rescheduled for the general population.
 - People with heart or breathing problems are at a greater risk and additional precautions may be required to manage their condition
- c) To mitigate cold stress:
- Establish 'warm areas' for lunch and work/rest breaks;
 - Encourage the use of warm clothing for outdoor work/play that is appropriate for the task, the temperature, and the weather conditions;
 - Encourage staff and students to wear multiple layers and to cover exposed skin (ex. hats, scarves, mittens)
 - Encourage staff to wear appropriate footwear if working conditions are also wet/icy/slippery;
 - Follow schedule for cold work/play conditions (see Appendix B)
- d) In the event of thunderstorm watch/ warning or lightning strikes:
- The outdoor activity facilitator/ "in-charge" person must take necessary precautions to protect staff and students;

- When lightning is seen or thunder is heard, immediately suspend outdoor activities and have staff and students take shelter in a protected area
- e) In the event of high water/ flood advisory:
- When issued by the local conservation authority, take appropriate precautions to maintain the safety of staff and students.
- f) In the event of high winds:
- A wind warning will be issued by Environment Canada when the threshold criteria of 70 km/h or more sustained wind and /or gusts to 90 km/h or more is met;
 - When wind speeds are greater than 40 km/h, suitable precautions should be taken to ensure staff and student safety. Activity is to stop and/or be moved indoors when effect of wind poses a risk to participants. Suspend any activities at elevations (ex. activity on a roof/ladder) until wind speeds have subsided;
 - When wind speeds are between 50-69 km/h, outside activities should be avoided.
 - Suspend outdoor activities if a wind warning has been issued (wind speeds of 70 km/h or gusts of 90 km/h)
 - During periods of increased wind it is advisable to use protective eyewear for any outdoor activity due to the increased movement of dust/debris.
- g) In the event of a tornado warning:
- See the school emergency response plan for planned response
- Principals, Vice-Principals, Managers and Supervisors will refer to Appendices A and B for information on appropriate hot and cold weather response and when it is appropriate to discontinue work/play due to extreme weather.
 - Principals, Vice-Principals, Managers and Supervisors will post information on the symptoms of heat and cold stress and assist staff and students in seeking first-aid or medical attention, as appropriate and required, if they suffer from such symptoms. (See Appendix C and Appendix D).
 - Staff will regularly receive information and instruction regarding this Administrative Procedure.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendents are responsible for:

- Ensuring Principals are consistent with the application of this Administrative Procedure;
- Ensuring that any employee for whom they have supervisory responsibility are aware of this Administrative Procedure;
- Development and initiation of an Extreme Weather Action Plan for their facility/staff, where applicable;
- Maintaining an awareness of the contents and requirements of this Administrative Procedure;
- Maintaining an awareness of control measures and responses to extreme weather;
- Identifying signs /symptoms of heat/cold related illness and assisting affected staff in seeking appropriate first aid or medical treatment.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;
- Ensuring the regular provision of information and instruction regarding this Administrative Procedure.

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

- Development and initiation of an Extreme Weather Action Plan for their staff and students;
- Maintaining an awareness of the contents and requirements of this Administrative Procedure;
- Posting Appendices C and D to this Administrative Procedure on the Health and Safety Bulletin Board in each facility;
- Monitoring local weather conditions;
- Implementing the guidelines outlined within this Administrative Procedure where appropriate;

- Maintaining an awareness of control measures and responses to extreme weather;
- Identifying signs /symptoms of heat/cold related illness and assisting affected staff or students in seeking appropriate first aid or medical treatment.
- Referring to Appendices A and B for information on appropriate hot and cold weather response and when it is appropriate to discontinue work/play due to extreme weather.
- Ensuring that any employee for whom they have supervisory responsibility are aware of this Administrative Procedure.

Facility Services are responsible for:

- For extreme heat warnings (Humidex values over 40°C), Facility Services shall monitor and maintain building ventilation/ existing cooling systems and consider any applicable adjustments to system operations/ running times as may be applicable based on the extreme heat weather event. Consideration may be given to adjusting HVAC system schedules to allow them to be left on to allow cooler night air to come in.

Staff are responsible for:

- Adhering to this Administrative Procedure;
- Following the Extreme Weather Action Plan developed for their facility/staff;
- Participating in staff training or in-service in relation to this Administrative Procedure;
- Immediately reporting to their supervisor an illness or occurrence of Heat or Cold stress;
- Identifying signs /symptoms of heat/cold related illness and assisting affected staff or students in seeking appropriate first aid or medical treatment.

PROGRESS INDICATORS:

- Health and Safety Bulletin Boards will display Appendices C and D to this Administrative Procedure;
- Training records will show that staff have received regular information and instruction in relation to this Administrative Procedure;
- First Aid responders in Board facilities will be trained to identify and respond to heat/cold related illnesses.

DEFINITIONS:

Air Quality Health Index- The Air Quality Health Index (AQHI) is a scale designed to communicate the health risk posed by air pollution. The scale, from 1-10+, suggests steps we can take to reduce our exposure. The higher the number, the greater the risk, and the need to take precautions.

Humidex- The term “humidex” is short for humidity index. It is an equivalent scale intended for the public to express the combined effects of warm temperatures and humidity. Environment Canada uses humidex ratings to inform the general public when conditions of heat and humidity are possibly uncomfortable.

Wind Chill- The Wind Chill Index is expressed in temperature-like units which equate the combined effect of wind and temperature. In Canada, the Wind Chill is provided on a Celsius scale, but is reported without the degree sign as it is not a real temperature, but rather represents a perceived feeling of cold on the skin.

APPENDICES:

[Appendix A](#)- Extreme Weather Conditions- Heat Response

[Appendix B](#)- Extreme Weather Conditions- Cold Response

[Appendix C](#)- Hazards of Extreme Heat

[Appendix D](#)- Hazards of Extreme Cold

Extreme Weather Action Plan- found on the [E-Base Online](#) System in Logs

REFERENCES:

- Ministry of Education [Memorandum 2019: B12](#)- Provincial Working Group on Safety- [High Temperature Guideline](#) (Guideline Version September 12, 2018)
- PVNC AP 514- Reporting to Work on Inclement Weather Days
- PVNC AP 904- Lockdown Procedures
- [“Managing Heat Stress at Work”](#), June 28, 2019 update
- [“Guideline No. 33: Working in Extreme Temperature Conditions: Safety Guidelines for the Film and Television Industry in Ontario”](#), ISBN: 978-4249-9952-1, Issued June 2009, Review Date August 2010
- [“Wind Chill- The Chilling Facts”](#), Environment Canada Fact Sheet, ISBN 978-0-662-47625-2

Appendix A- Extreme Weather Conditions- Heat Response

Humidex Table

Humidex- The term “humidex” is short for humidity index. It is an equivalent scale intended for the public to express the combined effects of warm temperatures and humidity. Environment Canada uses humidex ratings to inform the general public when conditions of heat and humidity are possibly uncomfortable.

The goal of a Humidex based heat response plan is to prevent body temperature from exceeding 38°C.

Temperature Range, Including Humidex	Degrees of Comfort	Response for Staff Work Routines	Response for Student population
19-24	Comfortable: A temperature at which most individuals are comfortable.	<ul style="list-style-type: none"> Status quo 	<ul style="list-style-type: none"> Status quo Students may remain outside for all regular outside activities
26-34	Some Discomfort: Some individuals may experience discomfort	<ul style="list-style-type: none"> Status quo Encourage consumption of 1 cup of cool water every 20 minutes Monitor humidex 	<ul style="list-style-type: none"> Status quo Students may remain outside for all regular outside activities Encourage consumption of 1 cup of cool water every 20 minutes Monitor humidex
35-40	Great Discomfort: Most individuals will experience high levels of discomfort	<ul style="list-style-type: none"> Initiate Extreme Weather Action Plan for Hot Weather Continue to encourage consumption of 1 cup of cool water every 20 minutes Encourage ongoing observation of co-workers and students for symptoms of heat stress Consideration should be given to rescheduling strenuous physical activities to cooler times of the day. 	<ul style="list-style-type: none"> Initiate Extreme Weather Action Plan for Hot Weather Students may remain outside for no longer than 20 minute intervals at a time Continue to encourage consumption of 1 cup of cool water every 20 minutes Encourage ongoing observation of co-workers and students for symptoms of heat stress Consideration should be given to rescheduling strenuous physical activities to cooler times of the day.

40-44	Great Discomfort: Most individuals will experience high levels of discomfort	<ul style="list-style-type: none"> • Initiate Extreme Weather Action Plan for Hot Weather • Continue to encourage consumption of 1 cup of cool water every 20 minutes • Encourage ongoing observation of co-workers and students for symptoms of heat stress • Reduce strenuous physical activities and increase relief time where moderate physical activities must continue 	<ul style="list-style-type: none"> • Initiate Extreme Weather Action Plan for Hot Weather • Students must remain inside • Continue to encourage consumption of 1 cup of cool water every 20 minutes • Encourage ongoing observation of co-workers and students for symptoms of heat stress • Suspend physical activities
45 and above	HEAT RELATED ILLNESS IS LIKELY TO OCCUR	<ul style="list-style-type: none"> • Suspend physical activities 	

Vulnerability to Heat Stress: There are many permanent or temporary conditions (e.g. age, heart or lung conditions, dehydration, fatigue, some medications, etc.) that can make a person more vulnerable to heat strain. It is important for these individuals to seek advice from their personal physician regarding restrictions related to working/attending school in hot conditions. In these cases, additional precautions may be required.

