



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, October 1, 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, Emmanuel Pinto.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishinaabe.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Committee Meeting held on March 25, 2019.
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – New #814 Page 8 RA Page 15
Critical Injury / Fatality Reporting
 Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services
2. R.A.: Draft Administrative Procedure – New #815 Page 16 RA Page 29
Safe Work Procedure: Lock-out / Tag-out of Energy Sources
 Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services

3. R.A.: Revised Administrative Procedure – #206 to include
Transfer of Students out of Designated Boundary – #618
Admission to Catholic Schools
Isabel Grace, Superintendent of Business, Finance and Facility Services
Page 30 RA Page 38
4. R.A.: Remove Administrative Procedure – #618
Transfer of Students out of Designated Boundary
Michael Nasello, Director of Education
RA Page 39
5. R.A.: Revised Administrative Procedure to include Cell Phones – #909
Code of Conduct
Tim Moloney, Superintendent of Learning / Student Success
Page 40 RA Page 48

C. Information Items:

1. Revised Administrative Procedure – #504
Employee Attendance Support Program
Joan Carragher, Superintendent of Learning / Leadership and
Human Resource Services
Page 49
2. Revised Administrative Procedure – #305
Out of School Activities
Dawn Michie, Superintendent of Learning / I/S Program / Faith and Equity
Page 59

D. Next Meeting:

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

E. Conclusion:

1. Closing Prayer, Kevin MacKenzie.
2. Adjournment.

Draft



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Monday, March 25, 2019 at 6:36 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough.

PRESENT

Trustees: Mmes. Linda Ainsworth, Michelle Griepsma.
Messrs. David Bernier (Chairperson), Kevin MacKenzie, Emmanuel Pinto.

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

Guests:

Regrets: Mmes. Calahndra Brake (Senior Student Trustee), Eveline Fisher
(Junior Student Trustee), Isabel Grace, Helen McCarthy.
Mr. Braden Leal.

Recorder: Mrs. Andrea Bradley.

A. Call to Order:

Mr. David Bernier called the meeting to order.

1. Opening Prayer.

The Committee Chairperson, Mr. David Bernier, called the meeting to order at 6:36 p.m. and asked Mrs. Linda Ainsworth to lead the Opening Prayer.

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

3. Approval of the Agenda.

MOTION: Moved by Mrs. Linda Ainsworth, seconded by Mrs. Michelle Griepsma, 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 February 5, 2019.

MOTION: Moved by Mr. Emmanuel Pinto, seconded by Mr. Kevin MacKenzie, that the Minutes of the Policy Development Committee Meeting held on February 5, 2019, be approved as amended.

Carried.

6. Business Arising from the Minutes.

B. Recommended Actions/Presentations:

1. R.A.: Draft Administrative Procedure – Old #301 / New #1208

Video Surveillance Systems at Board Facilities

Mr. Galen Eagle, Communications Manager, presented the new Draft Administrative Procedure – **#1208 – Video Surveillance Systems at Board Facilities** to the Policy Development Committee and answered questions.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#301 – Video Surveillance Systems at Board Facilities** be deleted and the revised, newly formatted, Administrative Procedure – **#1208 – Video Surveillance Systems at Board Facilities**, be received and posted as amended under Directional Policy – **#1200 – Records and Information**.

Carried

Draft

2. R.A.: Draft Administrative Procedure – Old #408 / New #513

Reporting Children in Need of Protection

Ms. Joan Carragher, Superintendent of Learning / Leadership and Human Resource Services presented the new Draft Administrative Procedure – **#513 – Reporting Children in Need of Protection** to the Policy Development Committee and answered questions.

MOTION: Moved by Mr. Emmanuel Pinto, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#408 – Reporting Child Abuse and Neglect** be deleted and the revised, newly formatted, Administrative Procedure – **#513 – Reporting Children in Need of Protection**, be received and posted as amended under Directional Policy – **#500 – Employee Relations**.

Carried.

3. R.A.: Draft Administrative Procedure – Old #410 / New #813

Nutrition

Mr. Tim Moloney, Superintendent of Learning / Student Success, presented new Draft Administrative Procedure – **#813 – Nutrition**, to the Policy Development Committee and answered questions. Mr. Moloney will be making reference to sustainability and sourcing food locally when possible in the administrative procedure.

MOTION: Moved by Mr. Emmanuel Pinto, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#410 – Nutrition – Creating a Healthy School Nutrition Environment**, be deleted and the revised, newly formatted, Administrative Procedure – **#813 – Nutrition**, be received and posted as amended under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried.

Draft

4. R.A.: Draft Administrative Procedure – Old #702 / New #311

Research Requests

Ms. Laurie Corrigan, Superintendent of Learning / Innovation Technologies, presented the new Draft Administrative Procedure – **#311 – *Research Requests*** to the Policy Development Committee and answered questions.

MOTION: Moved by Mr. Kevin MacKenzie seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#702 – *Research Requests***, be deleted and the revised, newly formatted, Administrative Procedure – **#311 *Research Requests***, be received and posted as amended under Directional Policy – **#300 *Student Achievement and Well-being***.

Carried.

5. R.A.: Draft Administrative Procedure – Old #809 / New #309

Cooperative Education and Other Forms of Experiential Learning

Mr. Tim Moloney, Superintendent of Learning / Student Success, presented new Draft Administrative Procedure – **#309 – *Cooperative Education and Other Forms of Experiential Learning***, to the Policy Development Committee and answered questions.

MOTION: Moved by Mr. Kevin MacKenzie, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#809 – *Cooperative Education and Other Forms of Experiential Learning***, be deleted and the revised, newly formatted, Administrative Procedure – **#309 – *Cooperative Education and Other Forms of Experiential Learning***, be received and posted as amended under Directional Policy – **#300 *Student Achievement and Well-being***.

Carried.

Draft

C. Information Items:

D. Next Meeting:

1. Monday, May 21, 2019 6:30 – 8:30 p.m.
2. Selection of Member for Opening Prayer – Mrs. Linda Ainsworth.
3. Selection of Member for Closing Prayer – Mrs. Michelle Griepsma.

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mr. David Bernier, asked Mr. Emmanuel Pinto to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Mr. Emmanuel Pinto, seconded by Mrs. Linda Ainsworth, that the Policy Development Committee Meeting adjourn at 7:56 p.m.

Carried.

David Bernier
Committee Chairperson
/ab

Michael Nasello
Director of Education



BOARD ADMINISTRATIVE PROCEDURE	
<small>Administrative Procedure</small> Critical Injury/ Fatality Reporting	<small>Administrative Procedure Number</small> 814
<small>Directional Policy</small> Healthy Schools and Workplaces - 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

Critical Injury/ Fatality Reporting

DATE APPROVED:

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring employees understand the requirements and expectations with respect to ensuring timely and accurate reporting of critical injuries and fatalities to the Ministry of Labour, Joint Health and Safety Committee, Union, and other parties as applicable/ required under Occupational Health and Safety legislation.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Critical Injury/ Fatality Reporting 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:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board values the health and safety of all of our staff, students, visitors and guests. To this end, the Board has developed a comprehensive health and safety program aimed at preventing incidents/injuries and establishing safe work procedures and practices.

This Critical Injury/ Fatality Reporting Administrative Procedure applies in the event of a critical injury or fatality involving any person while on Board premises or Board business including but not limited to Board employees, contractors, sub-contractors, students, parents, visitors and guests.

A Critical Injury is an injury of a serious nature that:

- a. places life in jeopardy;
- b. produces unconsciousness;
- c. results in substantial loss of blood;
- d. involves the fracture of a leg or arm (including fracture of a wrist, hand, ankle or foot) but not a finger or toe;
- e. involves the amputation of a leg, arm, hand, or foot but not a finger or toe;

- f. consists of burns to a major portion of the body; or
- g. causes the loss of sight in an eye.

