



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, November 20, 2018

6:30 – 8:30 p.m.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Linda Ainsworth

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

A. Call to Order:

1. Opening Prayer, Mrs. 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 2, 2018. Page 3
6. Business Arising from the Minutes.

B. Presentations/Recommended Actions:

1. R.A.: Add New Directional Policy #800 Page 11
Healthy Schools and Workplaces
Mrs. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services
2. R.A.: Draft Administrative Procedure – New #517 Page 12
Fitness for Duty and Substance Use
Mrs. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services

3. R.A.: Draft Administrative Procedure – Old #710 / New #106 Page 24
Delegations to Board and/or Committee Meetings
 Mr. Michael Nasello, Director of Education
4. R.A.: Draft Administrative Procedure – Old #823 / New #306 Page 30
Home Schooling
 Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services
5. R.A.: Draft Administrative Procedure – Old #806 / New #207 Page 46
Opening and/or Closing Exercises in Catholic Schools
 Mrs. Laurie Corrigan, Superintendent of Learning/Innovation Technologies
6. R.A.: Draft Administrative Procedure – Old #203 / New #609 Page 52
Investment of Surplus Funds
 Mrs. Isabel Grace, Superintendent of Business and Finance
7. R.A.: Directional Policy – New #1300 Page 57
Student Transportation
 Mrs. Isabel Grace, Superintendent of Business and Finance

C. Information Items:

D. Next Meeting:

1. Date: Tuesday, February 5, 2019 6:30 – 8:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

E. Conclusion:

1. Closing Prayer, Mrs. Ruth Ciraulo.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, October 2, 2018 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Mmes. Linda Ainsworth (Chairperson), Calahndra Brake (Senior Student Trustee), Ruth Ciraulo, Michelle Griepsma, Helen McCarthy.
Messrs. David Bernier, Daniel Demers.

Administration: Mmes. Laurie Corrigan, Anne Marie Duncan, Isabel Grace.
Messrs. Sean Heuchert, Timothy Moloney, Michael Nasello.

Guests:

Regrets: Mmes. Joan Carragher, Christine Dunn, Eveline Fisher (Junior Student Trustee), Dawn Michie.

Recorder: Mrs. Andrea Bradley.

A. Call to Order:

Mrs. Linda Ainsworth called the meeting to order.

1. Opening Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, called the meeting to order at 6:30 p.m. and asked Mr. Daniel Demers to lead the Opening Prayer.

2. Mrs. Linda Ainsworth, 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 Mr. David Bernier, seconded by Mrs. Helen McCarthy, that the Policy Development Committee Agenda be accepted as amended, moving B5 to B1 and moving B6 to B2.

Carried

4. Declarations of Conflicts of Interest.

5. Approval of the Minutes of the Policy Development Committee Meeting held on May 28, 2018.

MOTION: Moved by Mr. David Bernier, seconded by Mr. Daniel Demers, that the Minutes of the Policy Development Committee Meeting held on May 28, 2018, be approved.

Carried.

6. Business Arising from the Minutes.

Mrs. Helen McCarthy, City of Peterborough Trustee, expressed concern with the wording from May 28, 2018 minutes, B1.1. concerned that “**sick leave** had been changed to **non-culpable** absenteeism throughout Administrative Procedure #504”. It was pointed out the **non-culpable** is standard contract wording meaning absenteeism that is not within the worker’s control.

Mr. Michael Nasello, Director of Education, took this opportunity to introduce Trustees to the new PVNCCDSB website. Mr. Nasello demonstrated ease of movement throughout the website, focusing on the Policy area. Trustees were complementary and Mr. Nasello answered a number of questions.

B. Recommended Actions/Presentations:

1. R.A.: Draft Administrative Procedure – Old #1101 / New #616

Honoraria for Trustees

Mrs. Isabel Grace, Superintendent of Business and Finance, presented the new Draft Administrative Procedure – **#616 - Honoraria for Trustees** to the Policy Development Committee and answered questions.

Changes include:

- a) Change Governance, Vision and Strategic Priorities Directional Policy #100 to Stewardship of Resources #600 throughout.
- b) Add Hyperlinks to regulation.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mr. David Bernier, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#1101 - Honoraria for Trustees**, be deleted and the revised, newly formatted, Administrative Procedure – **#616 - Honoraria for Trustees** be received and posted as amended under Directional Policy – **#600 - Stewardship of Resources**.

Carried.

2. R.A.: Draft Administrative Procedure – Old #1102 / New #617

Trustee Expenses

Mrs. Isabel Grace, Superintendent of Business and Finance, presented new Draft Administrative Procedure – **#617 - Trustee Expenses** to the Policy Development Committee and answered questions.

Changes include:

- a) Remove “shredders” from list of Board provided equipment and services. (pg. 15)
- b) Add “printers” to services Trustees have access to throughout their term of office. (pg. 15)
- c) Remove “or” after (a) A rate per kilometer. (pg. 15)
- d) Change “of” to “by” the Director of Education or designate, etc. (pg. 17)
- e) Change “be” to “been” – Where the expense claim has not “been” duly completed, etc. (pg. 17)
- f) Revise policy numbers under References. (pg. 18)

MOTION: Moved by Mr. Daniel Demers, seconded by Mrs. Helen McCarthy, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#1102 - Trustee Expenses**, be deleted and the revised, newly formatted, Administrative Procedure – **#617 - Trustee Expenses** be received and posted as amended under Directional Policy – **#600 - Stewardship of Resources**.

Carried.

3. R.A.: Directional Policy – New #1300

Student Transportation

Mrs. Isabel Grace, Superintendent of Business and Finance, informed Trustees that the Board is waiting for provincial consultation on any recommended action. It has been delayed. Mrs. Grace will bring the ***Student Transportation*** Directional Policy to the November 20, 2018 Policy Development Committee Meeting. Recommendations from that meeting will go to the November 27, 2018 Board Meeting. Mrs. Grace is making adjustments to the wording under “Parameters”.

4. R.A.: Draft Administrative Procedure – Old #817 / New #304

Supervised Alternative Learning and Other Excusals from Attendance at School

Mr. Tim Moloney, Superintendent of Learning/Student Success, presented new Draft Administrative Procedure – ***#304 - Supervised Alternative Learning and Other Excusals from Attendance at School*** to the Policy Development Committee and answered questions. Mr. Moloney stated that there are currently six students in the SAL program.

Changes include:

- a) Change “section” number to “paragraph” number, to avoid confusion re: “Section 23”.
- b) Mr. Moloney will add information under “Progress Indicators”.
- c) Add hyperlinks to “Related Forms”.
- d) Include examples of plans that have worked.

MOTION: Moved by Mr. Daniel Demers, seconded by Mrs. Michelle Griepsma, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#817 - Supervised Alternative Learning and Other Excusals from Attendance at School*** be deleted and the revised, newly formatted, Administrative Procedure – ***#304 - Supervised Alternative Learning and Other Excusals from Attendance at School***, be received and posted as amended under Directional Policy – ***#300 - Student Achievement and Well-Being***.

Carried.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mr. David Bernier, that the Policy Development Committee Meeting be extended from 8:30 p.m. to 8:45 p.m.
Carried.

5. R.A.: Draft Administrative Procedure – New #323

Supporting Students with Epilepsy in Schools

Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services, presented new Draft Administrative Procedure – ***#323 - Supporting Students with Epilepsy in Schools***, to the Policy Development Committee and answered questions.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mr. Daniel Demers, that the Policy Development Committee recommend to the Board that new Administrative Procedure – ***#323 - Supporting Students with Epilepsy in Schools***, be received and posted under Directional Policy – ***#300 - Student Achievement and Well-Being***.

Carried.