Appendix B- Extreme Weather Conditions- Cold Response

Staff- Work/Rest Schedule For Cold Working Conditions

Sunny Sky Air Temp	No noticeable wind	Wind 8km/h (10 mph) (wind will move a light flag)	Wind 16 km/h (10 mph) (wind will fully extend the flag)	Wind 24 km/h (15 mph) (wind will raise a newspaper sheet)	Wind 32 km/h (20 mph) (wind will produce blowing and drifting snow)
°C	Max. Work Period ¹	Max. Work Period ¹	Max. Work Period ¹	Max. Work Period ¹	Max. Work Period ¹
-26 to -28	normal breaks	75 minutes	55 minutes	40 minutes	40 minutes
-29 to -31	normal breaks	75 minutes	55 minutes	40 minutes	30 minutes
-32 to -34	75 minutes	55 minutes	40 minutes	30 minutes	Non-Emergency work should stop
-35 to -37	55 minutes	40 minutes	30 minutes	Non-Emergency work should stop	
-38 to -39	40 minutes	30 minutes	Non-Emergency work should stop		
-40 to -42	30 minutes	Non-Emergency work should stop			
-43 and below	Non-Emergency work should stop				

Notes on using this chart:

- these guidelines apply to workers wearing dry clothing
- apply the schedule one step lower for work with limited physical activity. For example, at -35 with no noticeable wind, a worker with a job requiring little physical movement should have a maximum work period of 40 minutes
- ¹- Each period of Max. Work is to be followed by a 10 minute warm-up break in a warm environment

If only the wind chill temperature is available, a rough guide for applying wind chill, rather than the temperature and wind velocity factors above, would be:

- Special warm-up breaks should be initiated at a wind chill temperature of -32
- All non-emergency work should stop at a wind chill of -51

Adapted from Ontario Ministry of Labour Safety Guidelines for the Film and Television Industry in Ontario, Appendix C: Adverse Weather Conditions

Student- Cold Weather Outdoor Play Guidelines

Temperature with or without Wind Chill	Recess Response	Lunch Time Response	Extra-Curricular/ Inter-School/ Field-Trip Response
0 to -10	Outdoors for duration	Outdoors for duration	<ul style="list-style-type: none"> • Review compliance with OPHEA Guidelines for the activity • Information sent home to parents shall identify risks posed by weather conditions and appropriate dress for the activity • Appropriate dress for the activity shall be reviewed with students in advance • Students shall receive instruction in identifying cold stress symptoms • Environmental factors must be taken into consideration in terms of site appropriateness and/or cancellation/postponement
-10 to -20	Outdoors for duration	Outdoors for duration	
Below -20	Students to remain inside for duration and be granted immediate entry upon arrival to school	Students to remain inside for duration	

Appendix C- Hazards of Extreme Heat

A summary of heat-stress-related disorders, causes, symptoms, treatment and prevention is presented in the table below.

Some individuals are more susceptible to heat stress including seniors and small children. Heat stress can also occur from wearing excessively heavy clothing, playing sports or from prolonged physical exertion. Individuals with medical conditions and women who are pregnant may also be more vulnerable to heat stress. (Source: Heat Stress, Ministry of Labour 2014)

Heat Related Illness	Cause	Symptoms	Treatment	Prevention
Heat rash	Hot humid environment; plugged sweat glands.	Red bumpy rash with severe itching.	Change into dry clothes and avoid hot environments. Rinse skin with cool water.	Wash regularly to keep skin clean and dry.
Heat cramps	Heavy sweating from strenuous physical activity drains a person's body of fluid and salt, which cannot be replaced just by drinking water. Heat cramps occur from salt imbalance resulting from failure to replace salt lost from heavy sweating.	Painful cramps occur commonly in the most worked muscles (arms, legs or stomach); this can happen suddenly at work or later at home. Heat cramps are serious because they can be a warning of other more dangerous heat-induced illnesses.	Move to a cool area; loosen clothing, gently massage and stretch affected muscles and drink cool salted water (1½ to 2½ mL salt in 1 litre of water) or balanced commercial fluid electrolyte replacement beverage. If the cramps are severe or don't go away after salt and fluid replacement, seek medical aid. Salt tablets are not recommended.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke.
Fainting	Fluid loss, inadequate water intake and standing still, resulting in decreased blood flow to brain. Usually occurs in unacclimatized persons.	Sudden fainting after at least two hours of work; cool moist skin; weak pulse.	GET MEDICAL ATTENTION. Assess need for cardiopulmonary resuscitation (CPR). Move to a cool area; loosen clothing; have the person lie down; and if the person is conscious, offer sips of cool water. Fainting may also be due to other illnesses.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Move around and avoid standing in one place for too long. Workers should check on each other to help spot the symptoms that often precede heat stroke.
Heat exhaustion	Fluid loss and inadequate salt and	Heavy sweating; cool moist skin;	GET MEDICAL ATTENTION. This	Reduce activity levels and/or heat exposure. Drink

	water intake causes a person's body's cooling system to start to break down.	body temperature over 38°C; weak pulse; abnormal or low blood pressure; person is tired and weak, may have nausea and vomiting; is very thirsty; or is panting or breathing rapidly; vision may be blurred.	condition can lead to heat stroke, which can cause death quickly. Move the person to a cool shaded area; loosen or remove excess clothing; provide cool water to drink; fan and spray with cool water. Do not leave affected person alone.	fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke.
Heat stroke	<p>There are two types of heat stroke:</p> <p>Classic heat stroke may occur in older adults and in persons with chronic illnesses exposed to excessive heat. When the body has used up its water and salt reserves, it stops sweating causing a rise in body temperature.</p> <p>Exertional heat stroke generally occurs in young persons, who engage in strenuous physical activity for a prolonged period of time in a hot environment and the body's cooling mechanism cannot get rid of the excessive heat.</p> <p>Heat stroke may develop suddenly or may follow from heat exhaustion.</p>	High body temperature (over 40°C) and any one of the following: the person is weak, confused, upset or acting strangely; has hot, dry, red skin (classic heat stroke) or profusely sweating (exertional heat stroke); a fast pulse; headache or dizziness. In later stages, a person may experience loss of consciousness and possibly convulsions.	CALL AMBULANCE. This condition can result in serious illness or even death. Remove excess clothing; fan and spray the person with cool water; offer sips of cool water if the person is conscious.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke.

(Derived from - Ministry of Labour Publication- Heat Stress- June 2014-
https://www.labour.gov.on.ca/english/hs/pubs/gl_heat.php)

Appendix D- Hazards of Extreme Cold

Hazards of Extreme Cold

Exposure to the cold can be hazardous or even life-threatening. Extremities such as the ears, nose, fingers and toes lose heat the fastest. Exposed skin may freeze, causing frostnip or frost bite. In extreme conditions or after prolonged exposure to the cold, the body core can also lose heat, resulting in hypothermia.

If any persons are observed or suspected of exhibiting signs or symptoms of cold stress, immediately summon assistance, render first aid utilizing on-site resources and seek medical attention as applicable.

Cold Related Illness	Cause	Symptoms	Treatment	Prevention
Frostnip	A mild form of frost bite, only the skin freezes.	Skin appears yellowish or white but feels soft to the touch, painful burning or tingling sensation.	Bring person indoors, remove wet clothing, warm chilled body parts using warm water or body heat (do not rub or massage the area, or use heating pads/ radiators/ fire places). Seek medical if sensation does not return or signs of frostbite/ hypothermia. Do not re-expose area to the cold.	Cover exposed skin Dress warmly in layers of loose, dry clothing with a wind resistant outer layer Wear a coat, hat, mittens or insulated gloves, scarf, necktube or face mask, socks and insulated waterproof footwear
Frostbite	Freezing of body tissue (skin and underlying tissue).	Skin appears white and waxy and is hard to the touch. No sensation, area is numb.	GET MEDICAL ATTENTION. Do not walk on frost-bitten feet. Do not rub or massage the area. Remove anything that may restrict blood flow to the area, thaw the area using warm water or body heat (only thaw if you are sure the area will not freeze again). Apply loose dry dressing to the skin, leaving blisters intact. Elevate any thawed extremities above the level of the heart. Provide fluids.	Stay dry Keep active Take breaks in warm places/ indoors
Hypothermia	A potentially dangerous drop in body temperature, usually caused by prolonged exposure to cold temperatures.	Low body temperature (below 37°C), shivering, cold to the touch, slow/weak pulse, confusion and or memory loss, loss of muscular control/ coordination, slow shallow breathing, pale skin, low energy, drowsiness or exhaustion, slurred or mumbled speech, unconsciousness.	GET MEDICAL ATTENTION. Get the person indoors. Lay the person down and avoid rough handling. Gently remove wet clothing. Warm the person gradually and slowly.	

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board that new draft Administrative Procedure – ***#816 – Extreme Weather Response*** be received and posted under Directional Policy – ***#800 – Healthy Schools and Workplaces.***

Carried



BOARD ADMINISTRATIVE PROCEDURE

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

ADMINISTRATIVE PROCEDURE
NUMBER
**AP- 514
(old 508)**

Directional Policy
Employee Relations - 500

TITLE OF ADMINISTRATIVE PROCEDURE:

Reporting to Work on Inclement Weather Days

DATE APPROVED: November 2019

PROJECTED REVIEW DATE: 2024

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the purpose of the Employee Relations Directional Policy - 500 by ensuring there is a shared understanding of the Board's expectations as it relates to requirements on inclement weather days.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Inclement Weather Administrative Procedure supports our vision of *Achieving Excellence in Catholic Education* by ensuring our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings. This Administrative Procedure will ensure employees understand the expectations as it pertains to attending work on inclement weather days.

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:

It is the goal of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to keep schools and other work sites open during inclement weather except under extraordinary circumstances as determined by the Director of Education in consultation with administrative staff and appropriate authorities.

It is important to understand that the cancellation of bus services for students has no relation to the requirement for employees to attend work.

Reporting to Work on Inclement Weather Days

Employees are expected to make every reasonable effort to attend their normal work site on a day where there are inclement weather conditions.

In the case of employees who are unable to attend their own work site, there is an obligation to notify their regular supervisor.

Predetermined Alternative Work Site on Inclement Weather Days

If current weather conditions do not allow for the employee to report to their regular work site, they will report to their predetermined alternative work site instead. This predetermined alternative work site is the Board work location closest to the employee's

home address and will be recorded by the Board.

When reporting to the predetermined alternative work site, the employee is to report to the office, sign in, and speak with the Principal or designate of the school who will assign the employee to appropriate duties and location.

At approximately 10:30 a.m. the employee, in consultation with their regular supervisor, will determine whether they are able to proceed to their assigned work site. If they are not able to proceed to their normal work site, they will remain at the alternate work site for the balance of their regular work day.

Inability to Report to Any Work Site on Inclement Weather Days

If current weather conditions do not allow for the employee to report to their regular work site or predetermined alternative work site, they will enter an absence in SmartFind Express with the reason code 'Inclement Weather.' Consultation with their regular supervisor is necessary to determine if a supply is required for the absence.

At approximately 10:30 a.m. the employee, in consultation with their regular supervisor, will determine whether they are able to proceed to their assigned work site or their predetermined alternative work site. If the employee does proceed to either their assigned work site or predetermined alternative work site they are required to modify their absence in SmartFind Express to reflect this.

Predicted Inclement Weather

In the case of predicted inclement weather later in the day employees are expected to go to work as normal and consult with their supervisor to make arrangements for safe travel home. Employees require permission from their supervisor to leave work prior to the end of their regular work day in these cases.

Employees leaving work with their supervisor's permission because of predicted inclement weather must enter an absence in SmartFind Express with the reason code 'Inclement Weather.'

Other Absences on Inclement Weather Days

If an employee has a scheduled absence on an inclement weather day due to

professional learning, medical appointment, etc. and had booked a supply, the employee is required to consult with their supervisor to determine if the supply is still needed. If it is determined the supply is no longer required, the employee is required to adjust the absence in SmartFind Express.