Process:

- Immediately assess and secure the scene to prevent secondary accidents from occurring. Lockout any equipment to prevent further injury.
- Render immediate assistance to the injured party, summoning medical assistance where necessary.
- The Principal/Supervisor/Manager will determine if the injury meets the definition of a critical injury/ fatality by using the criteria stated in the definition stated at the end of this document.
- Preserve the scene. Where a person is killed or critically injured, the Occupational Health and Safety Act stipulates that no person shall interfere with, disturb, destroy, alter or carry away any wreckage, article or thing at the scene of or connected with the occurrence until permission to do so has been given by the Ministry of Labour Inspector, except for the purpose of:
 - a. saving a life or relieving human suffering;
 - b. maintaining an essential public utility service or a public transportation system; or
 - c. preventing unnecessary damage to equipment or other property.
- Where wreckage is present, and it is necessary for the reasons outlined above to disturb the accident scene, record details of the original scene through notes, sketches and/or photographs, where feasible.
- Immediately notify the following by telephone or other direct means:
 - Where applicable, Emergency Services (eg. 911)
 - Health and Safety Officer (or Human Resource Services designate) at 705-748-4861 ext 290 or 705-761-0148 (cell)
 - Principal/Supervisor/Manager responsible for the worker

NOTE: The Health and Safety Officer will be the primary contact to the Ministry of Labour, Joint Health and Safety Committee, and Union. If the Health and Safety

Officer or designate cannot be reached a Principal, Supervisor or Manager would contact the following:

- Joint Health and Safety Committee Worker Co-Chair
 - the applicable Union President for the injured employee (if applicable)
 - Ministry of Labour call centre 1-877-202-0008
- Where a Critical or Fatal injury is identified, the Health and Safety Officer or designate will forward a written report of the critical injury/ fatality occurrence to the Ministry of Labour within 48 hours as required by the Occupational Health and Safety Act and associated Regulations. Content of the report will include:
 - a. name and address of the employer;
 - b. nature and circumstances of the occurrence and the bodily injury sustained;
 - c. a description of the machinery or equipment involved;
 - d. date, time, and place of the occurrence;
 - e. name and address of the person who was killed or critically injured;
 - f. the names and addresses of all witnesses to the occurrence; and
 - g. the name and address of the physician or surgeon, if any, by whom the person was or is being attended for the injury;
 - h. other information as required by applicable Regulations.
 - Where an employee is critically or fatally injured the Principal/ Supervisor/ Manager will ensure the appropriate Employee Incident Injury Report is completed and forwarded to the Human Resources Department within 24 hours. The Supervisor Investigation portion of the report shall be complete with investigation details, contributing factors, root causes, and corrective actions taken identified.
 - For students/ visitors, the Principal/ Supervisor/ Manager will ensure the Ontario School Boards' Insurance Exchange (OSBIE) Incident Report Form (where applicable) is completed and forwarded to OSBIE with a copy to the Administrative Assistant to the Superintendent of Business. Where necessary, in circumstances where the injured person is admitted to the hospital or fatally injured, the facility will ensure that OSBIE Claims Department is immediately notified by telephone at 1-800-668-6724.

Additional Reporting Obligations:

- Elevating Devices- Ontario Regulation 209/01, Section 36 identifies additional reporting requirements should an incident involve an elevating device. Please refer directly to the regulation.
- Serious Electrical Incident- The Ontario Electrical Code Rule 2-007 requires that any serious electrical incident be reported within 48 hours after the occurrence. It also requires that the scene be held until permission to release the scene is given by an inspector. The phone number to report these incidents is 1-877-ESA-SAFE or 1-877-372-7233.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Healthy Schools and Workplaces Directional Policy.
- Reviewing the Critical Injury/ Fatality Reporting 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 of Schools and System Portfolios are responsible for:

- Ensuring Principals are consistent with the application of this Administrative Procedure.
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.
- Completing necessary notifications in the event the Health and Safety Officer or designate cannot be reached.
- Ensuring the applicable Employee Incident or OSBIE report for the incident is filed in a timely manner.

Health and Safety Officer or designate is responsible for:

- Ensuring necessary notifications are made to all required parties in a timely manner.

- Providing support to Principals, Vice-Principals, Managers, Supervisors and the Multi-Site Joint Health and Safety Committee in accident investigations and identification of corrective actions.

Multi-Site Joint Health and Safety Committee is responsible for:

- Investigation of Critical Injuries and Fatalities as per the requirements outlined in the current Multi-Site Joint Health and Safety Committee Terms of Reference.

Staff are responsible for:

- Reporting injuries and incidents in a timely manner through the designated incident reporting software.
- Maintaining an awareness of this Administrative Procedure.
- Preserving the scene of the incident where required by this Administrative Procedure.

PROGRESS INDICATORS:

Critical injuries and fatalities will be reported timely and accurately to the Ministry of Labour, Joint Health and Safety Committee, Union, and other parties as applicable/required under Occupational Health and Safety legislation.

DEFINITIONS:

Critical Injury: An injury of a serious nature that:

- a) places life in jeopardy;
- b) produces unconsciousness;
- c) results in substantial loss of blood;
- d) involves the fracture of a leg or arm (including fracture of a wrist, hand, ankle or foot) but not a finger or toe;
- e) involves the amputation of a leg, arm, hand, or foot but not a finger or toe;
- f) consists of burns to a major portion of the body; or
- g) causes the loss of sight in an eye.

A critical injury must be reported if there is a connection between the hazard that gave rise to the injury and worker health and safety (Ministry of Labour Clarification on the definition of Regulation 834: Critical Injury; January 2017)

REFERENCES:

Occupational Health and Safety Act

Industrial Establishment Regulation

Critical Injury Regulation

Ministry of Labour Clarification on the Definition of Regulation 834: Critical Injury
(Issued: January 2017)

2018 Ontario Electrical Safety Code

Elevating Devices Regulation - Ontario Regulation 209/01

PVNCCDSB Multi-Site Joint Health and Safety Committee Terms of Reference

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

B.1.

Recommended Action:

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



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Safe Work Procedure: Lock-out/Tag-out of Energy Sources	<i>Administrative Procedure Number</i> 815
<i>Directional Policy</i> Healthy Schools and Workplaces - 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

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

DATE APPROVED:

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT: This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring compliance with regulatory requirements and that all reasonable steps are taken to minimize exposure to hazardous energy sources for staff and/or contractors/constructors.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: The Lock-out/Tag-out of Energy Sources 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.

In particular, this Administrative Procedure will contribute to the Board's Mission by establishing safe learning and working communities for both staff and students. This Administrative Procedure will also support the Board's Strategic Priorities of Learn, and Lead. When staff follow safe work procedures such as those outlined in this Administrative Procedure, students are LEARNing workplace safety through

demonstration by staff. We are fostering critical thinking and communication amongst staff and students in regards to workplace safety (LEADing).



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 Lock-out/Tag-out of Energy Sources Administrative Procedure applies to all Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNCCDSB) staff who may reasonably, in the course of their work, be expected to isolate energy sources, and to contractors/constructors who may work on a PVNCCDSB worksite where hazardous energy sources are present.

Procedures:

All equipment, machinery or systems will be disconnected, locked out and tagged prior to any work (which may include maintenance work) being done. It is mandatory that all PVNCCDSB employees, contractors and constructors comply with this program. Failure to comply may result in disciplinary action.