6. R.A.: Draft Administrative Procedure – New #516

Use of Electronic Communication and Social Media

Mrs. Laurie Corrigan, Superintendent of Learning/Innovation Technologies and Mr. Sean Heuchert, Information Technology Services Manager, presented the new Draft Administrative Procedure – ***#516 - Use of Electronic Communication and Social Media*** to the Policy Development Committee and answered questions. Mr. Heuchert explained the different types of accounts and how they can be managed. Mr. Heuchert reviewed the “Social Media Guidelines for Employees” document with Trustees and thanked Mr. Galen Eagle, Communications Manager, for producing the document. A copy will be given to Principals at the Director’s Meeting on October 3, 2018.

Changes include:

- a) Remove “of” in Pope Francis 2018 quote. (pg. 50)
- b) Add link to “Employee Acceptable Use of Technology AP #511”. (pg. 51)
- c) Under “References” change “Personal Network Device Policy #904 to AP#314”. (pg. 51)

MOTION: Moved by Mrs. Helen McCarthy, seconded by Mr. Daniel Demers, that the Policy Development Committee recommend to the Board that the new Administrative Procedure – **#516 - Use of Electronic Communication and Social Media**, be received and posted as amended under Directional Policy – **#500 - Employee Relations**.

Carried.

7. R.A.: Draft Administrative Procedure – Old #711 / New #107

Electronic Meetings

Mr. Michael Nasello, Director of Education, explained to Trustees that he had tightened up some of the wording in new Administrative Procedure – **#107 - Electronic Meetings**.

Changes include:

- a) Under “Action Required” #8.a. change “two members” to “one member as long as there is quorum online”. (pg. 54)
- b) Under “Action Required” #11 change “may be present” to “shall be present”. (pg. 54)

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mr. Daniel Demers, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#711 - Electronic Meetings** be deleted and the revised, newly formatted, Administrative Procedure – **#107 - Electronic Meetings**, be received and posted as amended under Directional Policy – **#100 - Governance, Vision, and Strategic Priorities**.

Carried.

8. R.A.: Draft Administrative Procedure – Old #1110 / New #105

Student Trustees

Mr. Michael Nasello, Director of Education, presented the new Draft Administrative Procedure – ***#105 - Student Trustees***, to the Policy Development Committee. Mr. Nasello reviewed the changes, highlighted in red in the Policy Development Committee Agenda, with Trustees and answered questions.

MOTION: Moved by Mr. David Bernier, seconded by Mrs. Ruth Ciraulo, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#1110 - Student Trustees*** be deleted and the revised, newly formatted, Administrative Procedure – ***#105 - Student Trustees***, be received and posted as amended under Directional Policy – ***#100 - Governance, Vision, and Strategic Priorities***.

Carried.

9. R.A.: Draft Administrative Procedure – New #102

Governance By-Laws and Standing Rules

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Helen McCarthy, that the new Administrative Procedure – ***#102 - Governance By-Laws and Standing Rules***, be referred to the October 9, 2018 Chairperson's Committee Meeting.

Carried.

C. Information Items:

D. Next Meeting:

1. Tuesday, November 20, 2018 6:30 – 8:30 p.m.
2. Selection of Member for Opening Prayer – Mrs. Helen McCarthy.
3. Selection of Member for Closing Prayer – Mrs. Ruth Ciraulo.

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, asked Mr. David Bernier to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Mr. Daniel Demers, seconded by Mrs. Helen McCarthy,
that the Policy Development Committee Meeting adjourn at 8:45 p.m.

Carried.

Linda Ainsworth
Committee Chairperson
/ab

Michael Nasello
Director of Education

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board to approve the creation of a new Directional Policy – **#800 – *Healthy Schools and Workplaces***, to be included in the Framework for Policy Development and the Policy Register. This will include the creation/ re-assignment of a number of Administrative Procedures which will flow from the new policy.



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Fitness for Duty and Substance Use	ADMINISTRATIVE PROCEDURE NUMBER 517
Directional Policy #500 - Employee Relations	

TITLE OF ADMINISTRATIVE PROCEDURE:

Fitness for Duty and Substance Use

DATE APPROVED:

November 2018

PROJECTED REVIEW DATE:

2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Employee Relations Directional Policy - 500 by ensuring employees act in the best interest of the students they serve. This is achieved by ensuring employees are healthy and well and are able to perform their job duties in a safe, secure, and effective manner as they conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Fitness for Duty & Substance Use 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. Fitness for Duty

The Board is committed to supporting all employees' wellness and fitness for duty. Employees have a professional responsibility and are required to report to work fit for duty. This includes remaining fit for duty and doing what is necessary to be in compliance with this administrative procedure while the employee is at work.

Where there are reasonable grounds to believe that an employee may not be fit for duty while on Board premises and/or at a Board sponsored event, a supervisor will follow the steps outlined in Appendix A – Fitness for Duty Assessment Guidelines.

Where an employee is concerned about a co-worker who may not be fit for duty, they must report such observations to their supervisor.

The Board reserves the right to discipline employees, up to and including termination of employment, for failure to comply with this administrative procedure.

2. Alcohol, Recreational Cannabis and Non-Prescription Drugs

Employees are strictly prohibited to use, possess, distribute, cultivate, and/or offer the sale of alcohol, recreational cannabis and non-prescription drugs on Board property, at school or Board sponsored events, while in the direct supervision of students, or while operating any Board vehicles or equipment.

Employees who suspect they have an addiction disability or emerging issue related to drugs and/or alcohol are encouraged to seek medical and/or professional advice and follow recommended treatment promptly. Employees are encouraged to consult their supervisor, the Board's Wellness Coordinator or designate and/or the Board's Employee and Family Assistance Program (EFAP) provider in the event they have concerns about their own use of alcohol, recreational cannabis or non-prescription drugs.

The Board is committed to working with employees who have or may have an addiction disability. Employees are expected to adhere to work-related limitations that may be imposed by the Board to appropriately accommodate him or her and to ensure the safety, health, and welfare of the individual as well as students, other employees and the work environment.

In order to promote a safe and healthy workplace, the Board is committed to providing reasonable and appropriate accommodations and supports to employees who have substance abuse addictions. Accommodations may include but are not limited to:

- Modified duties or temporary re-assignment;
- Providing information related to the Board's Employee & Family Assistance Program;
- Providing information related to available rehabilitation programs;
- Providing time to address treatment if medically documented and as per Workplace Accommodation AP 503.

The Board understands that certain individuals may develop a dependency to certain drug and/or alcohol substances, which may be defined as a disability under the Ontario Human Rights Code. Employees play a role in the accommodation process and are expected to cooperate with reasonable requests for medical documentation, and to disclose if they suspect they have an emerging addiction disability. Employees are also expected to seek appropriate treatment promptly. Employees will not be disciplined for requesting help or due to current or past involvement in a rehabilitation effort.

All medical information provided by an employee will be kept confidential by the Board, unless otherwise authorized to be disclosed by law.

3. Prescription Medications

Employees on prescription medications which may impact their ability to perform their duties safely must communicate to their supervisor the usage of such prescription medication while at work, and any potential risk, or limitation or restriction. Depending on the circumstances, duties may be modified, or employees may be given a temporary re-assignment if they are unable to safely perform the duties of their position.

Employees seeking accommodation involving prescription medication must provide medical documentation substantiating this requirement. Medical documentation provided should also include details such as:

- When, how often, and how much of the product will need to be taken;
- If the product will need to be taken at work, where and how will it be taken;
- How long is it anticipated the product will need to be taken;
- What skills, if any, are impaired, and for what duration;
- Any behavioural side-effects; and
- Communicating and reporting if the dosage of the medication has been increased and will cause or is likely to cause impairment.