Employees scheduled to attend professional learning on an inclement weather day will be notified as to whether the session is happening. If an employee determines they cannot attend the professional learning because of inclement weather, they are to follow the sections as outlined above.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy;
- Reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring that all employees whom they supervise are familiar with this Administrative Procedure.

Employees are responsible for:

Ensuring familiarity with the Administrative Procedure and requirements for reporting to work during inclement weather days.

Attending the appropriate work site unless they as individuals determine that safe travel is compromised by weather in which case an employee may be late for work or absent.

PROGRESS INDICATORS:

- Employees will remain safe during inclement weather.

DEFINITIONS:

Inclement Weather - refers to severe weather conditions, including ice, fog, sleet, snow, flood, extreme temperatures, and/or wind, which are considered serious enough to raise concerns regarding the safety of staff.

Predetermined Alternative Work Site – the work site which is closest to the employee’s home address but is not their regular work location.

RELATED DOCUMENTS:**REFERENCES:**

Education Act, R.S.O., Section 19 (1) (a) (b)

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

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that revised draft Administrative Procedure – ***#514 – Reporting to Work on Inclement Weather Days***, be received and posted as amended under Directional Policy – ***#500 – Employee Relations***.

Carried

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Catholic Family Life Education Program	(NEW) (208)
<i>Directional Policy</i>	
200 CATHOLIC EDUCATION	

TITLE OF ADMINISTRATIVE PROCEDURE:

Catholic Family Life Education Program

DATE APPROVED:**PROJECTED REVIEW DATE:**

November 2024

DIRECTIONAL POLICY ALIGNMENT: 200 Catholic Education

Catholic schools provide all students the opportunity to learn in the context of a Catholic worldview where faith and reason meet. In this pursuit, all students admitted to Catholic schools draw upon the teachings of the Church and, in doing so, the history of Catholic Education in the province of Ontario. The Family Life Education program integrates the formation of the student as a whole person created in the image and likeness of God. “The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith.” (Fulfilling the Promise, 1993).

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

This administrative procedure aligns with the Board’s multi-year strategic plan in that it promotes the Board’s mission “to educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.” The delivery of Family Life Education is an important aspect of the mission of Catholic Schools, and this procedure supports the partnership between schools and parents in the fulfilling of this program’s expectations.



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:

The Institute for Catholic Education (ICE) under the guidance of the Assembly of Catholic Bishops of Ontario develops the Family Life Curriculum for Catholic schools in Ontario. In grades 1-8, the program in place to support this curriculum is named *Fully Alive/Vivre Pleinement*. It is the purpose of this program to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education. Religious Education courses taught in our Catholic Secondary Schools are also supported by the Institute of Catholic Education (ICE) and the Assembly of Catholic Bishops of Ontario.

ACTION REQUIRED:

All students of the Board shall have the opportunity to participate in Catholic Family Life Education programs.

Elementary

- *Fully Alive/Vivre Pleinement* is the approved Family Life Education program to be used in elementary schools of the Peterborough Victoria Northumberland Clarington Catholic District School Board.
- A summary of the *Fully Alive/Vivre Pleinement* education program, including an approximate timeline of when specific units are to be taught shall be communicated with parents annually, and posted on school websites.

- Family Life Curriculum Unit letters shall be forwarded to parents prior to the beginning of each theme outlining what topics are to be covered, and suggestions for parent involvement.
- Parents will be provided with a list of all Family Life Curriculum expectations by grade.
- Parents will be notified at least twenty school days before the start of the “period of instruction” related to Theme 3: Created Sexual: Male and Female.

Secondary

- Family Life Education shall be taught as a strand within the Religious Education program using the Curriculum Guidelines developed by the Institute for Catholic Education and approved by the Assembly of Catholic Bishops of Ontario.

Exemptions - Elementary

- In accordance with the Ministry of Education Program and Policy Memorandum 162, a parent may submit a request in writing to the principal that his/her child be exempted from the entire unit that covers human sexuality (Theme 3) no more than five school days before the start of the period of instruction.
- Principals will acknowledge receipt of exemption notice from parents in writing.
- Principals make the final decision about whether a request for an exemption falls within the parameters set out in Ministry of Education Program and Policy Memorandum 162.
- Principals will work with parent/guardians to provide appropriate supervision for students exempted from Theme 3: Created Sexual: Male and Female.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Reviewing this administrative procedure to ensure its alignment with the Catholic Education Directional Policy.
- Reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this administrative procedure.

Superintendent of Learning: Religion and Family Life is responsible for:

- Providing leadership in the provision of Catholic Family Life Education programs.
- Ensuring that principals have access to current copies of the necessary family communication letters which accompany the Family Life Program.

Superintendents of Schools are responsible for:

- Ensuring principals are consistent with the application of this administrative procedure.

Principals and Vice-Principals are responsible for:

- Ensuring that educators responsible for Family Life Education Curriculum have access to the necessary *Fully Alive/Vivre Pleinement* Program materials and resources for their grade.
- Ensuring that Family Life Education is being provided as part of weekly Religious Education instruction for students from Grades 1-8.
- Following PPM 162 in cases where a parent has requested an exemption from instruction from Theme 3 of the Family Life curriculum.
- Responding in writing to any requests for exemptions.
- Making the final decision about whether a request for an exemption falls within the parameters set out in Ministry of Education Program and Policy Memorandum 162.
- Working with parents/guardians to provide appropriate supervision for students exempted from Theme 3: Created Sexual: Male and Female.
- Monitoring the delivery of Catholic Family Life Education programs.
- Working in partnership with teachers in the delivery of Catholic Family Life education programs.

Consultant for Religious Education is responsible for:

- Supporting teachers in the delivery of Catholic Family Life Education programs.

Teachers are responsible for:

- Utilizing the *Fully Alive/Vivre Pleinement* program to support the delivery of the Family Life Education Curriculum.
- Teaching the Catholic Family Life Education program using the prescribed curriculum and resources.
- Integrating Catholic values and teachings in all subject areas.
- Sharing a summary of the *Fully Alive/Vivre Pleinement* Education program, including an approximate timeline of when specific units are to be taught, with parents annually.
- Sending Family Life Curriculum Unit letters to parents prior to the beginning of each theme, and at least 20 school days prior to Theme 3: Created Sexual: Male and Female, outlining what topics will be covered and suggestions for parent involvement.
- Giving particular consideration to communication with families of students in Grade 1 and/or those new to a PVNC School to ensure that they receive all the information about the program prior to its implementation in the classroom.

Parents/Guardians are responsible for:

- Becoming familiar with the Family Life Education program in order to enhance their ability to discuss their children's learning.
- Communicating with their children's teachers.

- Reviewing information provided by the school regarding the Fully Alive Program.
- Communicating with classroom teacher and school staff when concerns or questions arise.
- Providing written notice to request an exemption from Fully Alive Theme 3: Created Sexual: Male and Female instruction to the principal at least five (5) school days prior to the commencement of that unit of instruction.

PROGRESS INDICATORS:

- Schools will communicate to parents/guardians the contents of the Family Life Education program and the planned start and end dates of the instruction related to Theme 3: Created Sexual: Male and Female.

DEFINITIONS:

- Family Life Curriculum - The expectations associated with Family Life are outlined in the Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8 – Family Life Education. The program in place to support this curriculum is named *Fully Alive/Vivre Pleinement*. This curriculum is based on the vision that the knowledge, skills, attitudes and values acquired in the Family Life program will benefit students throughout their lives and help them to thrive in an ever-changing world by enabling them to acquire a Christian vision of personhood, relationships, sexuality and to develop the comprehension, capacity and commitment needed to lead fully human lives.

The Family Life Education Curriculum contains three overall expectations which develop in complexity as they span grades 1 to 8. They are:

- Appreciating God's Goodness
- Exploring Human Nature
- Reflecting, Responding, and Analyzing

The specific expectations for each grade are developed under 5 strands (themes) as follows:

1. Created and Loved by God
2. Living in Relationship
3. Created Sexual: Male and Female
4. Growing in Commitment
5. Living in the World

- Learning Resources - refers to any material or a person with instructional content or function that is utilized for formal or informal teaching or learning purposes. Learning resources include but are not limited to human resources, print and/or digital materials, artwork, audio/visual, and eLearning resources.

REFERENCES:

- [Institute for Catholic Education](#)
- [Assembly of Catholic Bishops of Ontario](#)
- [Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education](#)
- [Catholic Association for Religious and Family Life Educators of Ontario](#)
- [The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019](#)
- [Ministry of Education - Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. \(PPM 162\)](#)
- [The Ontario Catholic Secondary Curriculum Policy Document](#)
- [Renewing the Promise - A Pastoral Letter for Catholic Education](#)
- [Ontario Catholic School Trustees Association~ Respecting Difference, 2012](#)
- [Canadian Conference of Catholic Bishops](#)
- [Assembly of Catholic Bishops of Ontario, Fully Alive \(Grades 1-8\)](#)
- [The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8 – Religious Education 2012](#)

APPENDIX

Sample Exemption Form - in effect January 2020



EXEMPTION FROM INSTRUCTION IN FAMILY LIFE EDUCATION – THEME 3

Having reviewed the Family Life Education curriculum expectations in the elementary curriculum for my child's grade, I would like my child to be exempted from instruction related to the expectations in Theme 3: Created Sexual - Male and Female.

During the exemption period, I would like my child to *[select one only]*:

- remain in the classroom without taking part in instructional activities related to Family Life Education. I understand that my child's alternate activities during the exemption period will be at the discretion of the teacher.
- leave the classroom and remain in the school under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
- be released into my care or the care of my approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

NOTICE OF PERIOD OF INSTRUCTION*

* In this form, the *period of instruction* refers to the period, including the beginning and end dates, during which instruction in Family Life Education - Theme 3: Created Sexual - Male and Female is delivered. This period could extend over several days or weeks, depending on individual schools' calendars and teachers' lesson plans.

For the 20 ____ – ____ school year, the period of instruction related to the Family Life Education expectations in your child's grade will start on _____ *[insert date]* and end on _____ *[insert date]*.
The daily schedule for this instruction is attached.

I understand and agree with the following statements:

- the Family Life Education expectations in Theme 3: Created Sexual - Male and Female are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Family Life Expectations in that school year;
- references to or conversations about sexual health and development among teachers, school staff, or other students outside formal instruction in Family Life Education are not subject to this exemption;
- my child will continue to receive instruction related to all other Family Life Education curriculum expectations;
- requests for exemption made by phone, or exemption forms or written requests that do not have a parental signature, will not be accepted;

- this exemption form must be returned by _____ *[enter date]* for my child to be excluded from instruction related to the Family Life Education expectations in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

Child's Last Name: _____ Child's First Name: _____

Parent's Name (print): _____ Parent's Signature: _____

Grade and Class: _____ Date: _____

PLEASE NOTE:

You will receive an acknowledgement from the school by _____ *[letter/email/text]* by _____ *[insert date]*.