Where equipment specific Lock-out/Tag-out procedures are not available the following provisions will apply:

General Provisions

a. Initiating Lock-out/Tag-out

- Identify the machine/ equipment that needs to be locked out;
- Notify all affected employees that a Lock-out is required and is about to take place;
- Identify all sources of energy being used to power the equipment and what controls will be used to ensure against accidental start-up or release of energy. If unsure, ask your Supervisor.

b. Machine/ Equipment Shutdown

- Ensure the act of shutting off the equipment will not pose a hazard to other employees or members of the public;
- Follow normal shut-down procedure for the equipment;
- Ensure all moving parts come to a complete stop;
- Disconnect the power supply where possible by unplugging the machine (Lock-out the plug in a Lock-out Tag-out device).

c. Machine/ Equipment Isolation

- Check all operating switches to ensure against accidental start-up;
- Apply energy isolation devices (eg. blanks, locks);
- Check for secondary sources of energy;
- Never isolate equipment by pulling electrical switches or fuses while under load. Electrical disconnects should be carried out by a qualified electrician or competent person.

d. Control Stored Energy

- Ensure all parts have stopped moving;
- Install ground wires to discharge electrical capacitors (performed by a competent person only);
- Relieve the residual pressure in the lines, reservoirs or accumulators by bleeding the lines, leave vent valves open, or otherwise dissipate all residual energy;
- Blank pipe flanges;
- Release spring tension or block the movement;
- Block parts that could fall or move due to gravity;
- Block hydraulic and pneumatic systems that could move from loss of pressure;
- Purge tanks and process lines whose contents could create a hazard;
- Monitor for any possible re-accumulation of energy.

e. Apply Lock-out/Tag-out Devices

- Lock-out/Tag-out shall be performed only by authorized employees who are performing the servicing or maintenance. No person will be permitted to perform

the Lock-out/Tag-out who is not thoroughly familiar with the machinery/ equipment involved, and who has not been trained in Lock-out/Tag-out;

- Attach a lock or comparable device to each and every energy isolating device to prevent anyone from re-energizing the equipment during service or maintenance. Ensure the lock holds the energy isolating device in a “safe” or “off” position;
- All locks shall have only one key. Keep this key in your possession at all times;
- Individual Maintenance staff may have a set of locks with common keys which are not shared;
- Multiple lock hasps shall be used if more than one person is working on the equipment. Daisy chaining is prohibited;
- Tag-out devices shall be attached to each lock and filled out completely;
- Tag-out devices should clearly show the name and department of the person who applied the device, the date of disconnection and reason for the Lock-out;
- Locks and tags must be durable enough to withstand the environment in which they are used and substantial enough to prevent removal without excessive force.

f. Isolation Verification

- Ensure all danger zones are clear of personnel;
- Verify the main disconnect switch or circuit breaker cannot be operated;
- Test switches with a volt meter or voltage potential testing device;
- Ensure the correct system has been locked out and isolated by testing all operating buttons and activating controls. If the Lock-out is effective the machine should not start;
- Return the equipment controls to the neutral or off position when testing is complete;
- Periodically verify isolation until service or maintenance is complete (especially after extended periods of absence, lunches, breaks, or if left overnight).

Equipment Start-up and Testing

At the completion of the maintenance/servicing requiring the Lock-out/Tag-out, the following steps shall be taken prior to, during and after the equipment is returned to service:

- Inspect the area, ensure that non-essential items and tools have been removed;
- Ensure the machine has been placed back in normal operating condition;
- Ensure all guards are in place and controls are at their proper setting;
- Check that all blocks, chains, etc. have been removed;
- Ensure that all valves are in their run/open position;
- If fuses need to be re-installed or main switches activated, this shall only be done by a qualified electrician or competent person;
- Clear all employees from the area and advise affected employees that the machine/equipment is going to be placed back in service and Lock-out devices removed;

- Ensure all personal Lock-out/Tag-out devices are removed only by the person who installed them (see section for Removal by Other than Authorized Employee);
- Restart machinery to ensure proper operation and proceed with testing;
- Advise employees that they may re-enter the area once testing is complete.

Group Lock-out

When a machine/ equipment is being serviced by more than one worker the following steps shall be followed to ensure that workers receive the same level of protection as when performing individual Lock-out.

- Lock-out hasps shall be used for group Lock-out situations;
- Each worker shall affix a personal Lock-out/Tag-out device to the energy isolating device when he/she begins work;
- Each worker shall leave their Lock-out/Tag-out device attached for as long as they are involved with the Lock-out;
- All workers shall confirm the Lock-out is conducted properly. Do not rely on the word of a fellow worker; test the Lock-out for yourself;
- Each worker shall personally remove their Lock-out/Tag-out when their work is complete;
- The worker removing the last lock will be responsible to ensure the machine/equipment is put back into service following the correct procedure as outlined in this program or the equipment specific procedure.

Shift Changeover/ Extended Lock-out Tag-out

Should the authorized employee leave before the machinery or equipment can be restored to service, the lock and tag must remain in place. If the task is reassigned to another worker, the following shift change provisions apply.

Shift changes or personnel changes will be coordinated by the authorized employee or Supervisor. The following steps are to be followed:

- The oncoming authorized employee shall verify the equipment is in a state of zero energy before proceeding with work;
- The oncoming authorized employee shall install their own personal locks/ tags before the outgoing authorized employee's locks and tags may be removed;
- At no time will the machine/ equipment be left unlocked until all work has been completed.

Lock and Tag Removal by Other than the Authorized Employee

Removal of a Lock-out/Tag-out device is the responsibility of the individual who installed it. If the equipment is required to be locked out beyond the shift or if an employee is called to another task, their lock shall remain in place or a shift changeover may take place (see

Shift Changeover/ Extended Lock-out Tag-out). Departmental/ Shop locks are not to be used.

In the event that a personal lock is found in place and a need arises to remove it, the following precautions must be exercised:

- Verify that the individual who installed the Lock-out/Tag-out device is not in the facility;
- All reasonable efforts shall be made to contact the authorized employee and have them return to remove the Lock-out/Tag-out device;
- Only a Supervisor shall remove the Lock-out/Tag-out device in the presence of an affected employee after testing and/or inspection has been completed by a competent person. All parties involved in the removal of another individual's Lock-out device shall agree to the removal of the locking/ tagging device;
- The authorized employee whose Lock-out/Tag-out device has been removed shall be informed at the start of their next shift and re-issued Lock-out/Tag-out devices;
- Ensure that affected employees are aware that the lock/tag has been removed and that start-up may occur;
- A "Removal of Lock-out/Tag-out Device by Other than Authorized Employee Form" must be completed at the time of the removal. Copies of the completed forms are to be sent to the Authorized Employee, the Department Manager/ Supervisor, the Health and Safety Officer, and the Joint Health and Safety Committee.

Training

All positions named shall be made aware of their responsibilities under this program.

Training for supervisors, workers, contractors and constructors who are required to employ Lock-out/Tag-out shall contain a minimum of the following elements:

- recognition and control of hazards;
- legislative requirements;
- Lock-out/Tag-out program and procedures;
- Lock-out/Tag-out devices;
- lock/ tag removal;
- reporting of hazards and non-compliance;
- types of energy sources;
- isolation of energy sources;
- practical demonstration by attendee to confirm understanding.

The full training course will be taken at a minimum of every 3 years by staff involved in Lock-out/Tag-out activities and those who supervise staff involved in Lock-out/Tag-out activities.

Contractors/ Constructors may be asked to demonstrate proof of compliant training.

Supervisors are responsible to identify workers in need of training/ retraining and advise the Health and Safety Officer. Training for Board employees will be arranged and tracked by the Health and Safety Officer.

