



Agenda

POLICY DEVELOPMENT COMMITTEE VIRTUAL MEETING

Tuesday, April 20, 2021
6:30 – 8:30 p.m.

Chairperson: Emmanuel Pinto

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

A. Call to Order:

1. Opening Prayer, Helen McCarthy.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishinaabe.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Committee Meeting held on February 2, 2021. Page 4
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Revised Directional Policy #400 Page 10
Recruitment, Talent Development, Leadership, and Succession Planning
Steve O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services
2. R.A.: Draft Revised Administrative Procedure #401 Page 16
Recruitment and Promotion
Steve O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services

3. R.A.: Draft Administrative Procedure – New #403, Old #503 Page 28
Criminal Record Checks / Police Reference Checks for Employment Candidates
 Steve O’Sullivan, Superintendent of Learning / Leadership and
 Human Resource Services

4. R.A.: Draft Administrative Procedure – New #702 Page 34
Religious Accommodation
 Jeannie Armstrong, Superintendent of Learning / I/S Program / Faith and Equity

5. R.A.: Draft Administrative Procedure – New #607, Old #201 Page 50
Fundraising in Schools
 Isabel Grace, Superintendent of Business and Finance

6. R.A.: Draft Administrative Procedure – New #818, Old #705 Page 59
***Accessibility and Barrier Free Learning and Work Environment:
Employment***
 Laurie Corrigan, Superintendent of Learning / Special Education Services

7. R.A.: Draft Administrative Procedure – New #819, Old #705 Page 67
***Accessibility and Barrier Free Learning and Work Environment:
Information and Communication***
 Laurie Corrigan, Superintendent of Learning / Special Education Services

8. R.A.: Draft Administrative Procedure – New #820, Old #705 Page 75
***Accessibility and Barrier Free Learning and Work Environment:
Transportation***
 Laurie Corrigan, Superintendent of Learning / Special Education Services

9. R.A.: Draft Administrative Procedure – New #821, Old #705 Page 83 Appendix - Page 90
***Accessibility and Barrier Free Learning and Work Environment:
Design of Public Spaces***
 Laurie Corrigan, Superintendent of Learning / Special Education Services

10. R.A.: Draft Administrative Procedure – New #822, Old #705 Page 96
***Accessibility and Barrier Free Learning and Work Environment:
Customer Service***
 Laurie Corrigan, Superintendent of Learning / Special Education Services

C. Information Items:

D. Next Meeting:

1. Wednesday, May 12, 2021
6:30 – 8:30 p.m.

E. Conclusion:

1. Closing Prayer, Emmanuel Pinto.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE VIRTUAL MEETING held on
Tuesday, February 2, 2021 at 6:30 p.m.

PRESENT

Trustees: Linda Ainsworth, Michelle Griepsma, Helen McCarthy.
David Bernier, Braden Leal, Kevin MacKenzie,
Emmanuel Pinto (Committee Chairperson).

Administration: Jeannie Armstrong, Joan Carragher, Isabel Grace.
Pepe Garieri, Tim Moloney, Steve O'Sullivan.

Guests: Galen Eagle, Communications Manager,
Darren Kahler, Human Resource Services Manager.

Regrets: Laurie Corrigan,
Josh Hill (Senior Student Trustee), Eli McColl (Junior Student Trustee).

Recorder: Andrea Bradley.

A. Call to Order:

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

1. Opening Prayer.

Emmanuel Pinto, Committee Chairperson, called the meeting to order at 6:31 p.m. and asked Michelle Griepsma to lead the Opening Prayer.

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

3. Approval of the Agenda.

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

Carried

4. Declarations of Conflicts of Interest.

There were no conflicts of interest.

5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on November 17, 2020.

MOTION: Moved by Michelle Griepsma, seconded by Braden Leal, that the Minutes of the Policy Development Committee Meeting held on November 17, 2020, be approved as amended.

Carried.

6. Business Arising from the Minutes.

There was no business arising from the Minutes.

B. Recommended Actions/Presentations:

1. Draft Administrative Procedure – New #1201, Old #305 and #309

Records and Information Management

Galen Eagle, Communications Manager, presented the Draft Administrative Procedure ***Records and Information Management*** and ***Appendix A*** to the Policy Development Committee and answered questions from Trustees.

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal that the Policy Development Committee recommend to the Board that Administrative Procedure – **#305 – Records and Information Management** and Board Policy and Administrative Procedure **#309 – Historical Record**, be deleted and the revised, newly formatted, Administrative Procedure – **#1201 – Records and Information Management**, be received and posted as amended under Directional Policy – **#1200 – Records and Information Management (RIM)**.

Carried

2. Draft Administrative Procedure – New #608, Old #202

Fair Trade Purchasing for Student Clothing

Isabel Grace, Superintendent of Business and Finance presented the Draft Administrative Procedure, ***Fair Trade Purchasing for Student Clothing*** to the Policy Development Committee and answered questions from Trustees.

MOTION: Moved by Helen McCarthy, seconded by David Bernier that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#202 – Fair Trade Purchasing for Student Clothing**, be deleted and the revised, newly formatted, Administrative Procedure – **#608 – Fair Trade Purchasing for Student Clothing**, be received and posted as amended under Directional Policy – **#600 – Stewardship of Resources**.

Carried

3. Draft Administrative Procedure – New #611, Old #205

Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs

Isabel Grace, Superintendent of Business and Finance, presented the Draft Administrative Procedure ***Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs*** to the Policy Development Committee and answered questions from Trustees.

MOTION: Moved by Kevin MacKenzie, seconded by Braden Leal that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#205 – Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs**, be deleted and the newly formatted, Administrative Procedure – **#611 – Expenditure Guidelines: Hospitality / Honorariums / Recognition / Meeting Costs** be received and posted as amended under Directional Policy – **#600 – Stewardship of Resources**.

Carried

4. Draft Administrative Procedure – New #613, Old #209

Fees for Learning Materials and Activities

Isabel Grace, Superintendent of Business and Finance, presented the Draft Administrative Procedure ***Fees for Learning Materials and Activities*** to the Policy Development Committee and answered questions from Trustees.

MOTION: Moved by Michelle Griepsma, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#209 – Fees for Learning Materials and Activities**, be deleted and the newly formatted, Administrative Procedure – **#613 – Fees for Learning Materials and Activities** be received and posted as amended under Directional Policy – **#600 – Stewardship of Resources**.

Carried

5. Draft Administrative Procedure – New #404

Recruitment and Promotion – Teachers

Steve O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services, and Darren Kahler, Human Resource Services Manager, presented the Draft Administrative Procedure ***Recruitment and Promotion – Teachers*** to the Policy Development Committee and answered questions from Trustees. Minor changes will be made to the Administrative Procedure prior to posting.

Draft

2021-PD-5

MOTION: Moved by Helen McCarthy, seconded by Braden Leal that the Policy Development Committee recommend to the Board that new Administrative Procedure – **#404 – Recruitment and Promotion – Teachers**, be received and posted under Directional Policy – **#400 – Recruitment, Talent Development, Leadership and Succession Planning**.

Carried

6. Annual Review of Administrative Procedures:

#508 – Workplace Harassment Prevention

#509 – Workplace Violence Prevention

#809 – Occupational Health and Safety

Steve O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services, and Darren Kahler, Human Resource Services Manager, presented revised Administrative Procedures – **#508 – Workplace Harassment Prevention**, **#509 – Workplace Violence Prevention** and **#809 – Occupational Health and Safety** to the Policy Development Committee and answered questions from Trustees. Minor changes will be made to the Administrative Procedures prior to posting.

MOTION: Moved by David Bernier, seconded by Braden Leal that the Policy Development Committee recommend to the Board that revised Administrative Procedures – **#508 – Workplace Harassment Prevention** and – **#509 – Workplace Violence Prevention** be received and posted as amended under Directional Policy – **#500 – Employee Relations**; and that revised Administrative Procedure – **#809 – Occupational Health and Safety** be received and posted as amended under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried.

C. Information Items:

There were no information items.