In order to promote a safe and healthy workplace, the Board is committed to providing reasonable and appropriate accommodations and supports to employees who must use prescription medications while at work that may impact their ability to perform their regular duties. Accommodations may include but are not limited to:

- Changes in break schedules (for example, to allow people to take medication when they need to)
- Modified duties or temporary re-assignment

Employees play a role in the accommodation process and are expected to co-operate with reasonable requests for medical documentation, and to disclose if they are taking prescription medication which may impact their ability to perform their regular duties.

All medical information provided by an employee will be kept confidential by the Board, unless otherwise authorized to be disclosed by law.

4. Medical Cannabis

The Board has the same expectations from employees who use medical cannabis as those who use all other types of prescription medication and will accommodate individuals up to the point of undue hardship.

Employees may only use medical cannabis with appropriate documentation in their names from a qualified health care practitioner as defined by the Access to Cannabis for Medical Purposes Regulations.

If an employee must use medical cannabis while at work, they must inform the Board's Wellness Coordinator or designate. The employee can discuss their medical cannabis use schedule in the context of the accommodation plan with the Board's Wellness Coordinator or designate and their qualified health care practitioner.

Employees do not have to disclose their specific medical diagnosis; however, they must provide a note from their doctor and a copy of the appropriate documentation if accommodation is required.

If an employee takes medical cannabis while at work, they shall do so only following the recommended dosage and frequency of the doses.

Employees whose medical documentation supports the need to smoke or vaporize medical cannabis during work hours must abide by all provincial smoking regulations including but not limited to the Smoke Free Ontario Act.

In order to promote a safe and healthy workplace, the Board is committed to providing reasonable and appropriate accommodations and supports to employees who are prescribed medical cannabis. Accommodations may include but are not limited to:

- Changes in break schedules (for example, to allow people to take medical cannabis when they need to);
- Modified duties or temporary re-assignment.

Employees play a role in the accommodation process and are expected to co-operate with reasonable requests for medical documentation, and to disclose if they are taking prescription medication which may impact their ability to perform their regular duties.

All information provided regarding medical cannabis use is considered confidential.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Fitness for Duty & Substance Use Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

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 the requirements under this Administrative Procedure.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees.

Human Resource Services is responsible for:

- Working with the immediate supervisor to ensure the steps outlined in Appendix A – Fitness for Duty Assessment Guidelines for Supervisors, are followed when a concern is identified.
- Ensuring that all employees who suffer from an addiction disability are appropriately accommodated to the point of undue hardship.
- Providing training to ensure that all supervisors and Human Resource Services staff are trained to recognize signs of drug and/or alcohol use or misuse and identification of situations where an employee may not be fit for duty.
- Referring or providing access to support as required, such as, but not limited to, the Employee and Family Assistance Program (EFAP), disability management and/or community supports.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees in accordance with the law.

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.
- Addressing situations in which the supervisor observes behaviour which leads them to reasonably believe that an employee is not fit for duty and/or appears to be impaired and which impacts the employee's ability to perform their job safely.
- Following the requirements of Appendix A - Fitness for Duty Assessment Guidelines and working with Human Resource Services to safely remove the staff member from their responsibilities in the workplace where there is a concern about an employee's fitness for duty.
- Referring or providing access to support as required, such as, but not limited to, the Employee and Family Assistance Program (EFAP), the Board's Wellness Coordinator, and/or community supports.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees.

Staff are responsible for:

- Refraining from the use of alcohol, recreational cannabis and/or non-prescription drugs at work.
- Refraining from discussing use of alcohol, recreational cannabis and/or non-prescription drugs with students.
- Ensuring they are fit for duty while at work.
- Reporting and maintaining ongoing communication with their supervisor while taking a prescription medication that may impact their ability to safely perform their duties.
- Communicating an addiction disability to their supervisor and/or the Board's Wellness Coordinator or designate.
- Reporting to their supervisor if there is reasonable grounds to suspect another staff member is not fit for duty due to the use of drugs and/or alcohol.
- Working with the Board to develop accommodation plans that are mutually agreeable.
- Following the agreed-upon accommodation plan and the guidelines of this administrative procedure.

PROGRESS INDICATORS:

Staff are healthy and well and are able to perform their job duties in a safe, secure, and effective manner.

DEFINITIONS:

Addiction Disability - Severe substance abuse/ dependence as defined by s.5(1) of the Ontario Human Rights Code.

Fitness for Duty - Not under the influence of any drug (including but not limited to cannabis) alcohol, or medications that will hinder job performance or compromise the safety of the employee or others.

Medical Cannabis – cannabis which is prescribed by a physician with accompanying medical documentation.

Substance - A substance is anything taken into the body that changes the way you think, act and/or feel, including but not limited to:

- alcohol
- illegal narcotics
- recreational or medical cannabis
- over-the-counter and prescription medications

REFERENCES:

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

[Workplace Accommodation AP 503](#)

[Smoke Free Ontario Act](#)

[Access to Cannabis for Medical Purposes Regulations](#)

[Ontario Human Rights Code](#)

[Appendix A – Fitness for Duty Assessment Guidelines for Supervisors](#)

Appendix A - Fitness for Duty Assessment Guidelines for Supervisors

When you become aware of concerns with respect to an employee not being fit for duty at work, follow the steps outlined below.

1. The supervisor will consult privately with the employee to determine the cause of the observation, including whether substance use has occurred. Outline the observations noted to the employee and ask them to provide an explanation. Suspicions of an employee's ability to function safely may be based on specific personal observations. If the employee exhibits impaired behavior, the employee should not be permitted to return to their assigned duties in order to ensure their safety and the safety of other employees, students or visitors to the workplace.
2. Contact the Superintendent of Human Resource Services or designate to consult on other possible next steps.
3. If an employee is considered impaired and deemed not fit for duty, this decision is made based on the best judgment of the supervisor in consultation with the Superintendent of Human Resource Services or designate.
4. An employee deemed not fit for duty will not be allowed to drive. The employee will be advised that the supervisor has arranged for transportation to safely transport them to their home address or to a medical facility, depending on the determination of the observed impairment. The employee may be accompanied by a supervisor or another employee if necessary.
5. The employee will be advised if they choose to refuse the transportation organized by the supervisor and make the decision to drive their personal vehicle, the Board is obligated to and will contact the police to make them aware of the situation.
6. After the supervisor has arranged the transportation, the supervisor will complete the Fit for Duty Assessment Checklist. Make notes about the interactions and forward both documents to the Superintendent of Human Resource Services or designate.
7. A meeting will be scheduled by Human Resource Services as soon as is possible to review the incident and determine a course of action. An employee may be required to attend this meeting before a return to work is permitted.

Fit for Duty Assessment Checklist

Employee Name:						
Date & time of Fit for Duty evaluation:						
List any unusual workplace conditions:						
Complete the checklist below based on physical characteristics and behaviours that were observed:						
NO	YES	Observations		NO	YES	Observations
		Slurred speech				Unsteady gait
		Smell of alcohol on breath				Trembling or shaking hands
		Smell of cannabis on employee				Deteriorating personal hygiene
		Disheveled appearance				Markedly slowed reaction time
		Seems disoriented or “spaced out”				Unusual hyperactivity/restlessness
		Uncontrollable crying				Face flushed/sweaty
		Visible anxiety				Sudden mood swings
		Threats, direct or indirect, made towards self or others				

		Co-worker complaints of inappropriate behavior or remarks by employee
		Observations of drug or alcohol use on the job by coworkers
		Difficulty recalling sequence of events
		Admitted to the use of alcohol or illegal drugs while on the job
		Admitted the use of prescription drugs is directly affecting work performance
		Observed possession of a prohibited substance or paraphernalia
		Visibly fatigued, falling asleep or drowsy
		Unexplained physical injuries (e.g. scraped knees, black eye, cuts, bruises, etc.)