At least once per year this program shall be reviewed with each authorized employee by their Supervisor. This training and review shall be documented by the Supervisor, signed and dated by both the employee and supervisor, and kept in the employees personnel file. A form is provided as an appendix to this program.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Healthy Schools and Workplaces Directional Policy.
- Reviewing the Lock-out/Tag-out of Energy Devices 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, supervisors and managers are consistent with the application of this Administrative Procedure.
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure
- Maintaining familiarity with the Ontario Occupational Health and Safety Act and the regulations that apply to the work
- Identifying workers in their employ in need of training/ re-training and advising the Health and Safety Officer
- Supervisors shall themselves attend, and ensure all employees have received the necessary training in Lock-out/Tag-out before being authorized to perform Lock-out
- Annually performing a Lock-out Tag-out of Energy Sources Administrative Procedure review with each authorized employee and documenting this review, filing the paperwork in the employee personnel file

- Communicating procedures to affected workers and contractors/ constructors and enforcing compliance with the Lock-out/Tag-out of Energy Sources Administrative Procedure by taking disciplinary action as required
- It is the responsibility of the person who tenders, arranges or brings in a contractor/constructor to work, where any part of the work entails the potential to Lock-out/Tag-out to ensure the contractor/constructor has been trained by a competent person and adheres to this Administrative Procedure at a minimum.
- Maintaining records of non-compliance or exception reports (eg. Removal of Lock-out Device by Other Than Authorized Employee Forms)
- Providing each authorized worker with the necessary Lock-out/Tag-out devices (ex. locks and keys, lockout hasps, tags, lockout equipment) and ensuring these are and maintained in good condition
- Providing any departmental Lock-out/Tag-out equipment specific procedures or directives

Health and Safety Officer is responsible for:

- Arranging and tracking training of Board employees in Lock-out/Tag-out of Energy Sources
- Assisting in sourcing of Lock-out/Tag-out devices

Staff are responsible for:

- Only authorized employees shall apply Lock-out/Tag-out devices
- All workers involved in the servicing or maintenance of equipment shall comply with the Lock-out/Tag-out of Energy Sources Administrative Procedure and any related departmental procedures or directives
- Attending and maintaining current training as identified by their Supervisor and requesting training if work activities involve the repair, maintenance or servicing of equipment or machines
- Ensuring lock-out locks are used only for their intended purpose and not removed by another person unless the procedure for Removal by Other Than Authorized Employee is followed
- Identifying any hazards in the work or absence of/ defect in equipment or protective devices to their Supervisor
- Where unsure of the source of energy for a piece of equipment or machinery, contacting their Supervisor prior to continuing with Lock-out/Tag-out

Contractors/ Constructors are responsible for:

- It is the responsibility of the person who tenders, arranges or brings in a contractor/constructor to work, where any part of the work entails the potential to Lock-out/Tag-out to ensure the fore mentioned have been trained by a

competent person and adhere to this standard. Contractors/ Constructors are expected to adhere to this Administrative Procedure at the minimum.

- Provision of required lock-out/tag-out devices to affected workers in their employ
- Provision of training to affected workers in their employ in lock-out/tag-out, which is in accordance with this Administrative Procedure
- Providing proof of training with a competent trainer to meet the requirements of this Administrative Procedure if requested

PROGRESS INDICATORS:

- Authorized employees and Supervisors will maintain current (minimum every three years) training and records of such training will be available from the Health and Safety Officer
- Authorized employees will have the necessary lock-out/tag-out devices
- Annual Lock-out/Tag-out of Energy Sources Administrative Procedure reviews will be available in employee personal files

DEFINITIONS:

Affected Employee – An employee who operates or uses a machine or equipment on which service or maintenance is being performed under Lock-out, or whose job requires him/her to work in an area in which service or maintenance is being performed.

Authorized Employee – A person who locks-out or implements a Tag-out system on machines or equipment in order to perform service or maintenance. An authorized employee and an affected employee may be the same person.

Competent Person– A person who is;

- qualified because of knowledge, training and experience to organize the work and its performance,
- is familiar with the Occupational Health and Safety Act and the regulations that apply to the work, and
- has knowledge of any potential or actual dangers to health or safety in the workplace.

Control Stored Energy – To control stored energy means to release, disconnect, block or restrain affected energy sources, machine components or work pieces after isolating the main energy supply.

Daisy Chaining – The attaching of one lock to another is an unacceptable alternative to the use of a multiple Lock-out device except for locks which prevent the first worker from removing his/her lock. This practice is prohibited.

Disconnect – A device that isolates the source of power from the equipment. An acceptable disconnect must be lockable so that no one except the worker operating the disconnect can re-energize the equipment.

Dissipate Stored Energy – To dissipate energy involves allowing it to run down or be used up after shutting off the main energy source. Normally, mechanical motion (momentum) and thermal energy are energies which must dissipate.

Energized – Anything connected to an energy source or containing residual or stored energy.

Energy Isolation Device – A mechanical device that physically prevents the transmission or release of energy (eg. manually operated electrical circuit breaker, disconnect switch, a block, a line valve).

Energy Source – Any source of electrical, kinetic, chemical, thermal radiation, pressure or other energy associated with a machine or piece of equipment.

Lock-out – The placement of a Lock-out device(s) on a Lock-out device, in accordance with an established procedure, which ensures the equipment cannot be operated or energy sources cannot be released during the servicing or maintenance work and until the locking device(s) is (are) removed.

Lock-out Device – Device that utilizes a positive means such as a single keyed lock to render switches, valves, equipment, moving parts, etc. inoperable, thus preventing the energizing of a machine or equipment.

Servicing/Maintenance – Constructing, installing, setting up, adjusting, inspecting, modifying, maintaining or servicing machines or equipment. These activities include lubrication, cleaning, or un-jamming of machines or equipment, and making adjustments or tool changes, where the employee may be exposed to the unexpected energization or start-up of the equipment or release of hazardous energy.

Tag-out – The placement of a written notice at the control switch/energy isolation device of an electrical circuit, line, valve, machine, equipment, or other location as indicated in department specific procedures, indicating that the energy isolating device and/or the equipment being controlled may not be operated until the Tag-out device is removed.

Tag-out Device – A prominent warning device, such as a tag, which can be securely fastened to a lockout device to indicate that the energy being controlled may not be operated until the Tag-out device is removed. Tags must indicate the name of the person who installed the Tag-out device, date and time the tag was attached, and the

reason for the tag. Removal of a Tag-out device is the responsibility of the person who installed it.

RELATED FORMS

Appendix A - Removal of Lock-out/Tag-out Device by Other Than Authorized Employee Form

Appendix B - Annual Lock-out/Tag-out of Energy Administrative Procedure Review Form

REFERENCES:

Ontario Occupational Health and Safety Act

Ontario Regulation 851/90- Industrial Establishments, Section 42, 42.1, 68, 75, 76

Ontario Regulation 213/91- Construction Regulation, Section 188-195

Ontario Regulation 67/93, Section 62-73

Operator's Manuals for specific equipment

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



Appendix A – AP 815
Safe Work Procedure:
Lock-out/Tag-out of Energy Sources

REMOVAL OF LOCK-OUT / TAG-OUT DEVICE
BY OTHER THAN “AUTHORIZED EMPLOYEE” *

Date: _____ Time: _____

Authorized Employee: _____ Employee # _____

Supervisor: _____ Employee # _____

Witness (Affected Employee): _____ Employee # _____

Attempts to Contact Authorized Employee:

(Document search, phone calls to home and cell, pages, and the other types of attempts to contact employee)

Testing/ Inspection by Competent Person: _____ Employee # _____

Reason Lock-out / Tag-out Device Removed:

Supervisor / Manager Date

Witness (Affected Employee*) Date

Authorized Employee Informed of Removal

Date: _____ Time: _____ Informed By: _____

Authorized Employee provided new lock-out / tag-out devices:

Date: _____ Time: _____ By: _____

cc. Authorized Employee
Joint Health and Safety Committee
Supervisor / Manager
Health and Safety Officer

*As defined in Administrative Procedure 815



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Appendix B- AP 815
Safe Work Procedure:
Lock-out/Tag-out of Energy Sources

ANNUAL LOCK-OUT / TAG-OUT OF ENERGY SOURCES AP REVIEW

(please print)

Date: _____

Authorized Employee: _____ Employee # _____

Supervisor/Manager performing review: _____ Employee # _____

Review of lock-out tag-out AP completed ☐

Lockout demonstration completed ☐

Equipment checked and accounted for ☐

Employee has all necessary equipment ☐

Any additional comments/ information:

Authorized Employee Signature

Date

Supervisor / Manager Signature

Date

cc. Authorized Employee
Employee Personnel File

B.2.