Draft

2021-PD-6

D. Next Meeting:

1. Wednesday, April 14, 2021
6:30 p.m. – 8:30 p.m.

E. Conclusion:

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

2. Adjournment.

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

Carried.

Emmanuel Pinto
Committee Chairperson
/ab

Joan Carragher
Director of Education



BOARD DIRECTIONAL POLICY	
<i>DIRECTIONAL POLICY TITLE</i>	<i>DIRECTIONAL POLICY NUMBER</i>
RECRUITMENT, TALENT DEVELOPMENT, LEADERSHIP, AND SUCCESSION PLANNING	400

TITLE OF DIRECTIONAL POLICY:

Recruitment, Talent Development, Leadership, and Succession Planning

DATE APPROVED:

April, 2021

PROJECTED REVIEW DATE:

April, 2024

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will hire and develop the leadership and talent of all employees who have the qualifications, knowledge, skills, and attributes to support the achievement and well-being of every student. We will employ fair, transparent, and equitable recruitment, hiring, placement, transfer, and promotion processes.

PURPOSE:

Everyone who is employed by the Board contributes to excellence in Catholic Education by modeling the very Catholic Graduate Expectations that our students seek to meet. If we all strive to be discerning believers, effective communicators, responsible citizens, collaborative contributors, caring family members, creative thinkers and self-directed, life-long learners, our students will have the best exemplars for meeting the learning challenges of the 21st century.

A comprehensive succession planning process will help us develop a strong organization that reflects our mission and vision for Catholic education.

The administrative practices and procedures that emerge from this policy will be equitable and transparent with clearly identified criteria. They will result in the recruitment and development of employees who embrace collaborative decision making, are proficient in the use of technology, have strong communication skills, are open to learning and innovation, and are focused on the creation and continuous improvement of faith-filled learning environments for our students.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Recruitment, Talent Development, Leadership, and Succession Planning Policy supports our Vision for Achieving excellence in Catholic Education LEARN • LEAD • SERVE.

This Vision calls the Board to these Strategic Priorities:



RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Setting direction and policy that governs the PVNC Catholic District School Board with care, compassion, and justice;
- Reviewing, and considering for approval the Recruitment, Talent Development, Leadership and Succession Planning Policy;

- Assigning responsibility to the Director of Education to recognize, support and coordinate the implementation of Recruitment, Talent Development, Leadership and Succession Planning Policy.

The Director of Education is responsible for:

- Providing leadership regarding implementation and operational details in the Recruitment, Talent Development, Leadership, and Succession Planning Policy;
- Providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Recruitment, Talent Development, Leadership, and Succession Planning Policy.

The Superintendent of Human Resource Services is responsible for:

- Working in collaboration with the senior team, managers, and all employee groups in the development of administrative procedures and practices to support the Recruitment, Talent Development, Leadership, and Succession Planning Policy;
- Providing leadership in ensuring exemplary practices that are open, fair, transparent, equitable and understood by all employees;
- Continually communicating the Recruitment, Talent Development, Leadership, and Succession Planning Policy as well as administrative procedures and practices;
- Working in collaboration with all employee groups to review and update requirements for all positions across the system.

Superintendents of Schools and System Portfolios are responsible for:

- Providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and the implementation of the Recruitment, Talent Development, Leadership, and Succession Planning Policy;
- Working collaboratively with Human Resource Services to develop administrative procedures that align with the Recruitment, Talent Development, Leadership, and Succession Planning Policy.

Managers are responsible for:

- Providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Recruitment, Talent Development, Leadership, and Succession Planning Policy;
- Working collaboratively with Human Resource Services to develop administrative procedures that align with the Recruitment, Talent Development, Leadership, and Succession Planning Policy.

Communication Services is responsible for:

- Working collaboratively with Human Resource Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Recruitment, Talent Development, Leadership, and Succession Planning Policy to support its effective implementation.

Principals and Vice-Principals are responsible for:

- Providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Recruitment, Talent Development, Leadership, and Succession Planning Policy.

Staff are responsible for:

- Working collaboratively with colleagues to successfully implement the Recruitment, Talent Development, Leadership, and Succession Planning Policy;
- Adhering to the administrative procedures that support the Recruitment, Talent Development, Leadership, and Succession Planning Policy;
- Being proactive and self-directed in building their knowledge and understanding of the Recruitment, Talent Development, Leadership, and Succession Planning Policy as it relates to their role, their performance appraisal, their career development, and possible leadership roles.

PROGRESS INDICATORS:

- Related administrative procedures and practices ensure fair, transparent, and equitable recruitment, hiring, placement, transfer, and promotion of all employees to meet system needs.
- Timely review of all roles and responsibilities to meet current and emerging system needs.
- Board Leadership and Development Plan that reflects all employee groups.
- Data analysis of all employee groups for accurate information of current and future system needs.
- Appropriate performance appraisal processes in place for all employees.
- Public confidence and trust is maintained and enhanced.

DEFINITIONS:

PERFORMANCE APPRAISAL - a formal process used to provide meaningful feedback to staff members regarding the performance of their duties and responsibilities and encourage professional learning and growth.

REFERENCES:

[APPLIKI: A Succession Planning Search Engine. Ontario Institute for Education Leadership.](#)
[Employment Standards Act, 2000.](#)
[Labour Relations Act, 1995.](#)
[Ontario Catholic Graduate Expectations, 2011. Institute for Catholic Education.](#)
[The Ontario Catholic Leadership Framework, 2013.](#)
[Ontario Ministry of Education. New Teacher Induction Program: Induction Elements Manual, 2010.](#)
[Ontario Ministry of Education. Teacher Performance Appraisal: Technical Requirements Manual, 2010.](#)
[Strong Districts and Their Leadership \(Leithwood, Kenneth\) 2013.](#)
[Succession Planning For Ontario Schools and School Boards, 2008. Ontario Institute for Education Leadership.](#)

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board that Directional Policy – ***#400 – Recruitment, Talent Development, Leadership and Succession Planning***, be deleted and the revised, newly formatted, Directional Policy – ***#400 – Recruitment, Talent Development, Leadership and Succession Planning***, be received and posted as amended.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> RECRUITMENT AND PROMOTION	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 401
<small>Directional Policy</small> Recruitment, Talent Development, Leadership, and Succession Planning - 400	

TITLE OF ADMINISTRATIVE PROCEDURE:

Recruitment and Promotion

DATE APPROVED:

April, 2021

PROJECTED REVIEW DATE:

April, 2024

DIRECTIONAL POLICY ALIGNMENT:

Recruitment, Talent Development, Leadership, and Succession Planning

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Recruitment and Promotion Administrative Procedure supports our Vision for achieving Excellence in Catholic Education by ensuring fair, transparent, and equitable processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to promote our Vision.



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.

GUIDELINES:

The process for recruiting and promoting non-teaching staff is based on an individual's ability to support the delivery of the Board's vision to achieve excellence in Catholic Education through learning, leadership and service. This procedure applies to all non-teaching staff members and applicants for any position of employment with the Peterborough Victoria Northumberland Clarington Catholic District School Board. The Board is committed to recruiting, interviewing, hiring and promoting candidates based on education, skills, qualifications, experiences and demonstration of values which align with the Board's vision and strategic priorities.

Recruitment, hiring and promotion processes will:

- maintain the highest level of ethical and professional standards;
- be conducted in a manner that is fair, transparent, equitable and timely;
- develop a workforce that is inclusive, diverse and reflective of the communities we serve;
- communicate leadership opportunities to all eligible employees;
- support staff members who are involved in the hiring and promotions process;
- ensure that all, registered early childhood educators, Principals, Vice-Principals and superintendents hired and/or promoted will be Roman Catholic, as per the Board's denominational rights under the Education Act, R.S.O. 1990, c.E.2, as amended from time to time (the "Education Act");
- exercise due diligence throughout the hiring process to align with legislated requirements and the provisions of the collective agreements;
- provide equitable treatment of candidates throughout the hiring process;

- ensure no employee in a position of leadership will influence the recruitment or promotion process by providing unsolicited recommendations of candidates;
- provide internal candidates who are unsuccessful at obtaining a promotion the opportunity to receive developmental feedback;
- support the financial stewardship of Board resources;
- evolve based on best practices.