If you do not receive an acknowledgement, please contact: _____ *[contact name here]*.

Please return this signed form no later than: _____ *[insert date]*.

Information Collection Authorization: This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. The information is collected for education purposes and is within the guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989.

Users: Principal, Classroom Teacher.

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board that new draft Administrative Procedure – ***#208 – Catholic Family Life Education Program*** be received and posted under Directional Policy – ***#200 – Catholic Education.***

Carried



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Out of School Activities	ADMINISTRATIVE PROCEDURE NUMBER AP-S-305 (NEW)
Directional Policy Student Achievement and Well-being - 300	

TITLE OF ADMINISTRATIVE PROCEDURE:

Out of School Activities

DATE APPROVED:

May 28, 2018

PROJECTED REVIEW DATE:

June 2022

DIRECTIONAL POLICY ALIGNMENT: 300 - Student Achievement and Well-being

The Board recognizes the educational value for students and staff to participate in Out of School Activities. The Board encourages excursions and field trips as part of an enriching Catholic educational program for all students. Activities out of school provide students with experiential learning opportunities to discover diverse educational and natural environments, cultures, faiths, workplaces, and global perspectives. Field trips and excursions are valuable extensions of the curriculum and will be linked to the [Ontario Catholic School Graduate Expectations \(OCGEs\)](#). Out of School Activities provide opportunities for students to develop a life-long love of healthy living through participation in well-planned and well-managed excursions. At all times, leaders of Out of School Activities are expected to care for the students as a responsible and prudent parent would.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Out of School Activities Administrative Procedure supports our Vision for achieving excellence in Catholic Education through learning, leadership and service. Well-planned experiential Out of School Activities develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

1. Out of School Activities shall:
 - (a) Have a well-planned, definable Catholic educational purpose linked to the Ontario Curriculum and the Board's vision, and shall be conducted in a safe and supervised manner;
 - (b) Be carefully planned, conducted, and assessed in terms of educational benefits for students and in accordance with the Board's safety, emergency and supervision guidelines;
 - (c) Ensure that participation in Sunday Eucharist is part of the planned activity when students are away from home on Sundays, and include other faith development experiences (i.e.: liturgical celebration or prayer reflection) where appropriate;
 - (d) Include appropriate accommodations for students with special needs, including an educational assistant in some circumstances, as required;
 - (e) Be planned with consideration given to the age of the students, distance of the

activity from the school, associated costs to the students/families and ability for all to participate. Fees shall be calculated on a cost-recovery basis for excursions that are considered to be voluntary enhancements to the curriculum.

2. (a) Health and safety shall be given the highest priority for students and staff when planning an Out of School Activity. Where an Out of School Activity includes a High Care Activity, the consent form will contain a section which describes the elements of risk for the activities the students may experience during the excursion.
- (b) High Care Activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking, or swimming; rock-climbing; tobogganing; cycling on major roadways; contact sports; skiing; and snowboarding. These activities may involve increased risk, require additional specific safety considerations and/or safety equipment, as listed in the **OPHEA Safety Guidelines**, or require special certifications or qualifications for supervision. See Appendix A for a list of High Care Activities.
- (c) All staff are instructed to refer to OPHEA's (Ontario Physical and Health Educators Association) Ontario Physical Education Safety Guidelines when planning and supervising all High Care Out of School Activities.

High Care Activities may be in combination with any Out-of-School Activity, in any Category 1 to 5. Teachers, by signing the Out of School Activity application, indicate they have addressed the appropriate OPHEA Safety Guidelines.
- (d) Some level of injury risk is inherent in any activity. The Board uses the Risk Management Guidelines of the Ontario School Board Insurance Exchange (OSBIE) to assist in identifying and managing the risks of Out of School Activities. In order to mitigate the risk of injury, some activities such as whitewater rafting and skydiving, are not permitted. For a list of Risk Managed Activities which are not permitted under this Administrative Procedure, see Appendix B.
- (e) Where Out of School Activities are part of the athletic (co-instructional) program, teachers are to follow the requirements outlined in the OPHEA Elementary or Secondary Athletics Guidelines, in coordination with this procedure. The appropriate permission forms for participating in physical

activity must be completed, in addition to all other required forms.

- (f) Trips that do not have a clear educational purpose, do not reflect the Ontario curriculum, or cannot be adequately supervised, will not be considered or approved by the principal or superintendent.
- (g) Swimming in hotel pools is not permitted unless there is a qualified lifeguard supervising on site and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place. Non-swimmers are not allowed to go into the hotel pool or hot tub.

3. High Care Activities Involving Water

On Out of School excursions, water safety may be a concern, even if the general purpose of a trip does not involve students being in or on water. Even shallow water can present a danger. Water temperature, water current, watershed conditions and weather conditions can present significant risks. If there is any water in close proximity to the primary area of the excursion activities, this must be noted in the risk assessment portion of the parent permission form. For the purposes of excursions, close proximity to water is to be avoided if the activity does not involve water. If this proximity cannot be avoided, then supervision ratios must account for the possibility that students may access the water if not supervised appropriately, particularly on any overnight excursions. Parents/guardians must give written permission for their child to be involved in any swimming activity.

Students are not allowed to swim after sunset or before sunrise, and may only swim in designated areas.

(a) Day Excursions (Category 1/Category 2)

For day excursions, such as stream studies, where water is present but students are not swimming, teachers will evaluate the water temperature, water current, water depth, watershed conditions and weather conditions to assess the risk. The teacher will then consult with the school principal to determine if the activity should proceed, and if extra supervision is required, and/or if students should be required to wear Personal Flotation Devices (PFDs).

For day excursions where water activities are the primary focus of the activity, including pools and water parks, a swim test is required on site. If a swim test cannot be conducted at the excursion site, then arrangements must be made

by the school to conduct the swim test prior to arrival at the site. Swimming in unsupervised bodies of waters (lakes, rivers, streams) is not allowed. Exceptions for secondary outdoor education courses and co-curricular clubs must be approved by the principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice.

(b) Out of School Activities in Camps, or Outdoor Education Settings (Category 3)

Out of school activities at a licensed camp or outdoor education facility (pre-approved or otherwise) where water activities are included as part of the program must ensure that the camp has a qualified lifeguard on staff who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, either at the camp or prior to the excursion. Results of unsuccessful swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative supervised activities for the duration of the excursion.

Consult the *OPHEA Guidelines - Outdoor Education - Swimming* for a complete list of requirements.

(c) Wilderness Trips (Category 4)

When on a wilderness trip, all students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test prior to the excursion. Swim tests will be conducted by a qualified lifeguard and at least one of the qualified teachers for the trip will be present. Swim test results will be communicated by the supervising teacher to the student, parents/guardians

and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

4. Out of School Activities are classified into five categories:

(a) Category 1 - Day Walking Trip

Students may be taken on a walking trip off school property to embark upon a variety of educational or community activities throughout the school day. Staff must inform the principal of the purpose and details of the trip. The principal shall be responsible for granting permission for the activity prior to booking the activity. Parents must be informed of the activity by the teacher in writing. Staff may seek parental consent for a series of specific Out of School Activities that are scheduled throughout the year.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, where the parish is in walking distance, schools will inform parents/guardians of the dates students will be walking to the parish for Mass.

(b) Category 2 - One-day Out of School Activity Using Transportation

The principal will be responsible for granting permission for Category 2 activities. Staff must complete a Category 2 Approval Form and submit it to the principal **prior to booking** the activity.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, schools will inform parents/guardians of the dates that their children will be transported by bus to the parish for Mass.

(c) Category 3 - Overnight Out of School Activity

Staff will complete a Category 3 Approval Form and submit it to the principal **prior to booking** the activity. The principal will approve the activity and submit a copy of the form to the superintendent of schools at least one month prior to

the activity. Exceptions to these timeline requirements may be secondary school sports teams who have qualified for regional or provincial tournaments or band/drama productions that have qualified for a provincial competition.

Category 3 excursions requiring hotel accommodations must be arranged through a registered Travel Agent who possess a licence used by the Travel Industry Council of Ontario (TICO) as per the Travel Industry Act (2002).

All overnight Out of School Activities using a pre-approved provider will be considered as a Category 3 excursion, and then follow the same approval process.

Out of School Activities at a licensed camp facility (pre-approved or otherwise) where water activities are included as part of the program must ensure that the camp has a **qualified lifeguard** on staff who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, either at the camp or prior to the excursion. Results of unsuccessful swim tests will be communicated by the teacher to the student, parents/guardians and principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative activities for the duration of the excursion.

Consult the *OPHEA Guidelines - Outdoor Education - Swimming* for a complete list of requirements.

(d) Category 4 – Overnight Wilderness Canoe-Tripping anywhere in Canada

Wilderness Canoe or Kayak Tripping is defined as travelling in groups by canoe through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight.

Elementary School canoe-tripping excursions will not be approved.

The Board shall be responsible for the approval of Category 4 Out of School Activities. A Category 4 Approval Form must be submitted to the Family of Schools superintendent **prior to booking** the trip.

For first time trips, trips in which the itinerary has changed significantly or where there is an increased risk, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Repeat trips, previously approved by the Board, will be presented to the Trustees by the Family of Schools superintendent at least three Board meetings prior to the trip taking place.

All students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test based on the OPHEA guidelines prior to the excursion. Swim tests will be conducted by a qualified lifeguard and by at least one of the qualified teachers for the trip. Swim test results will be communicated by the teacher to the student, parents/guardians and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion.

The swim test must be completed within the school year in which the activity is taking place.

In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

(e) Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

The Board shall be responsible for the approval of Category 5 Out of School Activities. A Category 5 Approval Form must be submitted to the Family of Schools superintendent **before the trip is booked**.

For Out of School excursions where water activities (including swimming at beaches or in hotel pools) are included as part of the program, supervising teachers must be present for the duration of the water activities, and must ensure that the beach or pool has a qualified lifeguard on site who is present at the water during all water activities, and, that all students who are participating in any water activity have passed a swim test, **prior to the excursion**. Results of unsuccessful swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal. Non-swimmers must be identified

and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative supervised activities for the duration of the excursion.

Given that some countries may have different safety standards than Ontario, extreme caution should be exercised before approving any High Care Activities on an international excursion.

For first time trips, trips in which the itinerary has changed significantly or where there is an increased risk, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Repeat trips, previously approved by the Board, will be presented to the Trustees by the Family of Schools superintendent at least three Board meetings prior to the trip taking place.