Based on this assessment the employee named above is deemed to be Fit for Duty.

YES

NO

If "NO" then Superintendent of Human Resources or designate must be notified.

Supervisor Name: _____

Supervisor Signature: _____

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure – ***#517 – Fitness for Duty and Substance Use***, be received and posted under Directional Policy – ***#500 – Employee Relations***.

BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Delegations at Board and/or Committee Meetings	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 106
<small>Directional Policy</small> Governance, Vision, and Strategic Priorities	

TITLE OF ADMINISTRATIVE PROCEDURE:

Delegations to Board and/or Committee Meetings

DATE APPROVED:

November 2018

PROJECTED REVIEW DATE:

2023

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Government, Vision, and Strategic Priorities Directional Policy - 100 by ensuring that all members of the PVNC community and general public have an opportunity to make presentations to or ask questions of the board as a way of being engaged in assisting the board as it works to fulfil its Mission: to educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Delegations to Board and/or Committee Meetings 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. A request to speak to any scheduled meeting of the trustees will be received by the Director of Education or the Chairperson of the Board or the chairperson of the committee, as the case may be, in writing at least one week prior to the next regular meeting of the Board or the committee at which the delegation may be heard. The Director will determine, in consultation with the Chairperson of the Board, and then the appropriate committee chairperson if applicable, at which meeting a delegation will be received.
2. Normally delegations will be received by the board committee dealing with the issue of concern to the delegation. All recommendations or decisions related to the presentation by the delegation will be reviewed and decided on at a future meeting of the standing committee or the Board.
3. The request will contain the topic to be discussed and/or the questions to be asked and the identity of the delegation. Copies of the request will be provided to the Board or committee, as the case may be, at the same time as the agenda is distributed. One spokesperson must be named by the delegation.

4. Procedures:

- a. The delegation shall be notified by the Secretary/Secretary-Treasurer of the date, time, and location of the meeting at which a fifteen minute presentation may be made.
- b. A delegation requiring more than fifteen minutes may be granted an extension of the time limit at the discretion of the Chairperson of the Board or the chairperson of the committee, as the case may be.
- c. A delegation may make only one oral presentation before the Board or a committee, on any specific topic, during any six month period.
- d. A delegation that changes its spokesperson or representatives and requests permission to make a subsequent oral presentation relative to a matter that has been previously presented to the Board or committee shall be considered as the original delegation.
- e. A counter delegation wishing to make a presentation to the Board or a committee shall be subject to the rules as set down above.
- f. If considered of sufficient importance, the Director or his or her designate shall request the delegation spokesperson to provide sufficient copies of its brief to distribute to each Board member.
- g. If deemed necessary, just prior to receiving the delegation, in-camera, the Board or committee shall review the Policy given here.
- h. At the allotted time the delegation shall be welcomed by the Chairperson of the Board or the committee chairperson and the time limit for presentation shall be announced.
- i. After the presentation is completed, the Board Chairperson or the committee chairperson shall provide members an opportunity to ask questions for clarification. The question period shall be five minutes in length.
- j. The trustees retain discretion to decide all matters concerning delegations.
- k. When the Board Chairperson or the committee chairperson considers that clarification is adequate, he or she shall thank the delegation spokesperson and inform him or her that the matter shall be taken into consideration by the Board or committee at an appropriate time.
- l. A written response shall be sent to the delegation spokesperson as soon as possible after the Board or committee has reached a decision on the matter in question.
- m. In-camera procedure shall apply to meetings involving delegations of an in-camera nature.
- n. Requests to present to the Board or committee on issues which have not yet been considered for a response by appropriate staff shall not be accommodated.

- o. Requests to present to the Board or a committee on matters potentially under litigation or specific to an individual staff member shall not be accommodated.
- p. In order for a member of the public to participate in a board or committee meeting electronically a request must be made to the office of the director of education at least six hours prior to the meeting commencement. Access will be given through an online web-based platform that allows for identification of participants and control over the participation from the moderator. Instructions for access will be shared at the time the request is made.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Governance, Vision and Strategic Priorities Directional Policy.
- Reviewing the Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring the procedure for Delegations to Board and / or Committee Meetings are followed at board meetings.

Superintendents are responsible for:

- Ensuring the procedure for Delegations to Board and / or Committee Meetings are followed at committee meetings.
- Ensuring steps are taken to protect the confidentiality and privacy of all employees, where applicable.

PROGRESS INDICATORS:

Members of the public are aware of the procedure and are able to easily access the procedures to facilitate presentations to the board and / or board committees.

DEFINITIONS:

Board Meeting - a meeting of the board of trustees which occurs monthly and is posted on the board website.

Committee Meeting - a meeting of a statutory, standing or ad-hoc committee established by the board; public meetings are posted on the board website.

REFERENCES:

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

B.3.

Recommended Action:

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

#710 – Delegations to Board and/or Committee Meetings,

be deleted and the revised, newly formatted,

Administrative Procedure –

#106 – Delegations to Board and/or Committee Meetings

be received and posted as amended under

Directional Policy –

#100 – Governance, Vision, and Strategic Priorities.



TITLE OF ADMINISTRATIVE PROCEDURE:

Home Schooling

DATE APPROVED:

2018

PROJECTED REVIEW DATE:

2023

DIRECTIONAL POLICY ALIGNMENT: Student Achievement and Well-being

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: Under the vision for Serve, and the Strategic Priority of Inspiring engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens, this Administrative Procedure aims to encourage and facilitate vibrant School/Parish/Home relationships.

BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE NUMBER
Home Schooling	306 (NEW) 823 (OLD)
Directional Policy #300 - Student Achievement and Well-being	



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to a parent/guardian's right to provide home schooling for his or her child(ren). It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board that a student of compulsory age may be excused from attendance at school if the student is receiving satisfactory instruction at home or elsewhere, in accordance with procedures outlined in the Ministry of Education Policy/Program Memorandum No. 131.

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

- reviewing this administrative procedure to ensure its alignment with the Student Achievement and Well-being Directional Policy;
- reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- ensuring that the Student Achievement and Well-Being Directional Policy, and all Administrative Procedures supporting it, are in line with, and expressive of, the PVNC Multi-year Strategic Plan: Vision, Mission and Strategic Priorities;
- overseeing implementation of this Administrative Procedure.

The Family of Schools Superintendent is responsible for:

- receiving parent/guardian notifications and principal acknowledgments of home schooling for elementary students;
- receiving parent/guardian notifications and acknowledging, in writing, the parent/guardian's letter of intent to provide home schooling using PPM 131 (Appendix C) for secondary students;
- mailing the signed PPM 131 Appendix C form to the parent/guardian along with a copy of Policy/Program Memorandum No.131, "Home Schooling", issued by the Ministry of Education;
- supporting investigations to ensure satisfactory instruction.