Human Resource Services will continue to refine the Board's recruitment, leadership and talent development practices to attract and retain the best candidates for all positions to support the Board's vision and strategic priorities.

Human Resource Services will maintain an annual recruitment plan for all positions.

ACTIONS:

In order to be fair, transparent, consistent and equitable and free from unlawful discrimination, all recruitment and promotion processes will, at a minimum, involve the following:

1. Communication with Human Resource Services at key stages of the hiring process, such as, but not limited to, posting of vacancies, application procedures, timelines for hiring processes, and hiring procedures.
2. A posting, which includes qualifications, a description of the job, start and end dates, criteria for hiring, application requirements and contact information.
3. The length of time a position is posted will be contingent on relevant Collective Agreement language, applicable legislation, and the urgency to fill the position. In all cases, positions will be posted for a reasonable amount of time, unless applicable legislation stipulates that a position not be posted or posted in a particular manner for a particular time period.
4. Criteria for selection may include a practicum, group activity, portfolio, Catholic pastoral reference, interview, references, a written submission, qualifications, education or any other alternative selection methods, or non- traditional interview techniques that may be determined by the selection committee, except where the criteria for selection are mandated by applicable legislation, in which case such legislated criteria shall prevail.
5. Hiring practices for all positions will involve a number of processes which may include, but are not limited to, the following:
 - a) use of the interviewing and hiring criteria previously developed for the position;
 - b) review relevant documents;
 - c) a panel interview with a minimum of two Board employees, representing Senior Administration, Principals, Vice- Principals, Managers, Supervisors and/or Human Resource Services staff. Selection of members of the panel

will be commensurate with the title of the position being interviewed;

- d) review of prior records of employment with the Board or other organizations; and/or;
- e) reference checks.

Where hiring practices are subject to applicable legislation, such legislation shall prevail. Where appropriate, as determined by Human Resource Services and the Supervisor of the position, additional processes may also be included, such as:

- f) skill tests and assessments;
- g) pre- interview assessments which may include: group interviews, demonstrations, presentations, case studies or other activities, where appropriate and possible.

All panel interviews will be organized through Human Resource Services.

6. Candidates for leadership positions will be screened for their ability to demonstrate that they possess the character and attitudes necessary for success within PVNCCDSB. This may include qualities as delineated in the Ontario Graduate Expectations and the [Ontario Catholic Leadership Framework](#).
7. A minimum of three candidates will be interviewed for any individual position, except where applicable legislation mandates a different interview process, in which case such legislation shall prevail. Any exceptions must be approved by the Superintendent of Human Resources Services or the Director of Education.
8. All candidates who have been interviewed will receive written notification of the results of an interview from Human Resource Services.
9. All internal applicants to permanent positions will be offered the opportunity to debrief with one or more members of the interview panel following the conclusion of the interview process and public appointment of the successful candidate. If applicable legislation provides rights to unsuccessful candidates that are different from the aforementioned debrief process, such rights shall prevail.
10. Successful candidates will be required to submit a satisfactory Criminal Record Check, with "Vulnerable Sector Check" prior to the commencement of any employment duties with the Board. Any exceptions (for non- school based staff) would be determined by the Manager of Human Resource Services. The cost of the Criminal Record Check will be borne by the employee.
11. The successful candidate(s) will be presented with an offer of employment letter by Human Resource Services. This letter will spell out the rights and obligations of each party and include information related to the position being offered such as salary, benefits, and start date. Probationary periods for new employees will be governed by the applicable Collective Agreement. Non- unionized employees will have a six-month probationary period.

12. Employees new to the Board will be part of an orientation process related to their role in the organization. All employees will be part of an orientation process which may include site orientation, sharing of documentation relevant to the role, introduction to staff and departments in the organization, on- the- job training, job shadowing and establishing a formal mentoring relationship. Human Resource Services will develop lists of possible mentors for all permanent employee groups.

Additional Requirements for Specific Positions:

In addition, the following processes apply to recruitment and promotion for specific employee groups and/or positions:

Support Staff/Canadian Union of Public Employees' (CUPE 1453) Positions

Recruitment and Selection for positions within this employee group will be conducted in accordance with and as outlined in the CUPE 1453 Collective Agreement.

All postings will be advertised internally prior to being advertised externally except where Board operations may be compromised if there is a delay in filling the vacancy due to a lack of internal applicants as per Article 12 – Job Posting of the CUPE 1453 Collective Agreement.

Promotions and transfers to a vacancy for regular employment within the bargaining unit will be based upon the abilities and qualifications of an employee to satisfactorily perform the work involved. Abilities and qualifications will be determined as outlined in section 5 of this Administrative Procedure. When employees have relatively equal abilities and qualifications, seniority will govern as per Article 12.02 of the CUPE 1453 Collective Agreement.

When a position is posted, wherever possible all applicants shall submit the required documentation on the Apply to Education website, accessible through the Careers section of the Board's website.

Applicants shall submit the following:

1. Resume;
2. Education Records – Certificates/Diplomas/Degrees/Transcripts can be uploaded as received.

Registered Early Childhood Educator Applications must also include:

3. Proof of Registration with the College of Early Childhood Educators – Candidates who are awaiting registration at the time of application, should indicate that it is “pending” in the information section;
4. Pastoral Reference – a completed Catholic Parish Priest Reference Form, confirming that the candidate is a practising Roman Catholic, which has been issued within the past 12 months.

Managerial/Administrative Positions (Non- Union)

Candidates for non- union positions will have the demonstrated qualifications, knowledge, skills, experience and values to be successful in the position and to support the Board's vision and strategic priorities.

The recruitment and promotion process for Managerial/Administrative positions shall be as follows:

- job advertisement posted internally and/or externally;
- online application which will include cover letter, resume and other documents depending on the position;
- pre- interview Assessment of qualifications based on the requirements of the position. This may include skill tests, written assignments and/or presentations;
- panel interview;
- reference checks;
- successful candidates will be placed in an available position.

In exceptional circumstances, where a vacancy occurs that requires an exceptional skill set, business need or where other unusual circumstances exist, a staff member who has been performing the duties and responsibilities of the position and demonstrated exceptional competence may be appointed where a competitive process is not practical or in the best interest of the organization. This decision will be communicated by the Director of Education to the department and/or system as required.

Vice- Principal and Principal Positions - Internal and External Candidates

In addition to the criteria listed for Teachers, candidates for Vice- Principal and/or Principal positions will be required to:

- have obtained Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 176/10 (Teachers' Qualifications) made under the Ontario College of Teachers' Act; Candidates who are currently enrolled in the PQP and are within two years of completion may apply and be considered for the position in accordance with Ontario Regulation 298 (Operation of Schools – General) made under the Education Act;
- have a minimum of five years of successful permanent teaching in the province of Ontario in at least two divisions;
- demonstrate classroom or administration excellence as indicated through performance appraisals;
- hold two Specialists or a Master's Degree;
- have, at a minimum, Religious Education Part 1;
- demonstrate participation in their Catholic parish faith community;
- have demonstrated leadership experience in instruction and assessment;
- have school- based or system- based leadership experience;
- understand the principles of adult learning, collaboration, facilitation and effective presentations.
- have participated in three sessions of PVNC's Catholic Leadership Development

Series;

- successfully complete one year of the Aspiring Leaders Program;
- external applicants must have successfully completed an equivalent leadership program from their Boards.
- candidates for the positions of Principal will have Vice- Principal leadership experience.

The recruitment and promotion process for Vice- Principal and/or Principal positions shall assess each candidate's leadership skills and abilities as follows:

- The candidate will have ongoing conversations with his/her supervisor to assess readiness in relation to the [Ontario Catholic Leadership Framework](#). The candidate should gather evidence of operational and instructional leadership in PVNCCDSB. If the supervisor agrees that the individual is ready to move forward, the superintendent is contacted and observes the candidate in his/her current leadership role;
- Submission of an online application that will include the following:
 - cover letter
 - resume
 - Catholic Pastoral Reference for Leadership
 - Catholic philosophy of education
 - most recent Teacher Performance Appraisal or Vice- Principal Performance Appraisal
 - references (3) with contact information
 - professional portfolio (electronic or hard copy)
 - Principal recommendation form (available on the Board website)
- Pre- interview Assessment which may include professional discussion, written assignments, presentations, and/or problem- solving scenarios;
- Reference checks (may involve supervisors, peers, and/or direct reports);
- Panel interview;
- Successful candidates will be placed in a leadership eligibility pool for consideration to fill future vacancies.