Category 5 excursions requiring travel services such as hotel accommodations or air/bus transportation must be arranged through a registered Travel Agent who possesses a licence issued by the Travel Industry Council of Ontario (TICO) as per the Travel Industry Act (2002).

5. (a) The principal shall be responsible for the approval of Out of School Activities, except Category 4 and 5 excursions.
- (b) For Category 5 trips, the principal shall ensure that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) are met, including obtaining three written quotes for excursions.
- (c) The principal shall inform the appropriate superintendent in writing of all overnight Out of School Activities.
- (d) The Board shall be responsible for the approval of Out of School Activities that involve travel outside of Canada, travelling requiring flights and overnight wilderness trips in Canada.
- (e) Where appropriate, schools can coordinate Out of School Activities to reduce costs and to support the participation of smaller schools. In multi-school trips, each participating school principal must submit a completed application package.

6. (a) Students and parents must be provided with details of all expenses associated with the Out of School Activity along with the permission form. It should include total costs along with possible expenses that might be incurred while in attendance such as lunches, souvenirs, snacks, or added excursions.
- (b) Costs associated with Out of School Activities which are an extension of the curriculum and not an optional trip may be subsidized by school budget, Catholic School Council funds, or fund-raising efforts. Principals must be sensitive to the capabilities of families to pay prior to supporting Out of School Activities. In cases where financial hardship is suspected, staff will make whatever accommodation is required to support participation of all students in Category 1, 2 and 3 Out of School Activities.
7. (a) The Board requires that principals have the written consent of a parent or legal guardian prior to any student being granted permission to participate in an Out of School Activity. For Category 1 – Day Walking Trips, please refer to Section 4 (a). Students who have reached the age of consent (18) may sign their own permission forms.
- (b) Students participating in athletic activities must sign the PVNC Athletic Participation form granting permission for regular season travel. Student athletes participating in any overnight athletic events must receive specific permission from parents using the Category 3 Parent Permission form.
- (c) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.
8. Excursion Providers
Organizations may become pre-approved providers for excursions and trips by submitting for review to the Board of Trustees appropriate documentation regarding safety measures and facilities, which must be in compliance with OPHEA guidelines. Excursions and trips using one of the pre-approved providers will be submitted under Category 2 (day-trips) or 3 (overnight excursions) and will follow the process outlined in this administrative procedure for approval.

At any pre-approved camp facilities, where swimming is part of the excursion program, a lifeguard must conduct a swim test either at the camp or on site prior to the activity. Swim tests will be conducted by a qualified lifeguard and a supervising teacher. Results of unsuccessful swim tests will be communicated by the teacher to the student, parents/guardians and principal. Students who are not successful must wear a Personal Flotation Device when on or near the water or will be provided alternative supervised activities.

A pre-approved excursion provider must be reconsidered by the Board of Trustees every five years. In order to be reconsidered, the excursion provider or camp must submit a current safety qualifications package.

9. The principal has the right to exclude a pupil from an Out of School activity if, in the professional judgement of the principal after consultation with staff, attendance at the event will either be a safety risk for the student or for his or her classmates. The principal must inform the parent of the decision promptly, citing the reasons for the decision. Students who are suspended are not permitted to attend out of School Activities. Students who violate the Code of Conduct will be disciplined appropriately. This may include being removed from the Out of School Activity at the parents' expense.
10. (a) The staff member initiating the Out of School Activity is responsible for arranging transportation including the method of payment. Approved carriers include school buses, coach buses, and public transportation such as trains, airplanes, subways.
 - (b) Private automobiles are allowed to transport students to and from out of school activities; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from Policy 707, Appendices G1 and G2. The car's owner remains the primary responsible party and, if an accident occurs, his or her own insurance coverage is expected to be used, without reimbursement by the Board. Any personal vehicle used must have a minimum of \$1,000,000 personal liability insurance coverage, if the Board's third party liability insurance is to be accessed.
 - (c) Under no circumstances are staff to request students to drive other students to an Out of School Activity. Parents/guardians must be made aware anytime that students are being asked to be responsible for their own transportation to an Out of School Activity.

Students choosing to drive themselves to an after-school activity are not considered to be doing so under the direction of any agent of the Board.

- (d) Large (12-15) passenger commuter vans shall not be used for any type of travel for students.
11. (a) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants. Supervisors must hold appropriate qualifications for the activities for which they are supervising. It is expected that Board employees and volunteers who act as supervisors will exercise the care and judgement that would be expected of a wise and judicious parent.

Factors to be considered before assigning supervisors:

(i) Transportation

- mode of travel (walking, bus, train, airplane)
- length of travel (days, hours per day, overnight)
- departure and arrival sites
- travel routes
- number of vehicles

(ii) Nature of Activity

- number of participants and or spectators
- crowd control
- location of activity (e.g. ball park, museum, swimming pool, fire station, provincial park, ski hill, etc.)
- equipment needs

(iii) Selection of Supervisors

- need for experienced supervisors
- need for specialized skills (skier, first aid, lifeguard, etc.)
- need for providing instruction to supervisors
- gender appropriateness
- use of volunteers (need for police checks)

(b) Student Safety

Safety of pupils during any Out of School Activity is the first and foremost priority to consider for planning. Adequate supervision will depend on many of the factors listed above; however, the decision is not limited to these factors alone. Principals must weigh a number of mitigating circumstances before granting or seeking approval for Out of School Activities.

(c) Pre-inspection of Site

In order to ensure a worthwhile, safe, and accessible Out of School Activity for all students, pre-planning is essential. Upon agreement by the teacher and principal, the teacher should visit the selected site in advance. If this is not feasible, the teacher should obtain as much information as possible about the area to be visited from others who have or from credible sources. The teacher should share this information with the principal in order to make the necessary supervision recommendations.

(d) Supervision Strategies

Staff will determine supervision strategies that will be used during any proposed Out of School Activity such as the buddy system, visual contact, walkie talkies, group compositions, curfews, etc. The supervisor is responsible for providing the office staff with a written list of those attending the Out of School Activity prior to departure. Student attendance through a roll call should be taken before each stop and departure. There should also be a clear method of informing principals and parents of any emergencies or arrival delays at any hour of the day or night. Emergency contact information for each student must be in the possession of the supervisor in charge at all times, with a copy left for the vice-principal or principal.

For Category 3, 4 and 5 Out of School Activities, schools will consider the composition of the group and ensure appropriate supervision for the excursion.

(e) Supervisor "In Charge"

Where there are two or more supervisors, one supervisor who shall be an employee of the Board, will be designated by the principal as "in charge". This individual will have responsibility for making decisions in the event of adverse conditions or emergencies. It is recommended that this person consult with the principal as needed. In the case of a serious student misconduct during an Out of School Activity, the staff person in charge will consult with the principal or Family of Schools superintendent to decide an appropriate course of action. In some circumstances, the staff person in charge will be given the authority, by the principal or superintendent, to dismiss the student and so inform the

student's parents, who will be responsible to meet their son or daughter at a location determined by the principal or supervising teacher. A written report of the incident will be prepared for by the staff member in charge for submission to the principal.

(f) Volunteer Supervisors

Volunteer supervisors must have criminal background checks submitted to the office prior to supervising any students according to Board policy. The supervisor in charge is responsible for ensuring that this has occurred and that all volunteers are familiar with the itinerary, school code of conduct, and any potential safety concerns. Staff are not permitted to share personal student information with any volunteers except when necessary for student safety. Volunteers should never be asked to take on duties for which they are not qualified to perform.

As a general rule, family members of PVNC staff supervising Category 3, 4 and 5 Out of School Activities, are not eligible to participate in the excursion. In extenuating circumstances, where an Out of School Activity may benefit from an additional supervising adult family member, special permission may be given by the Family of Schools superintendent for the adult family member to act as a supervisor, if the adult family member provides a current police reference and vulnerable sector check.

Children, who are not students of the school, are not permitted to participate in Category 3, 4 or 5 Out of School Activities.

(g) First Aid Procedures

It is highly recommended that at least one supervisor have knowledge of emergency first aid procedures for all Category 2, 3, 4 and 5 trips. All Category 4 Out of School Activities identified as wilderness or high care activities must have an appropriately qualified supervisor with first aid certification. See OPHEA Guidelines.

In case of an accident or student injury, First Aid, medical attention and/or Emergency Medical Services must be engaged immediately. At the first opportunity, contact the principal and the parents/guardians to inform them of the accident. The principal will contact the appropriate superintendent if the accident is deemed serious and requiring medical attention immediately. Within 24 hours of a serious accident, an Incident Report Form should be submitted as per OSBIE regulations. If a student is ill and/or injured, he or she must NOT be sent home unaccompanied.

(h) Number of Supervisors

The ratio of students to supervisors is dependent on the nature of the Out of

School Activity, age of the students, type of class, and means of transportation. However, the minimum ratio shall be as follows:

Category 1 - Day Walking Trip

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 10 students
Grades 1 - 6	Minimum 2 adult supervisors per class
Grades 7 - 8	Minimum 1 adult supervisor per class
Grade 9 - 12	Minimum 1 adult supervisor per class

Category 2 - One-day Out of School Activity Using Transportation

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 5 students
Grades 1 - 3	1 adult supervisor per 6 students
Grades 4 - 6	1 adult supervisor per 12 students
Grades 7 and 8	1 adult supervisor per 16 students
Grades 9 - 12	1 adult supervisor per class

Category 3 - Overnight Out of School Activity

Grade Level	Ratio
Kindergarten & Grades 1-3	Overnight Trips Not Permitted
Grades 4 - 8	1 adult supervisor required for every 10 students. A minimum of 2 supervisors is required at all times.
Grades 9 - 12	1 adult supervisor required for every 15 students. A minimum of 2 supervisors is required at all times.

Category 4 – Wilderness Trips anywhere in Canada (High Care Activities)

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	1 adult supervisor required for every 8 students. A minimum of 3 supervisors is required at all times.

Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	<p>1 adult supervisor required for every 10 students for trips within North America.</p> <p>1 adult supervisor required for every 8 students for trips outside of North America.</p> <p>A minimum of 3 supervisors is required for international trips/flights.</p>

12. Out of School Activity Travel Insurance - Category 4 or 5

All schools planning out of Province or International excursions will ensure the trip includes mandatory insurance for all travelers in the group. Such insurance must cover school board or principal rulings for cancellation of the trip.

Any excursion hosted by a third party provider shall require the third party to provide proof of insurance coverage. Where a school principal has authorized an excursion that will be hosted by a tour operator and any third party provider that directs and/or supervises activities during the excursion, the principal shall obtain a copy of the provider's and/or third parties' liability insurance policy.