Principals are responsible for:

- forwarding a copy of parent/guardian notification (a letter or using Form LSS 22, (Appendix A)) to the Family of Schools Superintendent;

- acknowledging, in writing, the parent/guardian's letter of intent to provide home schooling using Form LSS 23 (Appendix B) for elementary students, and forwarding a copy of the acknowledgement to the Family of Schools Superintendent;
- providing a copy of Policy/Program Memorandum No.131, "Home Schooling", issued by the Ministry of Education to the parent/guardian;
- ensuring that the School Register and Ontario School Record indicate home schooling;
- if the student is receiving some instruction provided by the school (e.g. classroom instruction, independent study, or e-learning), ensuring this instructional time is recognized in the Ontario Student Information System (OnSIS) for grant purposes. These pupils must be recorded in the day school register or in the Independent Study and e-Learning Register for Day School Pupils by the school that is offering the course, in accordance with the type of instruction provided. The attendance of a pupil who is recorded in the day school register will be recorded in a Daily Attendance Record;
- recording transcript marks from the Independent Learning Centre (ILC) on the secondary student's transcript history;
- if there are reasonable grounds to believe that the student is not receiving satisfactory instruction at home, taking initial steps to determine whether the instruction is satisfactory. Reasonable grounds may include:
 - refusal of a parent to notify the Board in writing of the intent to provide home schooling;
 - a history of absenteeism by the child prior to the parent's notifying the Board of the intent to provide home schooling;
 - evidence that the child was removed from attendance at school, not for the purpose of home schooling, but because of ongoing conflicts with the school;
 - a credible report of concern by a third party with respect to the instruction being provided in the home;
- where a school principal, attendance counsellor, social worker, or superintendent of schools has reasonable grounds to be concerned that the instruction provided in the home may not be satisfactory, investigating the matter:
 - sending Form LSS 24 (Appendix C) "Home Schooling Information" to the parents to complete;
 - meeting with the family to discuss the "Home Schooling Information";
 If the principal is unable to determine from this investigation whether the child is receiving satisfactory instruction at home, the principal, in conjunction with the superintendent of schools, may take further action by

making an inquiry to the Provincial School Attendance Counsellor. The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct an inquiry. If the inquiry determines that the child is not receiving satisfactory instruction and the Provincial School Attendance Counsellor orders that the child attend school, the Board must determine the appropriate action to be taken.

When the Board is conducting the investigation, a member of a recognized support group for parents who provide home schooling may be present. These support groups include the Ontario Federation of Teaching Parents, the Ontario Christian Home Educators' Connection, the Home School Legal Defence Association of Canada, and the Catholic Home Schoolers' Association-Ontario.

- if requested, providing space for home-schooled students at the time and on the dates when EQAO assessments/ tests are being administered to the school's regular day students. The school will request sufficient assessment/test materials from the EQAO so that the children who are receiving home schooling can participate. The school will also inform the parent, in writing, of the date, time, and location of the assessment/test. It is the responsibility of the parent to provide transportation for the child to and from the site; (EQAO will send the results of children who are receiving home schooling to the school where they participated in the assessment/test. Schools will send these children's results directly to the children's homes. The results of children who are receiving home schooling will not be included in the school and Board reports generated by the EQAO or by the schools and Boards.)
- upon a student's re-entry to a school within the Board:
 - following the regular procedure for student admission;
 - determining student placement/program on an age-appropriate basis;
 - making arrangements for the student to participate in the Ontario Secondary School Literacy Test as a requirement for secondary school graduation.

Parents are responsible for:

- providing annual written notification to the principal of the intent to participate in home schooling, using Form LSS 24 (Appendix A) or their own letter. The name, gender, and date of birth of each student who will be receiving home schooling, and the telephone number and address of the home should be included. The letter should be signed by the parent/guardian;
- notifying the principal of any change in address;

- if they wish for their child(ren) to participate in EQAO assessments in grades 3, 6, and 9, and/or the Ontario Secondary School Literacy Test, contacting the home school in writing, by September 30 of the year in which the assessments/tests are being conducted, for information about the dates, times, and locations. No fees may be levied against parents for their children's participation in any of these EQAO assessments/tests;
- if they wish, enrolling a child (14 to 18 years of age) in courses offered through the Independent Learning Centre (www.ilc.org). To enroll the child with the ILC, the parent shall apply online, pay an administration fee per course and upload the following documents: proof of Canadian status, proof of Ontario residency, academic records (transcript and credit summary), along with the signed Acknowledgement Form (PPM 131 Appendix C) from the Family of Schools Superintendent, indicating that the child is receiving home schooling and is excused from attendance at school;
- should they wish their child to enrol in school, providing the principal with a transcript from ILC showing successfully completed courses;
- if they wish, downloading curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the Ministry's website, <http://www.edu.gov.on.ca>;
- where applicable, accessing Ministry of Health and Long-Term Care school health support and personal support services (and equipment). Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. The first criterion is that "the person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2)(a) of the Education Act." For a child who is receiving home schooling to be eligible for these services, the parent must provide a letter from the school board indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

PROGRESS INDICATORS:

- Students who are home schooled are receiving satisfactory instruction.
- The School Register and Ontario School Record, which reflect home schooling, where applicable, are supported with the appropriate documentation from the parents and from the school.

DEFINITIONS:

Home Schooling

The parent(s)/guardian(s) are providing instruction to one or more of their children at home.

Satisfactory Instruction

(a) Relating to Process

- (i) availability of a written plan for instructing the student “at home or elsewhere” showing how the program is to be organized, scheduled, and evaluated,
- (ii) availability in the “home or elsewhere” of texts and other learning materials appropriate to the developmental growth of the student,
- (iii) availability of samples of the student’s work, of a quantity and quality to indicate a regular and suitable program for instruction.

(b) Relating to Achievement

- (i) assessment of educational growth of the student is based on:
 - review of program and materials;
 - discussion with the student and parent/guardian;
 - examination of written work of the student;
 - evidence of socialization with peers in educational, social, or recreational settings.

Placement

It is understood that placement in a particular course or grade will not ensure successful completion of that course or grade.

REFERENCES:

Education Act, Subsections 21(1), 21(2), 21(5), 24(1), 24(2), 30(7)

Education Act, Sections 25, 26, 30

Enrolment Register Instructions for Elementary and Secondary Schools (current)

[Ontario Ministry of Education Policy/Program Memorandum No. 131](#)

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011 (OS)

Ontario Regulation 386/99: Provision of Community Services



LSS 22

APPENDIX A**NOTIFICATION OF INTENT TO PROVIDE HOME SCHOOLING**

**To the Home School Principal
Peterborough Victoria Northumberland and Clarington Catholic District School Board:**

I/We herewith provide the names, gender, and date of birth for each child of compulsory school age for whom I/we intend to provide home schooling.

First and Last Names	Gender	Date of Birth	Home School

Name of Parent/Guardian:

Home Address:

Postal Code:

Home Telephone:

I/We wish to notify the Peterborough Victoria Northumberland and Clarington Catholic District School Board that I/we will provide home schooling for our child(ren) starting _____. I/we understand my/our responsibility under the Education Act to provide satisfactory instruction for my/our school age child(ren) and do hereby declare my/our intent to do so.

Signature of Parent/Guardian

Date

Information Collection Authorization:

This information is collected pursuant to the Board's responsibilities as set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act, 1989. The information will be collected for educational purposes, and for reporting to the Ministry of Education. The information will be used by the Principal and Superintendent of Schools at the Catholic Education Centre and stored in the Ontario Student Record (OSR). Questions about this collection should be directed to the Principal of the School.

Copies: 1. OSR 2. Parent (Upon Request) 3. Superintendent of Schools

19/04/2012



LSS 23

APPENDIX B**RESPONSE TO PARENT/GUARDIAN RE INTENT TO PROVIDE HOME SCHOOLING****Dear**

Thank you for notifying the Peterborough Victoria Northumberland and Clarington Catholic District School Board of your intent to provide home schooling for your child(ren).

First and Last Names	Gender	Date of Birth	Home School

Your child(ren) is/are excused from attendance at school for the school year _____
Under subsection 21 (2), clause (a), of the Education Act, because your child(ren) is/are being receiving satisfactory schooling at home.

If you would like your child(ren) to participate in the assessment for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to students in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), you should contact the school board by September 30 (*or another date specified by the school board*) for information about the dates, times, and locations of the assessments.