Superintendent / Supervisory Officer Positions - Academic

In addition to the criteria listed for Principals, candidates for Superintendent positions will be required to demonstrate the following:

- completion of Ontario Supervisory Officer Qualifications - Candidates without a Supervisory Officer Certificate may be considered in accordance with Ontario Regulation 309 (Supervisory Officers) made under the Education Act;
- a participating member of a Catholic worshipping community as attested by a parish priest;
- positive recommendations from an appropriate supervisory officer;
- a Masters degree (M.Ed. or M.A.);
- at a minimum, Religious Education, Part 1 Additional Qualifications, with preference for Part II and Part III of the Religious Education Qualification;
- a minimum of ten years of successful teaching experience, five years as a teacher and five years in the position of Vice-Principal or Principal;
- external candidates will have to demonstrate successful completion of their Board's

leadership program.

Superintendent / Supervisory Officer Positions - Business

As required by Regulation 309 of the legislation, applicants shall have:

- seven (7) years of successful experience in business administration, including at least three (3) years in a managerial role relevant to the role of business supervisory officer;
- acceptable university degree;
- Master's degree qualified to practice as an architect, certified general accountant, certified management accountant, chartered accountant, lawyer, professional engineer, registered professional planners, Human Resources Professional – CHRP designated, or other as approved by the Minister;
- candidates must request a letter of good standing from their governing body;
- completed successfully a program in school board management;
- completion of Ontario Supervisory Officer Qualifications - Candidates without a Supervisory Officer Certificate may be considered in accordance with Ontario Regulation 309 (Supervisory Officers) made under the Education Act;
- preferably, candidates will be practising Roman Catholics.

The recruitment and selection of Supervisory Officers will involve the following:

- online application, resume, Catholic Philosophy of Education, Catholic Pastoral Reference for Leadership form and cover letter;
- reference checks (prior to interview);
- panel interview, which will include a prepared presentation;
- successful candidates will be placed on an eligibility list to fill future vacancies.

RESPONSIBILITIES:

Trustees are responsible for:

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

The Director of Education is responsible for:

- Implementing and operationalizing the Recruitment and Promotion procedure through the allocation of staff and resources;
- Ensuring compliance with this procedure.

Superintendent of Human Resource Services is responsible for:

- Supporting the strategic implementation of the Recruitment and Promotion procedure;

- Ensuring the development and implementation of hiring and promotional practices;
- Ensuring recruitment and promotion practices are reviewed and audited on an ongoing basis;
- Ensuring that hiring and promotion practices are consistent with legislative requirements and the terms of the Collective Agreements;
- Ensuring that recruitment and promotion processes are fair, equitable and transparent;
- Ensuring Human Resource Services is provided with the knowledge and resources to understand and support the Recruitment and Promotion procedure.

Superintendents are responsible for:

- Identifying, encouraging and supporting potential leadership candidates within their Family of Schools or Departments to pursue promotions;
- Supporting the recruitment process by providing resources and professional development opportunities for staff members who are considering future career opportunities.

Human Resource Services is responsible for:

- Ensuring that recruitment and promotion processes are fair, equitable and transparent and evolve to reflect best practices;
- Effectively communicating recruitment and promotion processes to all internal and external candidates;
- Conducting hiring and selection processes in accordance with collective agreements, applicable legislation and the required process for the applicable employee groups;
- Preparing job posting with specific requirement criteria;
- Coordinating advertising of job postings with the Communications department;
- Screening and interviewing applicants;
- Providing written notice of results of interviews to candidates who have been interviewed;
- Presenting job offers (including salary, benefits, start date, probationary period);
- Registering new employees and providing a Board orientation session;
- Providing opportunities for developmental feedback for internal candidates;
- Adhering to the appropriate recruitment practices as outlined in this procedure;
- Facilitating requests for accommodation in accordance with the [Accessibility and Barrier Free Learning and Work Environments Administrative Procedure](#);
- Liaising with the recruitment team for all vacancies;
- Understanding and demonstrating the principles of equitable and inclusive hiring practices.

Principals, Vice-Principals and Managers are responsible for:

- Identifying employees with leadership potential;
- Supporting potential leaders to participate in the Board's leadership and talent development opportunities, such as the Catholic Leadership Development Series and the Aspiring Leaders Program;
- Completion of Performance Appraisals and Recommendation forms;
- Continuing to enhance their own leadership skills through professional

learning activities.

Communications Staff is responsible for:

- Working in conjunction with Human Resource Services to utilize all possible media and professional associations for advertising job positions.

Candidates are responsible for:

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

PROGRESS INDICATORS:

- Criteria are developed for positions prior to recruitment and hiring
- Criteria which have been developed are utilized for advertising, selection and screening of candidates, and in the interview process.
- Catholic candidates fill positions for supervisory officers, Principals, vice- Principals, and registered early childhood educators.
- Interview processes adhere to elements listed in the administrative procedures above.
- A minimum of three candidates are interviewed for any individual position, except where applicable legislation mandates a different process.
- An eligibility list is maintained for the positions of Principal, vice- Principal and superintendent.
- Employment offer letters are provided to new employees and employees changing roles in the organization.
- Human Resource Services communicates with unsuccessful interviewed candidates and offers feedback to internal interviewed candidates.
- Orientation processes are in place and documented for all new employees.

DEFINITIONS:

Applicant - A person who applies to a vacant position.

Candidate - An applicant that is engaged in the selection process for a position. This may include an existing staff member or external applicant.

Recruitment - It is the process of seeking and hiring qualified applicants, from within or outside of the Peterborough Victoria Northumberland Clarington Catholic District School Board for a vacancy.

Promotion - Advancement to a position of higher rank within the organization.

Reference Checks - This is the process of contacting a candidate's most recent employer and/or supervisor to verify experience, position and work ethic. References must have directly supervised a candidate in the workplace.

Eligibility List - A list of candidates who have successfully completed the selection process and been identified to be considered to fill future vacancies. Eligibility will be reviewed on an ongoing basis, dependent on the needs of the position.

REFERENCES:

[Accessibility and Barrier Free Learning and Work Environments Administrative Procedure](#)
[Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11](#)
[Education Act, S.O. 2000, c.41](#)
[Pay Equity Act, R.S.O. 1990, c. P.7](#)
[Human Rights Code, R.S.O. 1990, c. H.19](#)
[Employment Standards Act, 2000, S.O. 2000, c. 41 Ontario](#)
[Ontario Catholic Leadership Framework](#)
[CUPE 1453 Collective Agreement](#)

RELATED DOCUMENTS

[Recruitment and Promotion - Teachers AP 404](#)

B.2.

Recommended Action:

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

#401 – Recruitment and Promotion, be deleted and the revised, newly formatted, Administrative Procedure –

#401 – Recruitment and Promotion, be received and posted as amended under Directional Policy –

#400 – Recruitment, Talent Development, Leadership, and Succession Planning.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Criminal Record Checks/Police Reference Checks for Employment Candidates	<i>Administrative Procedure Number</i> 403
<i>Directional Policy</i> Recruitment, Talent Development, Leadership, and Succession Planning – DP 400	

TITLE OF ADMINISTRATIVE PROCEDURE:

Criminal Record Checks/Police Reference
Checks for Employment Candidates

DATE APPROVED:

April, 2021

PROJECTED REVIEW DATE:

April, 2024

DIRECTIONAL POLICY ALIGNMENT:

Recruitment, Talent Development, Leadership, and Succession Planning

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Criminal Records Check Administrative Procedure supports our Mission to educate students in a faith-filled, safe, inclusive Catholic learning community.

The Board is committed to providing a safe environment for all students and staff.