13. Emergency Plans

For Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions, an Emergency Plan will be developed by the in-charge supervisor that will address medical, personal, weather, and disciplinary emergencies. The plan will establish a clear and precise communication procedure for informing parents in a timely and appropriate fashion in the event of an emergency. Consideration for alternative plans should be given in areas where cellular service may be limited (ex. use of satellite phone). The Emergency Plan will be reviewed by the principal. A sample Emergency Plan can be found within the OPHEA Safety Guidelines, as an appendix. (Note that some high care activities require a form of transportation available for emergency purposes and a designated second teacher-supervisor, should the in-charge supervisor be

involved in or with an emergency.)

14. Hospitality and Gifts Guideline

No excursion planners, organizers or supervisors shall accept monetary gifts, and/or travel credits or travel benefits from tour operators, with the exception of travel, accommodation and meals included in the tour package for those individuals leading the excursion and designated supervisors required to satisfy the supervision ratio.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being;
- reviewing this Administrative Procedure to ensure compliance;
- receiving summary board reports from the Family of Schools superintendents, listing all repeat Category 4 and 5 excursions;
- reviewing and approving initial Category 4 and 5 – Out of School Activities;
- reviewing the list of pre-approved excursion providers every 5 years.

The Director of Education is responsible for:

- ensuring implementation of this Administrative Procedure;
- coordinating Category 4 and 5 presentations to the Board of Trustees, as required;
- confirming or cancelling Out of School Activities, based on Canadian Travel Advisory Reports or developing emergency situations.

Superintendents are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- reviewing and approving all Category 3, 4 and 5 Out of School Activities;
- reviewing applications to ensure that the OPHEA guidelines are followed for all High Care Activities;
- preparing Board reports of recurring Category 4 and 5 excursions and presenting

these to the Board of Trustees.

Principals are responsible for:

- ensuring staff whom they supervise are aware of the requirements and are following all requirements under this Administrative Procedure;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that safety procedures for all activities, including high care activities, are in compliance with the OPHEA Safety Guidelines;
- ensuring that the requirements outlined in the Purchasing Handbook and Procurement Directives to obtain three written quotes from prequalified suppliers for all Category 5 excursions are met;
- ensuring that all teachers have the additional qualifications or certifications required to supervise the Out of School Activity;
- ensuring that the appropriate swim test be conducted and all students and parents/guardians informed of the results prior to the excursion;
- communicating Mass dates, that involve either walking or bus transportation to church, to families at the beginning of the school year
- maintaining a file of each field trip taken by any group in the school, for a minimum of two calendar years. Each file shall contain the details of the trip, including copies of consent forms, and be available for review by the appropriate superintendent;
- maintaining emergency contact information for all staff and students participating in Category 2, 3, 4 or 5 excursions;
- ensuring that the Family of Schools superintendent is provided the list of students and adults participating in trips over holiday periods, including emergency contact information, prior to the excursion;
- reviewing the application package to ensure all supervision ratios, supervisor qualifications and OPHEA guidelines have been met;
- reviewing the Emergency Plan for the Out of School Activity;
- ensuring all students have an equal opportunity to participate in class excursions which are an extension of the curriculum, and, will not be denied such opportunity because of monetary factors or issues of accessibility;
- when appropriate, subsidizing costs associated with Out of School Activities by school budget, Catholic School Council funds, or fund-raising efforts. principals are responsible for ensuring fund-raising to defray costs incurred shall be

- consistent with the Board Policy on Fundraising;
- shortening, cancelling or terminating at any time if, in the opinion of the school principal or superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, due to weather or other circumstances;
- collaborating with other schools to combine trips and itineraries, where appropriate;
- ensuring a process is in place so that students participating in Out of School Activities have opportunities to catch up on any missed work or assignments;
- ensuring that Category 3, 4 and 5 trips, requiring travel services such as hotel accommodations or air/bus transportation are coordinated through a registered Travel Agent, as per the Travel Industry Act (2002) – [Travel Industry Guidelines for School Trips](#);
- submitting all Category 3, 4 and 5 applications to the Family of Schools superintendent.
- ensuring that in multiple-school trips, all schools submit a separate application package.

Curriculum Chairs are responsible for:

- ensuring that Out of School Activities initiated within their departments articulate the alignment with the curriculum expectations and the Ontario Graduate Expectations;
- coordinating trips with other Secondary schools, where possible and appropriate
- ensuring that in multiple-school trips, all schools submit a separate application package.

Teachers and Staff are responsible for:

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- reading the appropriate sections of this Administrative Procedure, completing all necessary forms to ensure that the requirements for certification, ratios, and safety will be followed;
- obtaining three written quotes from prequalified suppliers for all Category 5 excursions as outlined in the [Purchasing Handbook and Procurement Directives](#);
- for high care activities and Category 3, 4 or 5 excursions, creating an Emergency Plan and sharing it with the principal;
- ensuring that all students participating in an Out of School Activity have a signed

- parent permission submitted prior to departure;
- reviewing the [OPHEA Safety Guidelines](#) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance with the OPHEA Safety Guidelines. For all High Care Activities, signing the Out of School Activity application, indicating they have addressed the appropriate OPHEA Safety Guidelines;
- ensuring that all safety considerations have been met for all high care activities;
- reviewing with students safety and behaviour expectations for all Out of School Activities;
- ensuring all supervisors, volunteers and participating students have a common understanding of what is expected during the excursion, in alignment with the school's Code of Conduct;
- submitting a list of all students and adults attending an excursion to the school office, and also taking a copy of the list with staff attending the excursion. The list should include medical and emergency contact information for each student;
- providing the office with an alternate plan and assigned classroom location for students not attending the excursion;
- providing an emergency contact number to the school principal for communication purposes;
- ensuring a First Aid Kit is accessible in the case of student or supervisor injury;
- reporting all injuries (staff or student) on an excursion to the principal within 24 hours of the incident;
- storing oral medications in a safe manner, and following the Administration Procedure for Administering Oral Medication;
- ensuring all staff members and volunteers are aware of special medical considerations of students, and the corollary necessity for medications, dietary restrictions and/or other health devices required to be brought on the excursion (e.g., epi-pens, insulin pump, inhaler, etc.). Students who normally carry epi pens, insulin pumps and inhalers at school are expected to do so while on the excursion;
- establishing an emergency plan, including specific consideration for students requiring specialized assistance or accommodations;
- ensuring that when lodged in overnight accommodations, they review with the participants, the evacuation plans and procedures to be followed in case of fire or other emergencies;
- ensuring that, as supervisors, they have the required, current qualifications and certification;

- arranging for the appropriate swim test to be conducted by a qualified lifeguard, if water activities are involved, prior to the excursion;
- sharing swim test results with the student and parents/guardians and principal;
- ensuring for Category 3 excursions, students who do not pass the swim test are not allowed to participate in activities in, on or in close proximity to water and that they are provided with alternative supervised activities;
- ensuring that any students who do not successfully pass the swim test do not participate in any Category 4 (Wilderness) excursions;
- ensuring swim test results are kept on file at the school;
- bringing copies of the emergency procedures and emergency contact information on the excursion;
- informing the principal of alternative plans, or any changes to the itinerary, at any time during the out of school activity;
- checking road and weather conditions daily and being prepared to alter plans if necessary;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School activity.

Parents are responsible for:

- signing and submitting to the school office parent permission forms prior to any student participating in an Out of School Activity. The Board requires that principals have the written consent of the parents/guardians of all pupils under the age of 18 participating in Out of School Activities;
- informing the school principal if there is any medical reason why their child should not participate in the activity or if their child requires special attention during the activity;
- reviewing the expectations of the Code of Conduct and of all Out of School Activities with their children;
- any applicable losses or costs should their child engage in misconduct, including a breach of the Board's Safe School Policy and Code of Conduct.

Students are responsible for:

- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in Out of School Activities;
- representing their school in a positive manner while on an excursion;
- listening to and following the directions of their teacher or supervisor;

- ensuring that any missed assignments are submitted after returning from an Out of School activity;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Volunteers are responsible for:

- adhering to the policies and procedures of the Board, as applicable;
- reporting to the principal and teachers of the school;
- completing a Vulnerable Sector/Criminal Reference check;
- understanding the supervision expectations of the Out of School Activity, as well as the school's Code of Conduct;
- adhering to the trip schedule;
- modelling appropriate behaviour and dress;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

PROGRESS INDICATORS:

- Schools are providing well-planned, interesting, Out of School Activities to enhance the learning of students.
- All Out of School Activities are planned according to the parameters and guidelines of this Administrative Procedure.

DEFINITIONS:

Excursion Providers – Organizations that provide services, programs or facilities that are used for excursions.

Pre-approved excursion providers have had their safety standards reviewed by the Board's Health and Safety Officer and by the Board of Trustees. The following excursion providers have Board approval for the period of September 2017 – August 2021:

- Bark Lake Leadership Camp
- Brimacombe Ski Resort
- Camp Ganaraska
- Camp Kawartha
- Camp Muskoka

- Tree Top Trekking (<http://treetoptrekking.com/en/ganaraska/>)

High Care Activities – are activities that involve increased risk and require additional specific safety considerations, or require special certifications or qualifications for supervision. High care activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking or swimming; rock climbing; canopy walks; cycling in traffic or on major roadways; skiing; snowboarding.

Instructor – An individual who provides instruction on skills and possesses the required certifications. This role could be fulfilled by a teacher, parent/guardian/volunteer or employee of an outside provider.

Lifeguard - An individual who is at least 18 years of age; who has the required certification; and who is responsible for the overseeing of swimmer safety.

Out of School Activities - are excursions organized by school personnel and are directed by a teacher/educator team. Out of School Activities involve leaving the school property and are for educational purposes, and may also include spiritual, recreational and other components.

OPHEA - Ontario Physical and Health Educators Association. OPHEA has established The Ontario Physical Education Safety Guidelines, managed by OPHEA, which represent the minimum standards for risk management practice for school boards. They focus the attention of teachers, supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. Safety Guidelines for elementary and secondary activities are available at www.ophea.net.

Risk Managed Activities - Some level of injury risk is inherent to any activity. The Ontario School Board Insurance Exchange (OSBIE) has developed guidelines to assist members of the Ontario School Boards' Insurance Exchange in identifying and managing the risks of school approved field trips or excursions. Information on Risk Managed Activities can be found at the [OSBIE's Field Trip Risk Management Guidelines](#). School boards should only undertake to organize field trip activities in accordance with board policies/procedures and after careful assessment of the risk factors and their ability to manage those risks.