Students taking courses through the Independent Learning Centre (ILC) pay an administration fee that applies to every course offered by the ILC, including full-credit, half-credit, and non-credit courses. Parents may obtain information about fees and enrolment forms directly from the ILC. Parents are responsible for any fees related to home schooling or e-Learning.

Signature of the School Principal

Date

Name of the School Principal (PRINT)

Information Collection Authorization:

This information is collected pursuant to the Board's responsibilities as set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act, 1989. The information will be collected for educational purposes, and for reporting to the Ministry of Education. The information will be used by the Principal and Superintendent of Schools at the Catholic Education Centre and stored in the Ontario Student Record (OSR). Questions about this collection should be directed to the Principal of the School.

Copies: 1. OSR 2. Parent (Upon Request) 3. Superintendent of Schools



LSS 24

APPENDIX C**HOME SCHOOLING INFORMATION**

Please complete this form and return it to the school board, along with the additional material requested below. If you need more space, attach additional sheets.

Program Planning

This section is intended to give the board information on your short- and long-range plans for your child's education.

Please describe your plan for your child's learning by answering the following questions:

Do you make instructional plans? YES ☐ NO ☐

Do you spend regularly planned instructional time with your child? YES ☐ NO ☐

Do you have a daily work schedule for your child's home schooling? YES ☐ NO ☐

If yes, please describe it.

What subjects are you teaching?

What do you expect to accomplish with your child in English, Mathematics, and other subjects this year?

APPENDIX C: Home School Information**Instructional Program**

This section is intended to give the board information on the curriculum you follow.

Is your instructional program based on any of the elementary or secondary curriculum policy documents published by the Ontario Ministry of Education? YES ☐ NO ☐

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

Language ☐

Mathematics ☐

Science and Technology ☐

Social Studies/History and Geography ☐

The Arts ☐

Health and Physical Education ☐

French as a Second Language ☐

Secondary Curriculum Policy Documents ☐

Please specify:

Note: Ministry of Education curriculum policy documents and curriculum support material may be downloaded free of charge from the Ministry's website at <http://www.edu.gov.on.ca>. This material may also be obtained through Publications Ontario. Contact Publications Ontario by using its toll-free telephone number, 1-800-668-9938, or visit its website at <http://www.publications.gov.on.ca> for more information.

Other Materials

Please list any other curriculum documents that you use to help you design your instructional program.

APPENDIX C: Home School Information**Instructional Activities**

This section is intended to give the board information on the types of planned activities that you provide for your child to help him or her meet the learning expectations you have established.

Please describe the typical activities you use to help your child learn. For example, what types of activities does your child do while learning English, Mathematics, and other subjects? Please include samples of your child's work in each subject area.

Instructional Materials

This section is intended to give the board information on the types of materials you use to help your child meet the learning expectations you have established.

Please indicate the resources you use to support your instruction.

Encyclopaedias/reference books (please list):

Textbooks:

English ☐

Mathematics ☐

Other subjects: ☐ Please list:

Names of textbooks used:

APPENDIX C: Home School Information

Supplementary materials used:

	<i>Very Often</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tape recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models/mock-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other supplementary materials (please specify):

Assessment of Student Learning

This section is intended to give the board information on how you evaluate your child's progress in learning.

What techniques do you use to assess student learning? Please describe them.

APPENDIX C: Home School Information**Resources**

This section is intended to give the board information on the resources you use to support your instructional program.

Please indicate the community and other resources you use.

- | | |
|--|--|
| Public Library | <input type="checkbox"/> |
| YMCA/YWCA | <input type="checkbox"/> |
| Community centre | <input type="checkbox"/> |
| Local gym facilities | <input type="checkbox"/> |
| Public swimming pool | <input type="checkbox"/> |
| Museums | <input type="checkbox"/> |
| Art galleries | <input type="checkbox"/> |
| Recreational/educational/social groups
(e.g., Scouts, Guides) | <input type="checkbox"/> |
| Nature interpretive centres | <input type="checkbox"/> |
| Camping areas | <input type="checkbox"/> |
| Youth Groups | <input type="checkbox"/> Please specify: |

Networking with other families that provide homeschooling can offer valuable support. Please indicate if you are a member of any of the following provincial associations.

- | | |
|--|--|
| Ontario Federation of Teaching Parents | <input type="checkbox"/> |
| Ontario Christian Home Educators' Connection | <input type="checkbox"/> |
| Catholic Home Schoolers' Association – Ontario | <input type="checkbox"/> |
| Other organizations or groups | <input type="checkbox"/> Please specify: |

APPENDIX C: Home School Information**Other Information**

Please provide below any other information that would help the board determine whether the instruction is satisfactory.

Student Name:
D.O.B.:

Former School Attended:

Parent Name:

Address:

Home Phone:

Date:

Information Collection Authorization:

This information is collected pursuant to the Board's responsibilities as set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act, 1989. The information will be collected for educational purposes, and for reporting to the Ministry of Education. The information will be used by the Principal and Superintendent of Schools at the Catholic Education Centre and stored in the Ontario Student Record (OSR). Questions about this collection should be directed to the Principal of the School.

Copies: 1. OSR 2. Parent (Upon Request) 3. Superintendent of Schools

Appendix C: Sample Letter in Response to a Parent's Notification

Dear _____,

Thank you for notifying the _____ (District) School Board of your intent to provide home schooling for your child(ren):

Your child(ren) is/are excused from attendance at school for the school year _____ under subsection 21(2), clause (a), of the Education Act, because your child(ren) is/are receiving satisfactory instruction at home.

If you would like your child(ren) to participate in the assessments for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to students in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), you should contact the school board by September 30 [*or another date specified by the school board*] for information about the dates, times, and locations.

Enclosed please find a copy of Policy/Program Memorandum No. 131, "Home Schooling", issued by the Ministry of Education.

Sincerely,

Signature of school board official: _____

Name of school board official: _____

Title of school board official: _____

Date: _____

Attachment

B.4.

Recommended Action:

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

#823 – Home Schooling,

be deleted and the revised, newly formatted,

Administrative Procedure –

#306 – Home Schooling

be received and posted as amended under

Directional Policy –

#300 – Student Achievement and Well-being.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Opening and/or Closing Exercises in Catholic Schools	207(NEW) 806 (OLD)
Directional Policy	
#200 Catholic Education	

TITLE OF ADMINISTRATIVE PROCEDURE:

Opening and/or Closing Exercises in Catholic Schools

DATE APPROVED:

PROJECTED REVIEW DATE:

November 2023

DIRECTIONAL POLICY ALIGNMENT:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society. Given this landscape, this administrative procedure imbeds the practices of prayer in keeping with our faith tradition, imbeds the practices of cultural diversity, and fulfills the requirements of the Education Act.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

This administrative procedure aligns itself with the Mission of the Strategic Plan: To educate students in faith-filled, safe, inclusive Catholic learning communities in opening exercises that exemplify this mission.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

This administrative procedure provides guidelines to assist principals, staff, students, and school communities with daily prayer, which brings us together in communion, as well as responsible citizenship, through the singing of O Canada. It is also intended to reflect diversity and inclusion within the Peterborough Victoria Northumberland and Clarington Catholic District School Board most notably in the regular effort to include French and Ojibwe variations of the national anthem.

As such, the principal, staff, clergy, parents/guardians, volunteers and students will recite/pray/reflect/meditate or listen to Catholic prayers, scripture, songs, poems, and writings that reflect the teachings of Jesus in our faith community.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Catholic Education Directional Policy.
- Reviewing the Opening and/or Closing Exercises in Catholic Schools 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.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting implementation of this Administrative Procedure.
- Ensuring that in addition to the requirements of the Education Act, it reflects the principles of diversity and inclusion.