Recommended Action:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Admission to Catholic Schools	Administrative Procedure Number 206
Directional Policy Catholic Education - 200	

TITLE OF ADMINISTRATIVE PROCEDURE:

Admission to Catholic Schools

DATE APPROVED:

January 30, 2018

PROJECTED REVIEW DATE:

January 2023

DIRECTIONAL POLICY ALIGNMENT: 200 Catholic Education

Catholic schools provide Catholic and non-Catholic students the opportunity to learn in the context of 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.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Catholic Education directional policy supports our Vision for Achieving Excellence in Catholic Education: Learn Lead Serve. This Vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

The board and senior administration believe by providing excellence in Catholic Education in this region of the province we contribute to the best possible education for all students in this province (*This Moment of Promise*) whether they are Catholic or non-Catholic. In doing so, however, the unique character of Catholic schools must be maintained.

1. Admission to Catholic Elementary Schools for Roman Catholic Students

- (a) All elementary school-aged students having the right of attendance will be admitted to the geographically appropriate school under the jurisdiction of the Board. Subject to space availability, enrolment/registrations at a school may be restricted, and it may be necessary to direct a student to another Catholic elementary school within the jurisdiction.
- (b) A student will be admitted by the principal of an elementary school when the parents/guardians submit evidence that a student has the right to attend a Catholic school. Evidence includes the following:
 - (i) a Roman Catholic baptismal certificate for the child or parents/guardians;

- (ii) direction of taxes to the Catholic School Board; principals will ensure that parents/guardians complete the direction of taxation forms if they cannot provide direct evidence at the time of registration;
- (iii) proof of age of student through Birth Certificate or, if it is not available, through a Roman Catholic Baptismal Certificate.
- (c) A student will be allowed to enrol in Year 1 Kindergarten in September of that calendar year during which the student becomes four years of age.
- (d) A student will be enrolled in Year 2 Kindergarten in September of that calendar year during which the student becomes five years of age.
- (e) Catholic parents/guardians whose children have the right of attendance and but whose children have not received the sacrament of Roman Catholic Baptism will be provided with our Religion and Family Life program information, along with encouragement for Catholic Baptism.
- (f) The principal of an elementary school will admit a student who is a ward of the Children's Aid Society where a Roman Catholic Baptismal Certificate is received.

2. Admission to Catholic Elementary Schools of Children of Other Faiths

The principal of an elementary school can admit students of another faith who do not enjoy a statutory right to attend, subject to the provisions of this Administrative Procedure.

- (a) The principal will provide the parents/guardians with information outlining the Religion and Family Life programs which can be found in the information posted on the Board website.
- (b) In considering a request for admission, the principal will attend to the following areas:
 - (i) the reasons given by the parents/guardians for their request to register their child(ren) in a Catholic school;
 - (ii) the level of support which the parents/guardians can provide to the student to foster the practice of their own faith and the support they are

willing to provide in relation to the teachings of the Church presented at school;

(iii) the age of the child(ren) and particular grade level(s) involved;

(iv) the enrolment capacity of the school and, in particular, the class(es) to which the child(ren) would be assigned (e.g. primary class size cap);

(c) Where a principal has concerns about an admission request, he or she will forward the request to the appropriate supervisory officer.

3. Admission to Catholic Secondary Schools

(a) Subject to Board policies regarding transportation and school boundaries, any secondary school-aged student within the Board's jurisdiction may choose to attend a Catholic secondary school [Education Act, Section 42(1)].

(b) All secondary school-aged students and their parents/guardians must accept and recognize the distinctive Catholic character and culture that pervades the Catholic secondary school community and must be willing to support its purpose, goals, and expectations.

4. *Admission of Students Out of Designated Boundaries*

To attend a school other than a designated school:

A parent/guardian or, in the case of a student 18 years of age or older, a student may apply to attend a school other than the designated school. Parent assumption of transportation is expected.

- *General criterion for consideration of these requests by the superintendent are as follows:*
 1. *Availability of space*
 2. *Child care arrangements*
 3. *Sibling considerations*
 4. *Educational program consideration*
 5. *Compassionate grounds*

Application process:

- a) *The parent/guardian will contact the school to discuss the feasibility of a transfer.*
- b) *Following discussion, should the parent/guardian wish to proceed with the transfer, he or she will apply in writing to the respective superintendent of schools stating the rationale for the request for transfer*
- c) *The application will be reviewed by the superintendent of schools, in consultation with the affected principals*
- d) *The superintendent of schools will make a determination, in consultation with the principal, regarding the application and admittance to the receiving school.*
- e) *The superintendent of schools will reply in writing to the parent/guardian.*

Where an approval has been provided by the superintendent of schools, it is not necessary to make the request annually to attend the receiving school. Administration reserves the right to revoke an out-of-boundary approval at the end of any school year.

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.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure;
- Reviewing requests for admission to a Catholic school, where the matter has been referred by a principal.
- *Ensuring documentation regarding transfer requests and approvals are appropriately kept for future reference.*

Principals and Vice-Principals are responsible for:

- Reviewing requests for admission to a Catholic school in alignment with this Administrative Procedure;
- Ensuring school staff members understand this Administrative Procedure and are requesting the appropriate supporting documentation from parents;
- Meeting with parents/guardians of students of another faith to ensure that they understand the expectations included in this administrative procedure.
- *Ensuring the superintendent of schools is fully aware of any parental concerns or issues that may be contributing to a request to transfer to another school, prior to the decision being made by the superintendent.*

School Staff are responsible for:

- Reviewing registration documents, including Roman Catholic baptismal certificates, to ensure that students are eligible for admission.

Students are responsible for:

- Becoming active participants in the experience of Catholic education.

Parents are responsible for:

- Providing current and accurate documentation to support the registration application;
- Providing proof of Roman Catholic baptism of either the student and/or one of the parents;
- Meeting with the Principal or Vice-Principal when the student is of another faith.
- Accept and recognize the distinctive Catholic character and culture that pervades the Catholic school community and be willing to support its purpose, goals, and expectations.
- *Contacting the appropriate principals to discuss criteria and rationale when considering a request to transfer their child from their designated school to another school*
- *Submitting a written request for a transfer to another school to the superintendent of schools*

- *Assuming the responsibility for transportation of their child to the receiving school when requesting a transfer from their designated school.*

PROGRESS INDICATORS:

- Students registered in the Board's elementary and secondary schools accept and recognize the distinctive nature of Catholic character and culture that pervades the Catholic school community and are be willing to support its purpose, goals, and expectations.
- Students bring the best of themselves to the society in which they live, in fulfillment of the Catholic Graduate Expectations.
- PVNC has consistent admission practices and procedures across its schools.