REFERENCES:

- Administration of Medication Procedure or Health Support Services, and Emergency Response,
- Anaphylaxis: Reducing the Risks
- Asthma Reducing the Risks
- Concussions
- Expenditure Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs
- [OPHEA Safety Guidelines](#)
- [OPHEA – Elementary Skiing/Snowblading/Snowboarding Guidelines](#)
- [OPHEA – Secondary Skiing/Snowblading/Snowboarding Guidelines](#)
- [OPHEA – Secondary Outdoor Education Guidelines – Canoe Tripping](#)
- [OSBIE - Field Trip Risk Management Guidelines](#)
- [OSBIE – School Board/Snow Resort Safety Guidelines](#)
- [Purchasing Handbook and Procurement Directives](#)
- Safe Schools - Code of Conduct
- Safety and Conduct on School Buses
- Student Safety
- [Travel Industry Guidelines for School Trips](#)
- Volunteers in our Schools

RELATED FORMS

- Appendix A – High Care Activities
- Appendix B – Activities Not Approved
- Appendix C – Reference Chart
- Category 2 Approval Form
- Category 3 Approval Form
- Category 4 Approval Form
- Category 5 Approval Form
- Out of School Parental Permission Form - Category 2 Activity
- Out of School Parental Permission Form - Category 3 Activity
- Informed Consent/Permission Form for Education Trips
- Release and Indemnification Form for Education Trips
- Reference Chart
- Volunteer Forms
- Emergency Response Procedures for Medical Conditions



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Purchasing	ADMINISTRATIVE PROCEDURE NUMBER 610
<i>Directional Policy</i> 600 – Stewardship of Resources	

TITLE OF ADMINISTRATIVE PROCEDURE:

Purchasing

DATE APPROVED:

November 19, 2019

PROJECTED REVIEW DATE:

November 2024

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by ensuring that employees understand the expectations regarding incurring financial commitments and purchasing goods and services on behalf of the board in a cost effective manner, demonstrating openness and fairness to all potential vendors.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Purchasing Administrative Procedure – 610 supports our Vision for Achieving Excellence in Catholic Education: Learn, Lead, Serve by establishing transparent procedures and efficient processes regarding the acquisition of goods and services on behalf of the board. These processes are a means to ensuring the board, while serving its students, meets its regulatory requirements and achieves value in the use of public funds.



Strategic Priorities 2017-2020

Vision

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

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SERVE

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

ACTION REQUIRED:

1.0 Purchasing Processes

- 1.1 Purchasing involves the identification and recognition of the need for goods and services used by the various operations of the Peterborough Victoria Northumberland and Clarington Catholic District School Board. Processes guiding the satisfaction of those needs are meant to ensure that purchasers obtain value for the board via the lowest possible cost, consistent with the best quality of goods and services available, and the timeliness of delivery. The Purchasing Department reflects the dual role of a service department and a primary contact between the Peterborough Victoria Northumberland and Clarington Catholic District School Board and the supplier in the procurement of goods.
- 1.2 All departments and staff with the responsibility to purchase must respect and adhere to the Boards purchasing procedures. The Purchasing Department oversees all Board purchasing and will support and foster processes to seek, obtain, and purchase all goods and services at the lowest possible cost, giving consideration to the guidelines of price, service, quality, and delivery, as well as supporting co-operative and collaborative purchasing.
- 1.3 The Purchasing Department will be responsible for establishing processes and procedures to ensure a competitive bidding process, which may consist of request for tenders, proposals, quotations, or expressions of interest, and statement of capabilities. These

processes and procedures will be published in a handbook for distribution throughout the system.

- 1.4 The *Purchasing Handbook* will serve as a tool for personnel training, and will incorporate all aspects of Board purchasing and the methods of purchasing, including purchase orders, purchase requisitions, Visa Purchasing Card purchases, and cooperative purchasing.
- 1.5 The Purchasing Department will monitor compliance with the Ontario Broader Public Sector (BPS) Procurement Directives, laws of Ontario and Canada, as well as compliance with chapter five - Canada Free Trade Agreement (CFTA) and chapter nineteen – Comprehensive Economic and Trade Agreement (CETA) if and where applicable.

2.0 Approval Authorities

- 2.1 The authorization for acquisition of goods and services required for annual consumption may be delegated by the Director of Education to the superintendent responsible for a particular department or initiative.

Title	Maximum Authorized Amount
Superintendent of Business	Up to \$1,000,000
Superintendents of Learning	Up to \$200,000

Once authorized, the superintendent is accountable for those areas of the Board's approved budget, and may make commitments on behalf of the Board within their approved budgets and signing limits, and in accordance with approved tendering and purchasing processes. Where there is a need for a significant purchase or commitment not previously contemplated within an approved budget, the Director of Education may approve an expenditure up to \$500,000.

Notwithstanding the above limits, commitments for construction contracts with respect to new school construction or new additions to existing schools with a value in excess of \$1,000,000 will be approved by the Board of Trustees.

A superintendent may further delegate the signing authority, subject to the following limits, with the understanding that the superintendent remains responsible and accountable for expenditures and commitments made.

Title	Maximum authorized amount
Managers	Up to \$50,000
Other management staff and school principals and vice-principals	Up to \$25,000
Administrative Assistants (where a P.O. is present)	Up to \$10,000
Administrative Assistants (where no P.O. is present)	Up to \$1,000

Since each department or program may have a unique management structure, the signing authority limits for each area must be approved by the responsible superintendent and the Superintendent of Business and Finance, and filed with the Finance Department.

- 2.2 It is the responsibility of each principal, supervisor, manager, and superintendent to ensure his or her staff are incurring and/or claiming expenses that are appropriate in relation to performing their duties, support the program objectives of the department or school, and maximize the benefits to the Board.

3.0 Segregation of Duties

- 3.1 Effective control in an organization includes both the delegation of authority and segregation of duties across functions and individuals. Segregation of duties prevents any one person from controlling the entire purchasing process by segregating approvals for the key stages of the supply chain process.

The five main procurement roles that typically require segregated approval are illustrated below:

Roles	Process
Purchase Requisition	Initiated by School or Dept. Staff
Requisition and Budget Approval	Administrative Assistant, Supervisor, Principal, Vice Principal, Manager, Superintendent up to authorized level. Note: must be at least one level of authority higher than the requisitioner.
Purchase Order	Released by Purchasing Department
Receipt of Goods/Services	Requisitioner will complete receipt entries
Payment	Accounts Payable will process invoice for payment.

Employees are to refer to the Purchasing Handbook to ensure consistent process for purchase of equipment, supplies or services.

4.0 Signature Requirements

- 4.1 All approvals will be evidenced by the signature or initials of the appropriate authority.
- 4.2 For Control purposes, the Finance Department will maintain a record of specimen signatures and initials of authorized individuals.
- 4.3 When an authorized person approves a transaction using the Board accounting or payroll system or any other electronic system maintained by the Board, it shall be considered the same as if the person had signed the document manually.
- 4.4 Where users are provided password access to approval systems noted above depending on their position they, in order to protect the integrity of the data entered, will not share their password with others.

5.0 Specific Items

5.1 Advertising

Where advertising expenditures are being procured or incurred on behalf of the Board, the following principle applies. The manager/principal responsible will ensure that advertising is purchased for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families.

5.2 Plant/Facility Purchases

Schools will not enter into agreements or contract with any individuals or trade companies for building maintenance. All facilities related purchases of goods and services must be completed through Plant Services in compliance with the appropriate purchasing procedures.

6.0 Purchasing Code of Ethics

- 6.1 All Board employees involved in any aspect of purchasing or other supply chain/ procurement related activities must comply with the following Supply Chain Code of Ethics:

(a) Personal Integrity and Professionalism

All individuals involved with purchasing or other supply chain related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between Broader Public Sector organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

(b) Accountability and Transparency

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

(c) Compliance and Continuous Improvement

All individuals involved in purchasing or other supply chain-related activities must comply with the Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment of the administrative procedure Purchasing, with the Stewardship of Resources Directional Policy.

The Director of Education is responsible for:

- Ensure compliance with the administrative procedure Purchasing and the Stewardship of Resources Directional Policy.
- Designating resources to implement this Administrative Procedure.

Superintendent of Business is responsible for:

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

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

- Ensuring that systems and processes are in place so that all purchases of goods and services are compliant with Purchasing Administrative Procedure, the Purchasing Handbook, Ontario Broader Public Sector (BPS) Directives and CETA / CFTA where applicable.
- Ensuring the Purchasing Department maintains overall responsibility for determining the terms and conditions of tendering (including the form and amount of financial security and insurance required), and for administering tender calls and contracts resulting from the tenders.
- Ensuring that the *Purchasing Handbook*, incorporating the objectives and procedures related to the purchasing function, is modified as required to remain current and relevant.
- Providing tools and support to each principal, supervisor, manager, and superintendent to ensure his or her staff are appropriately informed and comply with the Board's approved policy for Purchasing Services and the administrative procedures outlined in the *Purchasing Handbook*.

Superintendents, Principals, Managers & Supervisors are responsible for:

- Ensuring all school and department purchases are compliant with the Purchasing Administrative Procedure and the *Purchasing Handbook*.

PROGRESS INDICATORS:

- PVNC will continue the practice of cost effective acquisition of materials, equipment, supplies, and services for the Board through a competitive bidding process that demonstrates openness and fairness to all potential vendors.

DEFINITIONS:

Capital Acquisitions - Capital acquisitions are all items of furniture, and any equipment with a value of \$500 or more, exclusive of taxes.

Competitive Process - Supplies, equipment, and services must be acquired through a competitive process that ensures the best value for the funds expended to meet specific needs and promote fair and equitable relationships.

Purchase Order - The purchase order is the primary written communication tool between the Board and the designated supplier. Purchase orders are used to convey offers to suppliers, accept offers from suppliers, to confirm existing verbal contracts, and to otherwise formalize a purchase transaction with a supplier.

Request for Proposal (RFP) - A request for proposal is a solicitation of price proposals from qualified suppliers to provide products or services, or to provide alternate options or solutions to resolve an issue or a technical, professional, or management problem.

Request for Quotation (RFQ) - A request for quotation is a written offer or price specifically given upon request, usually in competition with other vendors.

Request for Tender (RFT) - A request for tender is a formal written request for price submissions, normally accompanied by generic descriptions, performance specifications, and specific terms and conditions of supply. A request for tender may be by invitation to selected potential sources of supply based on suppliers' capabilities.