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. All offers of employment with the Board are conditional upon the applicant supplying an acceptable Criminal Record Check with Vulnerable Sector Screening. A Criminal Record Check is a document concerning an individual:
 - that was prepared by a police force or service from the national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the date the Board collects the document; and
 - that contains information concerning the individual's Personal Criminal History information on criminal offences of which the individual has been convicted under the Criminal Records Act (Canada) and for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted to the individual.
2. Requests are processed through the Canadian Police Information Centre (CPIC) and the records of the identified police service. The completed criminal record check will indicate whether or not the applicant has a police record, *Criminal Code* (Canada) convictions, pardoned sexual offences, or charges pending, and will include basic information regarding any record and the type of convictions/charges.

The overriding concern with respect to consideration of a criminal conviction, relevant charges, or other information from the police or other agency or individual will be the Board's determination of whether, in all of the circumstances, the employee's employment represents a risk to the safety or well-being of any of the Board's students, staff, or property.

3. Completed and duly authorized criminal record checks are to be submitted by the candidate to the Board's Human Resource Services.
4. A candidate shall not commence employment until a current copy of his or her criminal record check has been provided to the Board.
Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the criminal record check. In such a case, the candidate will be required to provide a criminal offence declaration, but will be bound by the signed Police Reference Check Policy form. This form preserves the Board's power to revoke the offer of employment and dismiss the employee should the criminal offence declaration provided by the employee prove to be false or misleading in any respect.
5. Human Resource Services will examine the criminal record check to identify any areas of concern. Persons with a criminal record who are otherwise suitable for employment shall not be automatically disqualified. Any mitigating circumstances shall be assessed before a final decision with respect to suitability is finalized. The following factors shall be considered when appropriate:
 - (a) the specific duties and responsibilities of the position in question and the relevance of the police records, criminal charge(s), and/or conviction(s) to that position;
 - (b) the length of time since the police record was established and/or the conviction(s);
 - (c) rehabilitative or other efforts undertaken; and/or
 - (d) the risk posed to students, staff, and/or Board property.

Final decisions concerning suitability shall be made jointly by the Superintendent of Schools/Human Resource Services in consultation with the Director of Education.

6. Completed criminal record checks for candidates hired by the Board will be filed in the employee's personnel file.
7. The Board shall collect an offence declaration from the individual by September 1st of each year in which the individual is employed by the

Board after that date in accordance with Regulation 521/01, under the *Education Act*. Annual offence declarations shall be filed electronically and monitored by Human Resource Services.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- To support the implementation of and compliance with this administrative procedure
- To ensure awareness of, and compliance with this administrative procedure

Principals and Vice-Principals are responsible for:

- To ensure compliance with and administration of this administrative procedure.

Staff are responsible for:

- Submitting an offence declaration by September 1st of each year in which the individual is employed by the Board in accordance with Regulation 521/01, under the *Education Act*.

PROGRESS INDICATORS:

- Public confidence and trust is maintained and enhanced.
- Student and staff safety is maintained and enhanced.

DEFINITIONS:

CRIMINAL OFFENCE - A criminal offence is an offence under a specified statute enacted by the Government of Canada including, but not limited to: the *Criminal Code*

(Canada), *Controlled Drugs and Substances Act*, *Narcotic Control Act*, *Firearms Act* and *Immigration Act*.

CANDIDATES - For purposes of the Policy, “candidates” shall include, but not be limited to, persons seeking employment with the Board in any of the following capacities:

- permanent employee
- occasional teacher
- temporary employee replacing a non-teaching function
- person placed on a short-list from which permanent employees are selected

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

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

REFERENCES:

[Education Act - Regulation 521/01 Collection of Personal Information](#)

[Criminal Code of Canada](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Criminal Records Act \(Canada\)](#)

[Employee Charged with a Criminal Offence or Under Investigation by a Third Party AP 501](#)

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – ***#503 – Criminal Record Checks / Police Reference Checks for Employment Candidates***, be deleted and the revised, newly formatted, Administrative Procedure – ***#403 – Criminal Record Checks / Police Reference Checks for Employment Candidates***, be received and posted as amended under Directional Policy – ***#400 – Recruitment, Talent Development, Leadership, and Succession Planning***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Religious Accommodation	702 (NEW) 706 (OLD)
<i>Directional Policy</i>	
700 - Equity and Inclusive Education	

TITLE OF ADMINISTRATIVE PROCEDURE:

Religious Accommodation

DATE APPROVED:

April 20, 2020

PROJECTED REVIEW DATE:

TBD

DIRECTIONAL POLICY ALIGNMENT:

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion, consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.

"The different religions, based on their respect for each human person as a creature called to be a child of God, contribute significantly to building fraternity and defending justice in society." (Fratelli Tutti, 271).

The Board is committed to providing an environment that is inclusive and free of barriers. Accommodation will be provided in accordance with the principles of the Equity and Inclusive Education Policy. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

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:

**ACTION REQUIRED:**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system, as per section 93 of the Constitution Act of 1867. Such accommodations will be provided to staff, students and their families.

INTRODUCTION:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board (the Board) believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize, value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

I. LEGISLATIVE AND POLICY CONTEXT

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. *The Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is *The Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

- PPM No. 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools", R.R.O. 1990, Regulation 298, "Operation of School-General" s 27-29, under the heading "Religion in Schools."
- PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the Ontario *Human Rights Code* ("the Code").

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of *the Code*.

This Administrative Procedure under the Equity & Inclusive Education Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

II. ACCOMMODATION GUIDELINES

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

All students registered in PVNCCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. In respect of religious accommodation, the Board acknowledges that all students, in accordance with what the Catholic Church offers in its social teachings and reflective practice are entitled to their rights and responsibilities under the Ontario Human Rights Code.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

1. Accommodation Based on Request

- The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.
- The Board will base its decision to accommodate by applying the Code's criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act.
- When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, for example, ensuring a head covering is worn is not a responsibility.

2. General Procedures for Religious Accommodation

Staff

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

Students

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

3. Areas of Accommodation

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

III. GENERAL GUIDELINES AND PROCEDURES

This policy will consider each (of the above stated) area of accommodation in turn.

1. School Opening and Closing Ceremonies

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted

and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

Memorandum No. 108 states the following:

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
 - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
 - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right. These requirements will be interpreted in accordance with the *Code* and the Board will consider other requests for accommodation as may be made.

2. Absence for Religious Holy Days

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a "holy day by the Church or religious denomination to which he/she belongs."

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

(Examples of) Significant Holy Days	
Religion	Holy Day
Bahai	Ridvan
Buddhist	Lunar New Year/Chinese
Western Christian	Good Friday
Eastern Chrsitian	Christmas Holy Friday
Hindu	Diwali
Jewish	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
Muslim	Eid-ul-Fitr Eid-ul-adha
Sikh	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

Guidelines for Administrators

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the office of the Superintendent responsible for Equity and Inclusive Education.

Unresolved Requests

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanisms.

Employee

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Superintendent of Human Resources.

Students

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

3. Prayer

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

4. Dietary Restrictions

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

5. Fasting

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

6. Religious Dress

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform. The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- Crucifixes, Stars of David, etc.
- Items of ceremonial dress (i.e., Kirpan guideline)

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see the guideline at this [link](#).

7. Modesty Requirements for Dress in Physical Education Classes

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

8. Participation in Daily Activities and Curriculum

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general [Ed. Act. 42 (13)].

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements). In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

IV. LIMITATIONS TO RELIGIOUS ACCOMMODATION

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion,

however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:
 - i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions; and,
 - ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

V. RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring alignment with the Equity and Inclusive Education directional policy; and
- reviewing the Religious Accommodation 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:

- reviewing and revising this administrative procedure as necessary;
- reviewing all submitted requests for their family of schools

Principals and Vice-Principals are responsible for:

- implementing school wide practices to ensure religious accommodations are taken into account;

- investigating all complaints related to religious accommodations and reporting these to the appropriate FOS Superintendent;
- implementing processes as outlined in the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy;

Staff are responsible for:

- implementing the school wide practices into their classroom/practices to ensure religious accommodations are taken into account;
- investigating all complaints related to religious accommodations and reporting these to the Principal;
- implementing processes as outlined in the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy;
- communicating (in writing) any specific religious holidays or attire they will need to be accommodated in or before September. If September notice is not feasible, the person should make the request as early as possible.