DEFINITIONS:

GUARDIAN

- A person who has lawful custody of a child, other than the parent of the child; includes anyone who has received into his or her home a person, other than his or her own child, of compulsory school age and that person resides with him or her or is in his or her care. Education Act 2006, c. 28, s. 4.

ROMAN CATHOLIC BAPTISMAL CERTIFICATE

- A certificate issued from a Roman Catholic parish which indicates the person has been baptised into full communion (Cf. Catechism of the Catholic Church, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome.

RIGHT OF ATTENDANCE

- The right of attendance defined in the Education Act means that all elementary school-aged children of parents/guardians who are eligible (Roman Catholic baptismal certificate - parent and/or child) and who direct their taxes in support of a Catholic School Board are eligible to attend a Catholic school.

Designated School

- *The designated school is the school which the student would normally be eligible to attend based on residence location.*

Receiving School

- *The receiving school is the school to which the applicant has requested a transfer, and be enrolled as an out-of-boundary student.*

REFERENCES:

- Education Act
- Catholic Education Directional Policy 200
- [This Moment of Promise \(1989\): Assembly of Catholic Bishops Statement about the state of Catholic Education](#)
- Transportation Administration Procedure 1301: Student Eligibility

B.3.

Recommended Action:

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

B.4.

Recommended Action:

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

#618 – Transfer of Students out of Designated Boundary be deleted.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> CODE OF CONDUCT	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 909 (NEW) 709 (OLD)
<small>Directional Policy</small> 900 – Safe and Accepting Schools	

TITLE OF ADMINISTRATIVE PROCEDURE:

Code of Conduct

DATE APPROVED:

X

PROJECTED REVIEW DATE:

X

DIRECTIONAL POLICY ALIGNMENT:

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

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Code of Conduct Administrative Procedure supports the Board's Mission to educate students in faith-filled, safe, inclusive learning communities. This Administrative Procedures also supports the strategic priority to lead by fostering critical thinking, creativity, collaboration, and communication to enable all students to realize their God-given potential.



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's Code of Conduct sets clear standards of behavior. These standards of behavior apply to students whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before-and after-school programs, or in other circumstances that could have an impact on the school climate or on the mission of Catholic education. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and members of various community groups.

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct shall be the Code of Conduct for each Catholic school of the Board to:

- a) promote the development of faithful students who seek to model their behaviour with consideration for the common good and models of faith;
- b) ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- c) promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- d) maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- e) encourage the use of non-violent means to resolve conflict;
- f) promote the safety of people in the schools;
- g) discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis;
- h) prevent bullying in schools;
- i) ensure alignment with the teachings, traditions, and principles of the Roman Catholic Church.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the Catholic school community must:

- a) respect and comply with all applicable federal, provincial, and municipal laws including the teachings and principles of the Roman Catholic Church;
- b) demonstrate honesty and integrity;
- c) respect differences in people, their ideas, and their opinions;
- d) treat one another with dignity and respect at all times, and especially when there is disagreement;
- e) respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- f) respect the rights of others;
- g) show proper care and regard for school property and the property of others;
- h) take appropriate measures to help those in need;
- i) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- j) respect all members of the school community, especially persons in positions of authority;
- k) not swear at a teacher or at another person in a position of authority.
- l) respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring the use of personal mobile devices during instructional time is permitted only under the following circumstances:
 - a. for educational purposes, as directed by an educator;
 - b. for health and medical purposes; and
 - c. to support special education needs.

Safety

All members of the Catholic school community must not:

- a) engage in bullying behaviours, including cyber-bullying;
- b) commit sexual assault;
- c) traffic weapons or illegal drugs;
- d) give alcohol or cannabis to a minor;
- e) commit robbery;
- f) be in possession of any weapon, including firearms;
- g) use any object to threaten or intimidate another person;
- h) cause injury to any person with an object;
- i) be in possession of, or be under the influence of, or provide others with alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs;
- j) inflict or encourage others to inflict bodily harm on another person;
- k) engage in hate propaganda and other forms of behaviour motivated by hate or bias; or
- l) commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

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

- ensuring alignment with the Safe and Accepting Schools Directional Policy; and
- reviewing the Code of Conduct Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendent of Safe Schools is responsible for:

- reviewing and revising this administrative procedure as necessary; and
- ensuring the Board's Code of Conduct is published on the Board's website so that it is available to students, parents, members of the school staff, community members, volunteers and school bus drivers/operators.

Superintendents of Learning and System Portfolios are responsible for:

- supporting the implementation of this administrative procedure.

Managers and Supervisors are responsible for:

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

Principals are responsible for:

Under the direction of Board, principals take a leadership role in the daily operation of their school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community; and
- ensuring the Board's Code of Conduct is published annually (eg. student agenda book) and available to students, staff, and parents (eg. School website).

Teachers and Staff are responsible for:

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standards of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;

- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community; and
- prepare students for the full responsibilities of citizenship.

Parents are responsible for:

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Students are responsible for:

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others; and
- follow the established rules and take responsibility for his or her own actions.

Police are responsible for:

The police play an essential role in making our schools and communities safer.

The police provide support and investigate incidents in accordance with the 2016 Police/School Board Protocol based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

The police services and the Board will cooperate and coordinate their efforts to create and sustain safe learning environments that respects the legal rights of all students and staff at all times.

PROGRESS INDICATORS:

- Board's Code of Conduct is implemented at all Board sites.
- Board's Code of Conduct is published on the Board's website so that it is available to students, parents, members of the school staff, community members, volunteers, and school bus drivers/operators.
- School climate surveys indicate that students, parents, and staff feel safe and secure and that our schools are welcoming, safe, respectful, equitable, inclusive, and accepting learning and teaching environments.

DEFINITIONS:

Cyber-bullying - Bullying by electronic means, including,

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

Local Police/School Board Protocol - At the direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services, school boards and police services are to establish a protocol for the investigation of school related occurrences. This document was to be modelled after the Provincial Model for a Local Police/School Board Protocol.

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

Personal Mobile Device - Any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.

Provincial Code of Conduct - The Provincial Code of Conduct referenced in this Policy was released by the Ministry of Education on October 4, 2007 and revised on August 29, 2019. It is contained in Policy and Program Memorandum 128. The provincial Code of Conduct provides the framework for the School Board's Code of Conduct.

PVNC Code of Conduct - The Code of Conduct of the Peterborough Victoria Northumberland and Clarington Catholic District School Board aligns with the Provincial Code of Conduct found in Ministry of Education Policy/Program Memorandum 128, dated October 4, 2007 and revised on August 29, 2019.

School Climate - School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

School Climate Survey - A School Climate Survey is an evaluative tool used to measure two closely related topics – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at a school. The results of the surveys are used by principals and staff to help promote an environment of respect, safety, and belonging for all students.

The Ministry of Education mandates that schools in Ontario administer a School Climate Surveys once every two years.

Virtual Learning Environment - A web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities and interactions within a course structure and provide for the different stages of assessment.