Principals and Vice-Principals are responsible for:

- Ensuring that opening and/or closing exercises are held daily in keeping, when possible, with the Animating Catholic Teaching plan and liturgical year.
- Ensuring that the playing and singing of O Canada include French and Ojibwe versions of the national anthem.
- Ensuring daily prayer takes place at the start of the school day.
- Considering annually the recitation of the Oath of Citizenship and the Pledge to the Canadian Flag (Appendix A English/French) in consultation with the Catholic School Council.
- Reviewing with staff the procedures and expectations for opening/and or closing exercises and selected assemblies.
- Considering written requests for exemption from parents of students under 18 and students over 18 with the Family of Schools Superintendent, and providing a written response to the parent/guardian in a timely fashion.
- Notifying staff about the Opening and/or Closing Exercises Administrative Procedure.

Staff are responsible for:

- Following the Opening and/or Closing Exercises Administrative Procedure.
- Observing and participating in opening and/or closing exercises.

Students are responsible for:

- Observing and participating in opening and/or closing exercises by listening, singing, speaking, and engaging in daily opening and/or closing exercises.

Parents are responsible for:

- Supporting their children's participation in daily opening and/or closing exercises or in providing a written request for exemption.

PROGRESS INDICATORS:

- Daily observation and participation in daily opening and/or closing exercises including the playing and singing of O Canada and the daily experience of prayer.
- Regular playing and singing of O Canada in French and Ojibwe languages.

DEFINITIONS:

- Pledge of Citizenship - See Appendix A
- Pledge to the Canadian Flag - See Appendix A
- O Canada - See Appendix A

REFERENCES:

- [Equity and Inclusive Education Policy 700, PVNCCDSB](#)
- [Equity and Inclusive Education Plan, PVNCCDSB](#)
- [Ministry of Education Regulation 298 Operation of Schools](#)
- [Ministry of Ontario Regulation 435/00 Opening and/Or Closing Exercises](#)
- [Policy Program Memorandum No. 108](#)
- [Valuing Diversity AP 706, PVNCCDSB](#)
- [Religious Accommodation Guideline, PVNCCDSB](#)

PLEDGE OF CITIZENSHIP / CANADIAN OATH OF CITIZENSHIP

ENGLISH

I swear/affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, her Heirs and Successors, according to law and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.

FRENCH

J'affirme solennellement que je serai fidèle et porterai sincère allégeance à Sa Majesté la Reine Elizabeth Deux, Reine du Canada, à ses héritiers et successeurs, que j'observerai fidèlement les lois du Canada et que je remplirai loyalement mes obligations de citoyen canadien.

PLEDGE TO THE CANADIAN FLAG

ENGLISH

PLEDGE TO THE CANADIAN FLAG

To my Flag and to the country it represents,
I pledge RESPECT and LOYALTY.
Wave with PRIDE from sea to sea and within your folds, keep us ever UNITED.
Be for all a symbol of LOVE, FREEDOM and JUSTICE.
God keep our FLAG.
God protect our CANADA.

FRENCH

SALUT AU DRAPEAU CANADIEN

À mon drapeau et au pays qu'il représente,
je promets RESPECT et FIDÉLITÉ.
D'une mer à l'autre flotte avec FIERTÉ et dans tes plis garde nous toujours UNIS.
Sois, pour nous tous, un symbole de l'AMOUR, de la LIBERTÉ et de la JUSTICE.
Dieu garde notre DRAPEAU.
Dieu protège notre CANADA.

O'CANADA

ENGLISH

O'Canada! Our home and native land!
True patriot love in all of us command!
With glowing hearts we see thee rise -
the true north strong and free!
From far and wide O'Canada -
We stand on guard for thee,
God keep our land, glorious and free,
O'Canada we stand on guard - for - thee,
O'Canada we stand on guard - for - thee.

FRENCH

O Canada! Terre de nos aïeux
Ton front est ceint de fleurons glorieux!
Car ton bras sait porter l'épée,
Il sait porter la croix!
Ton histoire est une épopée
Des plus brillants exploits
Et ta valeur, de foi trempée,
Protégera nos foyers et nos droits.
Protégera nos foyers et nos droits.

OJIBWE

O Canada! Omaa-saa-wen Gee Yang
Kee-taa-keenaan
Ktchi-aapee-ten Daag Waad
Kee Eetay Ee Nang
Wee Shaa Wen Daa Daa
Ee Way-Kaa-Mee Nee Ko Yang
Maa Aa Mee Kwaa Dan, O O Canada
Way Way Nee-Gaan Aa Wen Daa Daa
O Canada! Keetchee-Ee Nen Dan!
Maa Mee Kwen Dan – Meegwetch-Ee Nen Daa Daa
Maa Mee Kwen Dan – Meegwetch-Ee Nen Daa Daa



B.5.

Recommended Action:

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

#806 – Opening and/or Closing Exercises in Catholic Schools,

be deleted and the revised, newly formatted, Administrative Procedure –

#207 – Opening and/or Closing Exercises in Catholic Schools,

be received and posted as amended under Directional Policy –

#200 – Catholic Education.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Investment of Surplus Funds	609 (OLD 203)
Directional Policy	
Stewardship of Resources - 600	

TITLE OF ADMINISTRATIVE PROCEDURE:

Investment of Surplus Funds

DATE APPROVED:**PROJECTED REVIEW DATE:**

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the purpose of the Stewardship of Resources Directional Policy – 600 by ensuring appropriate strategies are in place to manage the Board’s funds in an efficient and cost effective manner.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Investment of Surplus Funds Administrative Procedure aligns with the Stewardship of Resources Directional Policy, which in turns supports our Vision for Achieving Excellence in Catholic Education: Learn Lead Serve. This vision calls the Board to the following 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:

- 1.0** In order to ensure that the Board continues to operate in an efficient and cost-effective manner, maintaining a cash management strategy is appropriate.
- 2.0** The Board may invest funds that are temporarily surplus to its operating requirements in only those securities that are expressly permitted under the Education Act of Ontario, and Ontario Regulation 471/97, Eligible Investments, as amended from time to time.
- 3.0** The investment goals of the Board shall be to:
 - (a) Achieve a maximum rate of return on any temporary surplus funds invested in accordance with this administrative procedure;
 - (b) Ensure maximum security of Board funds.
- 4.0** The Treasurer of the Board, or designate, will maintain a cash management program which will make the following determination in accordance with this procedure:
 - (a) Identification of surplus funds available for investment purposes. This requires a review of the merits of self-financing, where practical, to reduce the costs of borrowing;
 - (b) Term of proposed investments of surplus funds, not to exceed one year;

- (c) Compliance with investment goals
- (d) The need for a diversified portfolio of investments within the limits of provincial regulations;
- (e) The need for financial and/or legal advice with respect to proposed investments.

5.0 All investments will be approved by the Treasurer of the Board or designate.

6.0 Where there have been investments during a fiscal year, the Treasurer of the Board, or designate, will prepare and present an investment report annually to the Board. This report will be prepared in accordance with Ontario Regulation 471/97, Eligible Investments

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Stewardship for Resources Directional Policy
- Reviewing the Investment in Surplus Funds Administrative Procedure as part of its regular policy and procedure cycle.

The Director of Education is responsible for:

- Ensuring the implementation and compliance of the administrative procedure including the designation of resources.

The Treasurer of the Board, or designate, is responsible for:

- Maintaining a cash management program in accordance with the investment goals of the Board
- Approving all investments
- Presenting a report to the Board in accordance with Ontario Regulation 471/97, on an annual basis where appropriate, when investments have been made in a fiscal period.

PROGRESS INDICATORS:

- PVNCCDSB will achieve compliance with the Education Act of Ontario and Ontario Regulation 471/97, as amended.