Students are responsible for:

- implementing the school wide practices into their daily routines to ensure the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy directives are followed;
- report any behaviour that goes against the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy to their teacher or administrators;
- communicating with parental consent (written notice) any specific religious holidays or attire they will need to be accommodated in or before September. If September notice is not feasible, the person should make the request as early as possible.

Parents are responsible for:

- supporting the school wide practices to ensure the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy directives are followed;
- report any behaviour that goes against the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy to staff or administrators;
- communicating (in writing) any specific religious holidays or attire they will need to be accommodated in or before September. If September notice is not feasible, the person should make the request as early as possible.

VI. PROGRESS INDICATORS:

- The Equity and Inclusive Education Policy is applied consistently at all Peterborough Victoria Northumberland Clarington Catholic District School Board educational settings;
- all board employees report serious student incidents to the respective principal as soon as reasonably possible;
- school based discipline data reflects positive trends in student behaviour;
- school climate and student census surveys (as of 2023) indicate that staff and students feel accepted and safe in their learning and work environments accordingly.

VII. DEFINITIONS:**1. Accommodation**

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination. The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation. (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5) The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2. Creed

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This administrative procedure and its accompanying policy, Equity and Inclusive Education, does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but

which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2). Exemption from religious studies due to creed will be made in accordance with procedures outlined in the Education Act 42 (13).

3. Undue Hardship

Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the *Policy and Guidelines on Disability and the Duty to Accommodate*). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the Director of Education.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. Such written notice will be issued by the Superintendent responsible for Equity and Inclusive Education. The accommodation seeker shall be informed of his or her recourse under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

4. Dress Code

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board that all schools adopt a student dress code that is consistent with the Board's philosophy, vision statement, and Catholic social teaching. All secondary schools shall have a school dress code.

REFERENCES:

- Canadian Charter of Rights and Freedoms
 - [Fundamental Freedoms Section 2](#)
 - [Legal Rights Sections 7-14](#)
 - [Equality Rights Section 15](#)
- [Catechism of the Catholic Church](#) Equality Rights, Chapter 15 (1), (2), 29
- [The Code of Canon Law](#), Can. 793 (1), 795, 796 (1), 803 (2)
- [Ontario's Education Equity Action Plan](#)
- [Ontario's Equity and Inclusive Education Strategy](#)

- Ontario Human Rights Commission
 - [A policy primer: Guide to developing human rights policies and procedures.](#)
 - [Religious Rights Fact Sheet](#)
 - [Ontario Human Rights Code](#)
 - [Policy on creed and the accommodation of religious observances](#)
 - [Policy statement on Religious Accommodation](#)
 - [Policy on preventing discrimination based on creed](#)
- Ontario *Education Act*
 - [Policy/Program Memorandum No. 108](#). Queen's Printer for Ontario.
 - [Policy/Program Memorandum No. 119](#). Queen's Printer for Ontario.
- Peterborough Victoria Northumberland Clarington Catholic District School Board, "Equity and Inclusive Education", Policy #700, 2020
- Peterborough Victoria Northumberland Clarington Catholic District School Board, "Religious Accommodations" procedure 702

B.4.

Recommended Action:

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

#702 – Religious Accommodation,

be received and posted under Directional Policy –

#700 – Equity and Inclusive Education.

Carried



BOARD PROCEDURE

ADMINISTRATIVE PROCEDURE
Fundraising in Schools

ADMINISTRATIVE PROCEDURE
NUMBER
607

Directional Policy
#600 – Stewardship of Resources

TITLE OF ADMINISTRATIVE PROCEDURE:

Fundraising in Schools

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by ensuring that fundraising activities support education and the community, benefit the school and at all times, demonstrate the values endorsed by the Board.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The fundraising in schools procedure supports our vision for achieving excellence in Catholic education; Learn-Lead-Serve by establishing procedures and processes regarding fundraising that are fair and transparent, ensure accountability, and guide the oversight of public funds.



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 procedure details the processes and requirements for fundraising for school purposes and for supporting registered charitable organizations.

Funds raised for school purposes are to enhance the school environment and student educational experience and should not be used to replace public funding for education. Neither is school purpose fundraising to support items funded through provincial grants such as, classroom learning materials, textbooks and repairs, or for capital projects that significantly increase operating costs.

Fundraising:

1. This procedure applies to all fundraising directly associated with the school, including fundraising by Catholic School Councils, parent associations, students and student councils.
2. At the beginning of each school year the Principal, in consultation with the Catholic School Council and school staff will prepare and submit a fundraising plan as outlined in the "Guidelines for School Generated Funds". Fundraising plans must be communicated to the school community. (e.g. provided in newsletters)
3. The Principal, under the direction of the Director of Education and/or designate shall ensure that no more than one major campaign to benefit the school occurs per school year. Major fundraising campaigns should be a co-operative effort between the Principal, the Catholic school council and/or the fundraising group.
4. No student shall be asked to do door-to-door canvassing, as the safety of the students must be a primary consideration in all fundraising plans.
5. All fundraising proceeds will have a designated purpose and be utilized as intended, unless further approval is obtained. This purpose is to be communicated to the school community as part of the fundraising drive.
6. Participation in fundraising activities is strictly voluntary for staff and students. Personal information of students, staff or other individuals will not be shared without prior consent for the purpose of fundraising.
7. A fundraising activity must not result in any staff or volunteer benefiting materially or financially from the activity. Those involved in organizing a fundraiser must be transparent regarding their personal participation in the activity.
8. All fundraising activities shall respect student and staff time, and school programs.

9. All fundraising activities shall: respect and reflect the following principles:
 - a. Catholic teachings
 - b. Age-appropriate activities
 - c. Supervision of students - safety precautions
 - d. All appropriate municipal, provincial, and federal legislation including but not limited to the Education Act, the Income Tax Act, and the Municipal Act; and
 - e. Ministry of Education guidelines and policies, such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive

10. All equipment purchased from funds derived from fundraising shall become the property of the Board and shall be included in the equipment inventory list in the school. Such equipment must meet system standards.

11. The following are examples of acceptable uses of fundraising proceeds. These uses should be articulated in the school fundraising plan prior to proceeding with the fundraising activity:
 - Day field trips
 - Extended field trips
 - School improvement projects
 - Special co-curricular projects (i.e. graduation, etc.)
 - Charities
 - Community projects
 - Special school/class projects
 - Cost of travel to sports competitions
 - Cost of travel to co-curricular competition
 - Other activities as approved by the Superintendent
 - Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
 - Supplies, equipment, or services which complement items funded by provincial grants
 - Guest speakers or presentations
 - Ceremonies, awards, plaques, trophies or prizes for students
 - Scholarship or bursaries
 - Extracurricular activities and events (for example, travel and entry fee for sports competitions, school team uniforms, school band, choir, clubs)
 - School yard improvement projects (for example, playground equipment, shade structures, gardens)
 - Upgrades to sporting facilities such as running tracks, and scoreboards
 - Support for activities that are unique to the denominational or cultural character of the school (for example, student retreats)
 - To purchase recognition/acknowledgements for school community members (i.e. volunteer appreciation tea, open house, refreshments, cards of appreciation). The value should be minimal and cannot include cash or gift cards

12. Examples of unacceptable uses of fundraising proceeds:

- Items funded through provincial grants such as classroom learning materials and textbooks
- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs)
- Professional development including support for teacher attendance at professional development activities
- Administrative expenses not associated with fundraising activity
- Support for partisan political activity, groups or candidates
- Meals for Catholic School Council members and school staff, or to purchase life recognition gifts for school staff
- Purchasing goods or services from Board employees where such purchases would contravene The Education Act or Conflict of Interest Policy for employees.