REFERENCES:

- [Bill 13 – Safe and Accepting Schools Act – 2012](#)
- [Bill 157 - Keeping Our Kids Safe at School – 2009](#)
- [Bill 212 - Behaviour, Discipline and Safety – 2007](#)
- Ministry of Education Policy/Program Memoranda (PPM):
 - 120, “[Reporting Violent Incidents to the Ministry of Education](#)”
 - 128, “[The Provincial Code of Conduct and School Board Codes of Conduct](#)”
 - 141, “[School Board Programs for Students on Long-Term Suspension](#)”
 - 142, “[School Board Programs For Expelled Students](#)”
 - 144, “[Bullying Prevention and Intervention](#)”
 - 145, “[Progressive Discipline and Promoting Positive Student Behaviour](#)”
- [Provincial Model for a Local Police/School Board Protocol, 2015](#)
- [Local Police/School Board Protocol - 2016](#)
- [Ontario Education Act](#)
 - 265 (1) Duty of Principal, (m) Access to school or class
 - [Ontario Regulation 37/01 - Expulsion of a Pupil](#)
 - [Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Pupils](#)
 - [Ontario Regulation 521/01 - Collection of Personal information](#)
- [Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario's Equity and Inclusive Education Strategy, 2009](#)
- [Ontario Human Rights Code](#)

- PVNCCDSB Safe Schools Resources and Procedures Manual
- PVNCCDSB Records Management Manual

4.0 RELATED ADMINISTRATIVE PROCEDURES

AP-S-801, Safe Schools - Suspension, Expulsion, and Appeal

AP-S-802, Safe Schools - Progressive Discipline and Promoting Positive Student Behaviour

AP-PRC-709, Safe Schools - Code of Conduct

AP-PRC-706, Valuing Diversity

5.0 RELATED FORMS

B.5.

Recommended Action:

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



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Employee Attendance Support Program	ADMINISTRATIVE PROCEDURE NUMBER 504
Directional Policy Employee Relations - 500	

TITLE OF ADMINISTRATIVE PROCEDURE:

Employee Attendance Support Program

DATE APPROVED: May 28, 2018

PROJECTED REVIEW DATE: 2023

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 regular attendance at work.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Employee Attendance Support Program 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 supports are in place for all Employees so that they can attend work on a regular basis.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

1.0 Background

The Board recognizes the contributions of all Employees and their importance in realizing the Board's Vision of Achieving Excellence in Catholic Education. All Employees will be treated with fairness, consistency, respect and compassion.

The Employee Attendance Support Program (EASP) is aimed at positively supporting Employees in achieving regular attendance. Regular attendance is a condition of employment and the EASP supports that goal. The types of supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.

The focus of the EASP is on non-culpable absences. Non-Culpable absenteeism relates to absences as a result of illness or injury that arise due to circumstances beyond the Employee's control. These absences are not dealt with through a progressive discipline model; instead the Employee is supported through the EASP.

The EASP is a non-disciplinary process with the goal being to assist Employees in maintaining regular attendance. Employees who exceed the Board's established absence threshold will advance through the EASP. When an Employee advances through to the final step of the EASP, the Board will make a determination as to whether the Employee is likely to maintain regular attendance in the future. If the Board determines that the Employee is not likely to maintain regular attendance in the future, the Board may conclude that the employment relationship has been frustrated and end the relationship.

Should a disability be identified that requires support or accommodation at any time during the process, the Board will support the Employee by following [AP 507 – Disability Management](#) and/or [AP 503 – Workplace Accommodation](#).

Culpable Absenteeism relates to those absences for which Employees can be held accountable. Failure to attend work without notifying the Employer, lateness for work or leaving early and abuse of leave are examples of culpable absences. Employees with culpable absences are subject to progressive discipline, in accordance with their respective Collective Agreements or Terms and Conditions. These absences are not dealt with through the EASP.

The Board will apply the EASP in a manner consistent with the *Human Rights Code*, the *Workplace Safety and Insurance Act* and other applicable legislation in place to accommodate the individual needs of Employees and assist them in the performance of their duties.

2.0 Employee Attendance Support Program - Process

The following steps outline the process by which the Board will engage in non-disciplinary discussion with those Employees whose non-culpable absenteeism (including medical appointments) usage is above the predetermined threshold, which is twenty (20) days with fifteen (15) occurrences.

At each of the four levels of the Employee Attendance Support Program the Board shall assess whether any of the absences in question were related to:

- a disability;
- a requirement for accommodation under the *Human Rights Code*; or
- extenuating circumstances (i.e. single event or a one-time sickness) which would indicate that it would not be appropriate for the Employee to enter into the EASP.

Absences where the Employee is on:

- an *Employment Standards Act* leave,
- a leave of absence related to a workplace injury covered by the *Workplace Safety and Insurance Act*, or
- a Long Term Disability leave of absence shall not be taken into account in determining the absence threshold.

2.1 Entry into the EASP

- 2.1.1 An Employee may enter the EASP when his/her absences are over the threshold (or prorated threshold) in a rolling twelve (12) month period.
- 2.1.2 The threshold is twenty (20) days with fifteen (15) occurrences. For example, an Employee who is absent for twenty consecutive days, would only have one occurrence, and as such would not meet the threshold. An Employee absent for twenty non-consecutive days would meet the threshold as they have 20 occurrences. The threshold is reviewed annually and may be modified at any time. The Board will advise all Employees of the revised threshold.
- 2.1.3 The Board will review Employee non-culpable absenteeism usage for the purpose of entry into, progression to the next level, or exit out of the EASP three times each year (every four (4) months).
- 2.1.4 An Employee who enters the program will remain in the program until such time that his/her attendance comes under the threshold and stays there for two (2) consecutive review periods. Should an Employee be under the threshold for two (2) consecutive review periods, they will exit the EASP.

2.2 Notification of Entry into the EASP

- 2.2.1 An Employee who enters the EASP will be notified by letter during one of the review periods outlined in 2.1.3. The Employee's direct supervisor and union representative, if applicable, will be copied on this letter.
- 2.2.2 The letter will outline the requirement to attend a meeting during the next review period outlined in 2.1.3.

2.3 Preliminary Meeting

- 2.3.1 In the review period following entry into the EASP, the Employee will meet with his/her supervisor, union representative (if applicable), and Human Resource Services.
- 2.3.2 At this meeting, the Board will share information related to the Employee's non-culpable absenteeism, explain the concerns the Board has, and offer resources and/or accommodation if appropriate. The Employee will not provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high level of non-culpable absenteeism.
- 2.3.3 At the preliminary meeting, the employee will have the ability to appeal his/her placement in the EASP. Considerations may be included if the employee has a disability, a need for accommodation, or if there are other extenuating circumstances. The Board will respond in writing to advise of the result of the employee's appeal.
- 2.3.4 Following the preliminary meeting the Employee may be placed in Level 1 of the EASP or this decision may be deferred to the next review period.
- 2.3.5 The Board will issue a letter following the meeting which confirms the date, attendees and other relevant details of the meeting.

2.4 Level 1

- 2.4.1 Following the preliminary meeting, an Employee who remains in the EASP will attend a Level 1 meeting to review the preceding rolling 12 month's (or prorated) non-culpable absenteeism. Level 1 consists of a meeting that includes the Employee,

Principal/Supervisor/Manager, Human Resources Officer, and a union representative (if applicable).

- 2.4.2 During the Level 1 meeting the discussion will focus on sharing information related to the Employee's non-culpable absenteeism, explaining the concerns the Board has, and offering resources and/or accommodation if the Employee has a need. The Employee will not be required to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of non-culpable absenteeism.
- 2.4.3 The supports that can be offered include, but are not limited to, the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.4.4 If the Employee's attendance has improved and the Employee is now under the Board's threshold for entry into the EASP, the Employee will remain in Level 1 of the program until he/she is under the threshold for two (2) consecutive review periods.
- 2.4.5 If the Employee's attendance has not improved and the Employee's average remains above the Board's threshold for entry into the EASP, the Employee will proceed to Level 2 of the program.
- 2.4.6 The Board will issue a letter following the Level 1 meeting which confirms the date, attendees and other relevant details of the meeting.