REFERENCES:

[Purchasing Handbook](#)

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

[Ontario Broader Public Service Procurement Directives BPS](#)

[Canada Free Trade Agreement CETA](#)

[Comprehensive Economic and Trade Agreement CETA](#)

[Ontario BPS Interim Measures](#)

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Use of Electronic Communication and Social Media	516 (OLD) NA
<i>Directional Policy</i>	
500: Employee Relations	

TITLE OF ADMINISTRATIVE PROCEDURE:

Use of Electronic Communication and Social Media

DATE APPROVED: October 23, 2018**PROJECTED REVIEW DATE:** October 2023**DIRECTIONAL POLICY ALIGNMENT:** Employee Relations**ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Use of Electronic Communication and Social Media Administrative Procedure supports our Vision for achieving Excellence in Catholic Education by supporting employees in their understanding of *professional boundaries and responsibilities in the appropriate use of electronic communication and social media. Electronic communication includes, but is not limited to, messaging or video chat software, websites, apps, email, texting, and blogging. It also includes social media networking platforms such as Facebook, Twitter, Instagram, Snapchat and Youtube.* Given the ubiquitous quality of social media and its ever increasing use as learning technologies in instruction and assessment, this administrative procedure assists employees in maintaining the public trust.

Strategic Priorities 2017-2020



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SERVE

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ACTION REQUIRED:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board (the “Board”) is committed to establishing guidelines and expectations regarding the ethical and responsible use of electronic communication and social media by its employees. It does so in keeping with Ontario College of Teachers’ professional advisory: *Maintaining Professionalism - Use of Electronic Communication and Social Media*.

The board acknowledges that social media platforms are and will continue to be increasingly popular with staff, students and families, and within our school communities these platforms are used for the purposes of instruction, assessment, and communication.

It is necessary to provide guidelines that assist our staff in understanding the distinction between the private and professional use of social media. Our employees’ *off-duty conduct, even when not directly related to students, is relevant* in maintaining public confidence.

To that end, the board provides guidelines that include but are not limited to the Employee Acceptable Use of Technology Administrative Procedure and to provide them with the means, information, and skills necessary to accompany them.

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

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Electronic Communication and Social Media Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

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

Superintendent of Learning/Innovation Technologies is responsible for:

- In consultation with the Superintendent of Human Resources, overseeing the development of this Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

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

Manager of Communications is responsible for:

- Overseeing the development and revision of electronic and social media guidelines for staff.
- Monitoring and supporting staff in the areas of electronic communication.

Manager of Information Technology is responsible for:

- Overseeing the development and revision of guidelines and resources for staff and students.
- Monitoring and supporting staff in the areas of electronic communication.

Principals and Vice-Principals are responsible for:

- Notifying staff about the Electronic and Social Media Administrative Procedure.

Staff are responsible for:

- Maintaining electronic and social media practices in keeping with the advisory of the Ontario College of Teachers and this administrative procedure.

Parents are responsible for:

- Modelling appropriate use of electronic and social media practices in keeping with their responsibilities under the Provincial Code of Conduct and the Board Code of Conduct.

PROGRESS INDICATORS:

- Yearly completion of Employee Acceptable Use of Technology Agreement, which includes review of the employee guidelines for electronic and social media.
- Yearly completion and review of these guidelines through of Safe Schools Online Training.

DEFINITIONS:

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

REFERENCES:

- [Message of His Holiness Pope Francis for World Communications Day, January 24, 2018](#)
- [Catholic Curriculum Corporation - Ethical and Responsible Use of Information and Communication Technology](#)
- [Employee Acceptable Use of Technology AP 511](#)
- [Ontario College of Teachers Professional Advisory: Electronic and Social Media, September 2017](#)
- [Personal Network Device Policy - 314](#)



Social Media Guidelines for Employees



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Social Media Guidelines for Employees

Purpose:

These guidelines are intended to help Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board staff understand and navigate their professional boundaries and responsibilities in the appropriate use of electronic communication and social media.

This document is based on the Ontario College of Teachers (OCT)'s professional advisory: *Maintaining Professionalism - Use of Electronic Communication and Social Media* and we make use of the important insights highlighted in the advisory to assist our own staff.

The PVNC Social Media Guidelines apply to all PVNC staff with the goal of helping our staff use digital tools in a safe, responsible manner while leveraging social media as a powerful communications tool that can support student achievement, education, school success, parent engagement and Deep Learning in our classrooms.

It is hoped that the articulation of these guidelines for staff will also support parents in their own social media practices.

Definition:

For the purpose of these guidelines, electronic communication includes, but is not limited to, messaging or video chat software, websites, apps, email, texting, and blogging. It also includes social media networking platforms such as Facebook, Twitter, Instagram, Snapchat and Youtube.

Introduction:

Social media creates exciting new educational and communication opportunities for educators and school Board staff; however, the scope of the technology also creates potential risks.

It is our hope that these guidelines will assist our staff in understanding the distinction between the private and professional use of social media as an employee's off-duty conduct, even when not directly related to students, is relevant in maintaining public confidence.

Electronic communication and social media tools provide exciting opportunities to learn, teach and communicate with students, parents/guardians and to engage with other educators and school communities both within our Board and beyond.

This technology serves a range of purposes from helping students and parents access assignments and resources to connecting with communities all over the world. PVNC staff also use the Internet and social networking sites as instructional tools, seeking resources to develop lesson plans and information to enhance their professional practice.

For the public, social media can be a window into our vibrant Catholic school communities and an opportunity for community members to understand and appreciate the innovative learning taking place every day in our classrooms.

These tools provide powerful new ways for employees to collaborate and dialogue with others, expand their professional network and continue their professional learning. Used thoughtfully and appropriately, new technologies offer opportunities to model digital citizenship for students and deliver the curriculum in innovative and engaging ways.

However, some of the most popular social media platforms were not created specifically for educational purposes and their use can expose PVNC staff to risk when it comes to maintaining professionalism.

While employees should be cautious when communicating electronically and online, this does not mean it must be avoided altogether. Keep interactions professional, as you would in the classroom, and build a positive online presence. Know and respect proper professional boundaries with students, even when students initiate electronic interaction.

Professional vs Private Social Media Conduct

All PVNC staff should treat professional social media space, whether it be electronic communication or social media platforms set up in a classroom, school or through the Board, like a classroom or professional workplace. The standards we expect from our employees in their professional settings also apply to professional social media accounts.

There is a distinction between the professional and private lives of our staff members; however, the nature of education means PVNC staff hold public positions and are important role models in the communities where they work.

That means off-duty conduct matters and sound judgment and due care must be exercised when posting, commenting or sharing social media content both privately and professionally.

Ontario teachers, for example, must “maintain a sense of professionalism at all times – in their personal and professional lives,” according to the Ontario College of Teachers.

GUIDELINES FOR ALL PVNC EMPLOYEES

Professional Use of Social Media

- ❖ Exercise responsibility, caution, sound judgement and common sense when using professional social media accounts in the classroom, school or on behalf of the Board.
- ❖ Professional social media accounts should be used to enhance classroom learning, promote school initiatives and success and engage positively with parents/guardians and the broader community for which our schools serves. Posts should remain positive and make a link to student achievement and well-being as much as possible.
- ❖ Do not post comments, or share material that would be inappropriate in the professional setting or would bring disrepute to colleagues, the school, the Board, Catholic Education or the broader education sector.
- ❖ When setting up professional social media sites, staff should responsibly consider the intended audience and the appropriate level of privacy.
- ❖ Accounts should include language and logos that clearly identify them as professional sites.

- ❖ Professional social media communications must comply with PVNC policies and applicable laws on the disclosure of confidential information, cyberbullying, student privacy, the use of threatening language and other Safe Schools concerns.
- ❖ Notify parents and your school administrator before using social networks for classroom activities.
- ❖ Principals must securely maintain the administrative logins for school social media accounts.
- ❖ Communications Services and IT will keep back-ups of school social media administrative logins to access in case of an emergency and to assist with social media resets when a principal or designated employee is transferred.
- ❖ Principals must be aware of and maintain a list of social media accounts connected to their schools.
- ❖ Media inquiries received on school accounts should be referred to Communication Services.

GUIDELINES FOR PARENTS

- ❖ Exercise responsibility, caution, sound judgement, and common sense when using personal social media accounts.
- ❖ Refrain from identifying personal accounts as school or board accounts.
- ❖ Refrain from identifying student or staff information.
- ❖ Support the Provincial Code of Conduct and Board Code of Conduct.
- ❖ **Comply with applicable laws on cyberbullying.**

Personal Use of Social Media

- ❖ PVNC employees should exercise caution, common sense and professionalism when using personal social media accounts.
- ❖ Employees should consider that their personal social media conduct reflects on their professional reputation.
- ❖ Staff should never share information with students in any environment that they would not willingly and appropriately share in a school or school-related setting or in the community.

Interact with students appropriately

- ❖ Model the behaviour you expect to see from your students online.
- ❖ Teach students appropriate online behaviour and the proper use of comments and images.
- ❖ Maintain professional boundaries by communicating with students and others electronically at appropriate times of the day and through established education platforms and Board email.
- ❖ Avoid exchanging private texts, phone numbers, personal email addresses, videos or photos of a personal nature with students.
- ❖ Do not issue or accept “friend” or “follow” requests from students. Consider the privacy implications of accepting those requests from parents/guardians.

Understand privacy concerns

- ❖ Respect the privacy and confidentiality of student information and others in your school community.
- ❖ Ensure consent has been given before tweeting or posting any student work, digital pictures or other identifying information on social media or websites.
- ❖ Check frequently the privacy and security settings of photos and other content on social media accounts as they may change without your notice. Remember, your privacy on these digital platforms is never guaranteed.
- ❖ Use privacy settings for their intended audiences. Limitations to privacy settings exist; however, PVNC employees should be aware that social media sites can change their default privacy settings and other functions at any time.

Act Professionally

- ❖ Exercise responsibility, caution, sound judgment, and common sense when using social media sites.
- ❖ Seek the principal's approval before creating social media accounts for classes and community groups.
- ❖ Cross-collaborate with PVNC social media accounts using relevant hashtags: pvncserves, pvnclearns, pvncleads.
- ❖ Maintain a reasonable and positive alignment with the mission and strategic priorities of PVNC and content shared on social media.
- ❖ Maintain your professionalism by using a formal, courteous and professional tone in all communications with students and parents.
- ❖ Avoid online criticism about students, colleagues, your employer or others within the school community.
- ❖ Avoid impulsive, inappropriate or heated comments.
- ❖ Avoid comments or posts that are critical of government or elected officials.

Pause and ask yourself important questions

1. When interacting with students, am I using electronic communication and social media to enhance their learning or for personal reasons?
2. What are my reasons for sharing this information with a student? Are they professional or are they personal?
3. Is this picture or comment something I would be comfortable with my students, their parents, my supervisor, my family or the media seeing?
4. Would my peers or supervisors consider what I have posted as reasonable and professional?
5. Would I write this/post this knowing it can never be truly erased and may remain in the public domain indefinitely?

6. Would I communicate this way in my community?
7. Am I keeping current in my awareness and knowledge of social media technology developments to protect myself from misuse?
8. How does my online presence – that which I control and that which is posted by others – reflect my professionalism? How does it reflect on my profession?