DEFINITIONS:

- Invest: expend money with the expectation of achieving a profit or material result by putting it into a financial instrument
- Securities: financing or investment instrument bought and sold in financial markets. Includes financial agreements, investments, and evidences of indebtedness.

REFERENCES:

- Education Act, Section 241
- Ontario Regulation 471/97, Eligible Investments

B.6.

Recommended Action:

That the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – ***#203 – Investment of Surplus Funds,*** be deleted and the revised, newly formatted, Administrative Procedure – ***#609 – Investment of Surplus Funds,*** be received and posted as amended under Directional Policy – ***#600 – Stewardship of Resources.***



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
STUDENT TRANSPORTATION	1300

TITLE OF DIRECTIONAL POLICY:

STUDENT TRANSPORTATION

DATE APPROVED:

November 2018

PROJECTED REVIEW DATE:

November 2023

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the safe, efficient and effective transportation of eligible students to and from school.

PURPOSE:

Parents are responsible for ensuring their children attend school, and transportation to school is ultimately the responsibility of parents. Under the Education Act, transportation services may be provided by a school board and in those circumstances, the Board of Trustees is responsible for setting the parameters for providing transportation services, including determining the eligibility criteria and establishing other transportation related parameters.

This policy will be supported by the establishment of administrative procedures that reflect responsive and responsible allocation of transportation services that adhere to relevant legislation and regulations, and ensures the safe, efficient and effective transportation of eligible students.

The administrative procedures and practices that emerge from this policy will clearly identify the Board's procedural requirements regarding eligibility for transportation, appeal processes, student safety, route operation, safety and conduct on school buses, reporting on bus accidents and other transportation matters.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Student Transportation Policy supports our Vision for Achieving Excellence in Catholic Education.

[This Vision calls the Board to these Strategic Priorities](#)

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic community supported by the Multi-Year Strategic Plan
- setting direction and policy that governs the PVNC Catholic District School Board
- assigning responsibility to the Director of Education for operationalizing and managing the Student Transportation Policy and associated administrative procedures.
- monitoring and holding the Director of Education accountable respecting the adherence, implementation and operational details of the Student Transportation Policy.
- establishing the parameters to which the implementation of the Student Transportation Policy and resulting Administrative Procedures will apply.
- adhering to the transportation consortium joint agreement outlining Board of Trustees responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).

The Director of Education is responsible for:

- providing leadership regarding adherence, implementation and operational details in the Student Transportation Policy and associated administrative procedures.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Student Transportation Policy.
- aligning human and financial resources with the Board priorities and by demonstrating professionalism and accountability for high standards of practice in all Board operations.

- adhering to the transportation consortium joint agreement outlining Director of Education responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).

Superintendent of Business and Finance is responsible for:

- collaboratively leading the development of the administrative procedures and practices aligned with the Student Transportation Policy.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Student Transportation Policy.
- working collaboratively with the Director and Superintendents, Principals and Vice-Principals, and the Transportation Authority to build capacity of staff in their knowledge and understanding of the Student Transportation Policy and associated administrative procedures.
- adhering to the transportation consortium joint agreement outlining responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).
- working collaboratively with co-terminous school boards, the Transportation Authority, and parents with respect to resolving issues and concerns related to transportation services and agreements, and implementation of associated transportation procedures.

Superintendents are responsible for:

- providing leadership and support for Principal/Vice-Principals, Executive/Administrative Assistants and staff in their knowledge, understanding, implementation and adherence to the Student Transportation Policy and associated administrative procedures.

Principals, Vice-Principals are responsible for:

- providing leadership, management and support for the members of their schools and departments in the knowledge, understanding, implementation and adherence of the Student Transportation Policy and associated administrative procedures.
- working collaboratively with parents, the Transportation Authority and Board administration in implementing the administrative procedures.

Staff are responsible for:

- working collaboratively with colleagues to successfully implement the Student Transportation Policy.

- adhering to the administrative procedures that support the Student Transportation Policy.
- being proactive and self-directed in building their knowledge and understanding of the Student Transportation Policy and associated procedures.

Transportation Authority is responsible for:

- implementing the parameters of the Transportation policy and the administrative procedures that support the Transportation Policy.
- working collaboratively with parents, schools and administration in implementing the administrative procedures.

PROGRESS INDICATORS:

- achieving compliance with the Education Act and various regulations with respect to accountability measures
- approval of annual budgets in compliance with the Education Act
- sound application and management of financial systems and internal controls
- meeting regular timelines for financial and operational reporting
- regular monitoring of service provider performance, including safety data.

DEFINITIONS:

Transportation Authority:

For the jurisdictions of the Board in Peterborough, Northumberland and Clarington, the transportation authority is Student Transportation Services of Central Ontario, through its Chief Administrative Officer. Additional information is available at www.stsco.ca

For City of Kawartha Lakes, the transportation authority is Trillium Lakelands District School Board through its Transportation Supervisor. Additional information is available at www.tldsb.on.ca

REFERENCES:

- Education Act and Regulations

GENERAL PARAMETERS

Board administration is responsible for developing administrative procedures that provide for the guidelines to support the following general parameters and provide for specific procedures and/or specific circumstances outlining exceptions/exemptions from parameters.

Eligibility Distances for Transportation

Students will be eligible for transportation services if their primary residence is more than the eligibility distance noted below by the shortest direct walking route as measured by the Transportation Authority (by publicly maintained road and/or walkway) from the school that the primary residence is within the catchment area for:

Grades JK-3	1.0 km
Grades 4-8	1.6 km
Grades 9-12	3.2 km

Students eligible for transportation according to the eligibility distances noted above will be assigned to a bus stop location according to the following bus stop location distance guidelines, as measured by the Transportation Authority:

Grades JK-3	1.0 km
Grades 4-8	1.0 km
Grades 9-12	1.6 km

Students eligible for transportation services may be assigned to an existing stop regardless of the distance if a safe bus stop location cannot be established within the distances applicable to bus stop locations as noted above.

Notwithstanding the distances outlined above, transportation may be provided for students requiring specialized programs. Transportation shall only be provided while the student is enrolled in the specialized program. Determination of which programs are deemed 'specialized' and eligible for transportation rests with Board administration.

Out-of Boundary Students

Each school shall have a defined attendance boundary. A student's primary residence in relation to a defined attendance boundary determines the designated school for a student. Under certain circumstances, permission may be granted to a student to attend a school outside their defined attendance boundary (see Administrative Procedure 808 – Transfer of Students Out of Designated Boundaries). Transportation for out-of-boundary/out-of-board students is the responsibility of the parent(s) or guardian(s).

Transportation To and From School from a Child Care Facility or Babysitter Address

Transportation service may be provided to and from school from a child care facility or a babysitter address provided the service can be accommodated using an existing single bus route both morning and afternoon within the current route network.

The child care facility or the babysitter address must be within the school catchment boundary of the school to which the student attends.

Transportation for Temporary Medical Reasons

Transportation may be provided for students that would not otherwise be eligible for transportation services where there is a medical condition or a short-term disability that precludes the student from walking and where the parent/guardian is unable to transport the student.

Length of Time on Buses

It is expected that the Transportation Authority will design bus routes such that the length of time a student would spend riding the bus from their home or pick up point to the school in which attendance area they reside, would not be longer than the following:

Junior Kindergarten to Grade six (6): one hour

Grade Seven (7) to Grade Twelve (12): one hour and thirty minutes.

There may, however, be exceptions should the student opt to attend a school outside of their regular attendance area, if there is no school in the immediate area and students must travel to the nearest school facility, or if the attendance area is a significant geographic area.

B.7.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Directional Policy – ***#1300 – Student Transportation,*** be received and posted as amended.