Cancellation of Fundraising Activities:

1. Where an activity, for which funds were raised, is cancelled or an individual chooses to withdraw, the following conditions will apply:
 - a. If the arrangements for the activity are under contract to a commercial organization (e.g. travel agency), the terms and conditions of the contract will apply to the school, parental organization, Catholic School Council, the participants, and their parent(s)/guardian(s).
 - b. If the arrangements for the activity are organized by the school, advance payments or deposits made by a student or parent/guardian toward the individual student's projected personal cost of participation will be refunded. The refundable portion will be calculated taking into account non refundable deposits, cancellation fees, and other non-recoverable expenses.
 - c. If the parental organization has made a contribution to the activity, the funds will be returned to the parental organization.

Donations

1. A donation is a gift made by a donor, with no material benefit given to the donor. Therefore, in order for the donation to qualify for a charitable donation tax receipt the donor must not be receiving any other material benefit for the donation. Expressing public appreciation for a donation is permissible.
2. A donation by an individual student, parent/guardian, or others in lieu of participating in fundraising activities is not refundable. This must be clearly communicated and indicated as a non-refundable donation on the individual's receipt.

3. Donations made to provide financial assistance to students at Christmas or other times of the year are not eligible for charitable donation tax receipts. Helping a student out by providing food hampers for Christmas presents does not fall under the criteria of advancement of education.
4. Charitable donation tax receipts cannot be issued for donated services.
5. A donation of a gift certificate is not considered a charitable donation by Canada Revenue Agency and therefore the Board cannot issue a charitable donation tax receipt for this type of donation.
6. Where a gift has been received, the Board, as a charitable organization, may issue a charitable donation tax receipt. Income tax regulations will affect and/or determine the Board's authority to issue official tax receipts to recognize gifts.
 - a. Monetary donations received in the name of the Board, for the benefit of an individual school or for the system as a whole, will be eligible for a tax receipt. If requested, official tax receipts will be issued by the Peterborough Victoria Northumberland and Clarington Catholic District School Board for an individual donation of a \$20 value or greater. Issuance of an official tax receipt will be initiated by the school. The school will forward all necessary information to the Supervisor of Accounting, who will issue the official receipt.
 - b. Cash donations received for the benefit of an individual school/geographical area for the system will be accepted for:
 - The establishment and/or promotion of scholarships or bursaries;
 - The giving of prizes, exhibitions, gifts, or rewards to the pupils of the Board;
 - Donations to school libraries and programs;
 - The purchase of equipment
 - The purchase of services or supplies for a program that may not normally be covered by Board budget allocations; or
 - Partnerships in education endeavors provided for in Board policies and administrative regulations.
 - c. Non-monetary donations may be accepted by the school or responsible system person if the following conditions are met:
 - The donated material or goods are appropriate and of use to the school/system;
 - The goods or materials donated to a school or centrally will be used or distributed at the discretion of the Principal or appropriate Supervisory Officer;
 - Donated equipment shall be completely paid for and free of encumbrances (equipment, when donated and accepted, shall become and remain the property of the Board and can be used for any purpose as determined by the Board).
 - A donation receipt can be issued for the receipt of goods, provided that the following documentation is forwarded to the Board in order to determine the fair market value of the items donated:

- If a business donates goods that they normally sell (i.e. a business donates an item from their inventory) to a school, then the business must provide an official invoice from their business to the Board. The Board will issue the donation receipt based on the invoice amount less the HST
- If a business or individual donates items to a school that they normally don't sell then the Board requires a copy of the original invoice/receipt showing the value of the goods purchased
- For donations of used goods the donation receipt will be based on the appraised fair market value. The person who determines the fair market value must be independent of the transaction, competent and qualified to evaluate the particular property being transferred. They must also put their valuation in writing.

Financial Procedures/Record Keeping:

1. Board approved accounting procedures, as outlined in "Guidelines for School Generated Funds", will be followed in handling any funds received or expensed by the school as a result of fundraising activities. All funds collected through fundraising are subject to the Board's regular audit and accountability requirements.
2. If a fundraising event involves a lottery (i.e. raffle tickets, bingo etc.) the event will require a license as regulated by the Alcohol and Gaming Commission of Ontario (AGCO) and any other applicable applications through local municipal offices. The school will be required to maintain a separate bank account and proper records in accordance with the license application. These financial records are subject to standard financial requirements and audit.
3. Appropriate safeguards must be in place regarding the collection, deposit, recording and use of public funds.
4. As part of their school level planning, school communities may decide to develop a multi-year fundraising plan geared towards achieving a major initiative (i.e. playground structure, outdoor classroom). These funds should be set aside within a separate category in the school banking accounting system in order to be transparent and provide accountability.
5. Aside from funds set aside for a multi-year fundraising plan for a major initiative, fundraising proceeds should be spent during the school year in which they are raised or within the first 4 months of the next school year.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Stewardship of Resources Directional Policy
- Reviewing the Fundraising in Schools Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Overseeing implementation and compliance with the Fundraising in Schools Procedure

Superintendents are responsible for:

- Providing guidance to Principals on what can be included in fundraising activities
- Reviewing on an annual basis, the fundraising plans of each school

Principals are responsible for:

- Ensuring that all fundraising complies with this Administrative Procedure and that appropriate measures are taken for the safety and security of the students participating in such events.
- Ensuring that staff and authorized volunteers are aware of this Procedure.
- Reviewing this fundraising procedure annually with the Catholic School Council
- Coordinating and assuming all responsibilities for fundraising activities. Each fundraising activity must be subject to the approval of the Principal in consultation with the appropriate family of schools Superintendent.
- Ensuring that activities planned for fundraising, and the activities planned with the use of fundraising proceeds, give due regard to the administrative procedures outlining Accessibility and Barrier-free Learning and Work Environments.
- Exercising his or her discretion in the number and timing of fundraising campaigns approved to benefit charitable organizations. These events or campaigns should be formally discussed with pupils so that pupils understand the significance of sharing, volunteering, cooperating, and organizing positive human relations.

Financial Services is responsible for:

- Ensuring adherence to this Administrative Procedure through training and internal audit.

PROGRESS INDICATORS:

- Fundraising activities adhere to this procedure
- Fundraising plans and implementation follow a regular cycle year over year

DEFINITIONS:

1. Fundraising

Fundraising is the collection of funds raised from activities that include:

- a) Projects that are directly associated with the schools and are in the interests of the students of the local school;
- b) The supervised participation of students in a limited number of activities for non-profit, charitable organizations operating in the interest of children, education, and the community.

2. Major Campaign

A major campaign involves the entire student community and is intended to raise the greatest amount of funds for the benefit of the entire student body. Not included as major campaigns are services such as hot lunch and milk programs.

3. Minor Campaign

A minor campaign would involve a part of the student body in fundraising activities (i.e. a division, a department, a classroom, etc.)

4. School Generated Funds

School generated funds are funds that are raised and collected in the school or broader community in the name of the school by Catholic School Councils or other school or parent administered groups. These funds are administered by the school Principal, and are raised or collected from sources other than the Board's operating and capital budget.

School generated funds is a broad category which includes not only fundraising for school purposes, but also funds that are collected and paid through school accounts to support a variety of programs, such as payments to charities or other third parties (i.e. tour operators, and hot lunch programs)

REFERENCES:

[Guidelines for School Generated Funds](#)

[School Food and Beverage Policy PPM 150](#)

[Administrative Procedure 619 - Playground Equipment Installation and Maintenance](#)

[Fundraising Plan](#)

[Broader Public Sector Expenses Directive](#)

[Directional Policy 800 - Health Schools and Workplaces, and associated Administrative Procedures regarding Accessible and Barrier Free Learning and Work Environments](#)

Memorandum 2017-18:BUS07 – Donations and the Issuance of Charitable Receipts

B.5.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – **#201 – *Fundraising in Schools***, be deleted and the revised, newly formatted, Administrative Procedure – **#607 – *Fundraising in Schools***, be received and posted as amended under Directional Policy – **#600 – *Stewardship of Resources***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Accessibility and Barrier Free Learning and Work Environment: Employment	818 (NEW) 705 (OLD)
Directional Policy	
Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: EMPLOYMENT

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its employment practices.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Employment 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

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LEARN • LEAD • SERVE

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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 Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility and barrier free checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

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

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- complete appropriate board-provided training in relation to the AODA;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedure - Employment;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development and review of five relevant administrative procedures, each adhering to the AODA (2005).