2.5 Level 2

- 2.5.1 Following the Level 1 Meeting, an Employee who remains in the EASP will attend a Level 2 meeting to review the preceding rolling 12 month's (or prorated) non-culpable absenteeism usage. Level 2 consists of a meeting that includes the Employee, Principal/Supervisor/Manager, Human Resources Officer, and a union representative (if applicable).
- 2.5.2 During the Level 2 meeting the discussion will focus on sharing information related to the Employee's non-culpable absenteeism, explaining the concerns the Board has, and offering resources and/or accommodation if the Employee has a need. The Employee will not be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of non-culpable absenteeism.
- 2.5.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.

- 2.5.4 If the Employee's attendance has improved and the Employee is now under the Board's threshold for entry into the EASP, the Employee will remain in Level 2 of the program until he/she is under the threshold for two consecutive review periods.
- 2.5.5 If the Employee's attendance has not improved and the Employee's average remains above the Board's threshold for entry into the EASP, the Employee will proceed to Level 3 of the program.

2.6 Level 3

- 2.6.1 Following the Level 2 Meeting, an Employee who remains in the EASP will attend a Level 3 meeting to review the preceding rolling 12 month's (or prorated) non-culpable absenteeism usage. Level 3 consists of a meeting that includes the Employee, Principal/Supervisor/Manager, Manager of Human Resource Services, and a union representative (if applicable).
- 2.6.2 During the Level 3 meeting the discussion will focus on sharing information related to the Employee's non-culpable absenteeism, explaining the concerns the Board has, and offering resources and/or accommodation if the Employee has a need. The Employee will not be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of non-culpable absenteeism.
- 2.6.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.6.4 If the Employee's attendance has improved and the Employee is now under the Board's threshold for entry into the EASP, the Employee will remain in Level 3 of the program and will remain there until he/she is under the threshold for two consecutive review periods.
- 2.6.5 If the Employee's attendance has not improved after this and the Employee's average remains above the Board's threshold for entry into the EASP, the Employee will proceed to Level 4 of the program.

2.7 Level 4

- 2.7.1 Following the Level 3 Meeting, an Employee who remains in the EASP will attend a Level 4 meeting review the preceding rolling 12 month's (or prorated) non-culpable absenteeism usage. Level 4 consists of a meeting that includes the Employee, Superintendent,

Manager of Human Resource Services, and a union representative (if applicable).

- 2.7.2 During the Level 4 meeting the discussion will focus on sharing information related to the Employee's non-culpable absenteeism, explaining the concerns the Board has, and offering resources and/or accommodation if the Employee has a need. The Employee will not be asked to provide any information related to a diagnosis, however, will be provided with the opportunity to provide an explanation for the high use of non-culpable absenteeism.
- 2.7.3 The supports that can be offered include but are not limited to the Employee & Family Assistance Program, workplace accommodations, and support within the workplace.
- 2.7.4 If the Employee's attendance has improved and the Employee is now under the Board's threshold for entry into the EASP, the Employee will remain in Level 4 of the program and will remain there until he/she is under the threshold for two consecutive review periods.
- 2.7.5 If the Employee's attendance has not improved and the Employee's average remains above the Board's threshold for entry into the EASP, the Board will commence a review of the viability of continuing the employment relationship.

2.8 Employment Viability Review

Where the Employee progresses beyond Level 4 and the Board determines that it has fulfilled its obligations under the applicable Collective Agreement, terms and conditions and/or policies and procedures, the *Workplace Safety and Insurance Act*, the *Human Rights Code* and any other applicable legislation and the Employee's non-culpable absenteeism has exceeded the threshold through Level 4 and there is no reasonable likelihood that the Employee will be able to attend work regularly in the foreseeable future the Employee may be advised that his/her employment is being terminated on a non-disciplinary basis.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Employment Attendance Support Program Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

Superintendents are responsible for:

- Providing support and acting as a resource to all aspects of the attendance support process.
- Following the completion of the first three levels, attend the level 4 meeting.
- Assisting in determining the viability of ongoing employability in conjunction with Human Resources representatives, Principals, and Supervisors and Managers.

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

- Communicating attendance expectations to all Employees through an annual review of the Employee Attendance Support Program.
- Reviewing absence reports for staff.
- Identifying absenteeism trends or patterns which may lead to an absence being considered culpable.
- Addressing all absenteeism issues using discretion and seek support from Human Resource Services.
- Supporting Employees and act as a resource and advising Employees of available resources (i.e. EFAP).
- Participating in all meetings as outlined in the Employee Attendance Support Program

Human Resource Services staff are responsible for:

- Supporting Principals/Supervisors/Managers in addressing absenteeism issues.
- Identifying Employees who exceed the threshold level of absences.
- Advising Employees of resources available to them;
- Facilitating attendance support meetings.
- Providing a written outcome of each level meeting with copies to the Employee, Principal/Supervisor/Manager and Employee's union representative, if applicable.

Staff are responsible for:

- Maintaining regular and on time attendance.
- Giving the notice of absence required by Board procedures.
- Participating actively in all levels of the attendance support process.
- Contacting his/her union representative if the Employee wishes them to be involved.

PROGRESS INDICATORS:

PVNCCDSB Employees will achieve and maintain regular attendance with an absenteeism rate which does not exceed the Board's established absence threshold.

DEFINITIONS:

Accommodation - Any modification to the work or the workplace, including but not limited to: reduced hours, reduced productivity requirements, and/or the provision of assistive devices, that results in work becoming available that is consistent with the Employee's functional abilities and that respects the *Ontario Human Rights Code*.

Disability - As per the *Ontario Human Rights Code*, a disability is defined as any of the following:

- Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, including, but not limited to, 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.
- A condition of mental impairment or a developmental disability.
- A learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- A mental disorder.
- An injury or disability for which benefits were claimed or received under the Workplace Safety and Insurance Act, 1997.

Duty to Accommodate - The obligation of an Employer to take steps to eliminate the disadvantage caused by systemic, attitudinal, or physical barriers that unfairly exclude individuals or groups protected under the *Ontario Human Rights Code*.

Undue Hardship - The point at which an Employer is not legally required to accommodate an Employee's particular needs, as the action would impose significant strain or risk to the operation of the business. The Ontario Human Rights Commission prescribes at least three considerations in assessing whether an accommodation could cause undue hardship: cost, outside source of funding, and health and safety considerations.

Culpable Absence - Blameworthy, or culpable, absenteeism occurs when an Employee fails to attend work without a reasonable explanation. For example, an Employee who

sleeps through his/her alarm clock, or takes a sick day when he/she is not sick, is engaged in culpable absenteeism.

Non-Culpable Absence - absenteeism that is not within the Employee's control. Illness and injury are the most common examples of this kind of absenteeism.

REFERENCES:

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

[Employee Relations Directional Policy - 500](#)

[AP 503 – Workplace Accommodation](#)

[AP 506 - Reporting Absences](#)

[AP 507 – Disability Management](#)

[Employment Standards Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> Out of School Activities	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> AP-S-305 (NEW)
<small>Directional Policy</small> 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.



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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) The principal shall inform the appropriate superintendent in writing of all overnight Out of School Activities.
 - (c) 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.
 - (d) 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 review and sign the 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.

(e) Gender-based Supervision

In order to provide adequate supervision at all times, Category 3, 4 and 5 Out of School Activities must have at least one supervisor who is of the same gender as the participants.

(f) 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.

(g) 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.

(h) 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.

(i) 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
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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	<p>1 adult supervisor required for every 8 students.</p> <p>A minimum of 3 supervisors is required at all times.</p>

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 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;
- maintain 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 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;
- 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 – Elementary Outdoor Education Guidelines – Canoe Tripping](#)
- [OPHEA – Secondary Outdoor Education Guidelines – Canoe Tripping](#)
- [OSBIE - Field Trip Risk Management Guidelines](#)
- [OSBIE – School Board/Snow Resort Safety Guidelines](#)
- 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