Superintendent of Learning/Human Resources is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment;
- ensuring that, as new staff are hired, and as volunteers offer service under the direction of the school principal, accessibility training will become a component of their orientation training and, through learning support and special education services, in relation to course delivery and instruction;
- ensuring that staff with any barriers or special needs have access to an individualized workplace emergency response plan if one is deemed necessary;
- ensuring that assistive devices, services, and accommodations are provided when appropriate medical documentation is provided;
- ensuring that all its employees and the public are notified about the availability of accommodation for applicants with disabilities in its recruitment processes, in making offers of employment, and in reference to this administrative procedure;
- ensuring that employees are informed of updates to policies when there is a change to them through annual accessibility training and keeping a record of this training.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment.

Principals, Vice Principals, and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment;
- ensuring that new staff and volunteers have completed the accessibility training;
- allowing individuals to use their own assistive devices, service animals or support persons to access services in keeping with [AP 706, Service Animals in Schools](#);
- ensuring that communications with members of the public with disabilities are as effective as communications with non-disabled people;
- requesting appropriate aids and services from agencies as needed;
- ensuring that staff experiencing any barriers or having special needs have access to the individualized workplace emergency response plan;
- ensuring that for staff who have an individualized workplace emergency response plan, the plan is adhered to;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Teachers and Staff are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment;
- ensuring that they complete the accessibility training as required;
- allowing individuals to use their own assistive devices, service animals or support persons to access services;
- ensuring that, if required, they complete the individualized workplace emergency response plan;
- ensuring that they communicate barriers they are experiencing or their special needs to their supervisor;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- all job postings, recruitment, and onboard processes will reflect requirements of this administrative procedure;
- all training requirements outlined in this administrative procedure are completed as outlined;
- staff who have need of accommodations because of disability are treated fairly and equitably through the accommodation process and have a written individual accommodation plan in place.

DEFINITIONS:

Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Barrier – A barrier is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice: (“obstacle”).

Customer – A customer is any person who uses the services of the School Board.

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

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury;
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech 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 insurance plan established under the Workplace Safety and Insurance Act, 1997: (“handicap”).

Individualized workplace emergency response plan – A plan that identifies individual workplace emergency response information for those employees who have a disability.

Physical Accessibility Criteria – The Catholic Education Centre, each secondary school, and a minimum of one school for each region where a Catholic school exists, must be physically accessible according to the following criteria noted below. The criteria will be extended to additional schools in each region as funding allows.

- designated parking areas with appropriate signage;
- cut-away curb;
- exterior and/or interior ramps with appropriate slopes and handrails as required;
- a minimum of one automatic door entrance;
- accessible gym;
- accessible library;
- a minimum of one accessible washroom;
- a minimum of one accessible classroom;
- clear path of travel in entrances and hallways leading to gym, library, washroom, and classroom;
- visually defined contrasts when any change of level occurs.

Service Animal – A service animal is an animal that is being used because of a person's disability, and this is either readily apparent or is supported by a letter from an appropriate professional. The animal must be certified and trained by a licensed and registered trainer to support the person's needs.

Support Person – A support person is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Administrative Policy 706: Service Animals in Schools, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/706-AP-Service-Animals-in-Schools.pdf>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from

<https://www.catholicnewsagency.com/news/pope-francis-disabled-must-have-access-to-the-sacraments-parish-life-52850>

Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations

<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

B.6.

Recommended Action:

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

#705 – Accessibility and Barrier Free Learning and Work Environments, be deleted and new Administrative Procedure – ***#818 – Accessibility and Barrier Free Learning and Work Environment: Employment***, be received and posted under Directional Policy – ***#800 – Healthy Schools and Workplaces***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Accessibility and Barrier Free Learning and Work Environment: Information and Communication	Administrative Procedure Number 819 (NEW) 705 (OLD)
Directional Policy Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: INFORMATION AND COMMUNICATION

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its information and communication practices.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Information and Communication 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

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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 Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

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

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedures;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development and review of five relevant administrative procedures, each adhering to the AODA (2005).

Superintendent of Learning/Human Resources is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedures;
- ensuring that, as new staff and volunteers are hired, accessibility training will become a component of their orientation training;
- ensuring that staff with any barriers or special needs have access to the individualized workplace emergency response plan;
- ensuring that assistive devices, services, and accommodations are provided when appropriate medical documentation is provided.

Superintendent of Learning/Innovation Technology is responsible for:

- supporting Information Technology Services in ensuring the Board's requirements under the act are fulfilled.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedures - Information and Communication.

Principals, Vice Principals and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedures – Information and Communication;
- allowing individuals to use their own assistive devices, service animals or support persons to access services in keeping with [AP 706, Service Animals in Schools](#);
- ensuring that communications with members of the public with disabilities are as effective as communications with non-disabled people;
- requesting appropriate aids and services from Special Education or agencies as needed;
- ensuring that school staff understand how to accommodate students with disabilities;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Manager of Information Technology is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedures – Information and Communication;

- ensuring public facing websites are Web Content Accessibility Guide 2.0 AA compliant;
- establishing a liaison with publishers for obtaining accessible versions of learning materials and ensuring the liaison contact information is readily available;
- providing training to website document creators on accessibility strategies and compliance for website documents;
- providing a tool for website content creators to validate document accessibility;
- establishing proactive monitoring of public facing websites to identify compliance issues.

Teachers and Staff are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedures;
- ensuring that they complete the accessibility training as required;
- allowing individuals to use their own assistive devices, service animals or support persons to access services;
- fulfilling their role in supporting students on an Individual Education Plan (IEP) as outlined in the Education Act;
- ensuring that they communicate barriers they are experiencing or their special needs to their supervisor;
- encouraging and honoring student voice in the development of authentic and relevant learning experiences;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- engaging in all learning experiences;
- articulating their strengths, their needs, and barriers to access which they are experiencing;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- engaging in all learning experiences;
- articulating their strengths, their needs, and barriers to access which they are experiencing;

- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- monitoring and collecting the number of requests for accessible formats;
- monitoring of public facing websites for accessibility compliance.

DEFINITIONS:

Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Barrier – A barrier is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice: (“obstacle”).

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

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury;
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech 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 insurance plan established under the Workplace Safety and Insurance Act, 1997: (“handicap”).

Service Animal – A service animal is an animal that is being used because of a person’s disability, and this is either readily apparent or is supported by a letter from an appropriate professional. The animal must be certified and trained by a licensed and registered trainer to support the person’s needs.

Support Person – A support person is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Administrative Policy 706: Service Animals in Schools, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/706-AP-Service-Animals-in-Schools.pdf>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from

<https://www.catholicnewsagency.com/news/pope-francis-disabled-must-have-access-to-the-sacraments-parish-life-52850>

Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations

<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Web Content Accessibility Guidelines (WCAG) <http://www.w3.org/WAI/standards-guidelines/wcag/>

B.7.

Recommended Action:

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

#819 – Accessibility and Barrier Free Learning and Work Environment: Information and Communication,

be received and posted under Directional Policy –

#800 – Healthy Schools and Workplaces.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Accessibility and Barrier Free Learning and Work Environment: Transportation	<i>Administrative Procedure Number</i> 820 (NEW) 705 (OLD)
<i>Directional Policy</i> Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS:
TRANSPORTATION

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its transportation practices.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Transportation 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 Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

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

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedure - Transportation;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development of five relevant administrative procedures, each adhering to the AODA (2005);
- working in collaboration with the Transportation Authority on the AODA Handbook related to transportation procedures.

Superintendent of Business and Finance/Plant is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure - Transportation;
- ensuring that, as new staff and volunteers are hired within the Transportation Authority, accessibility training will become a component of their orientation training;
- ensuring that the Transportation Authority is addressing any barriers or special needs presented by students in order that transportation services can be appropriately provided;
- ensuring that assistive devices, services and accommodations are provided for transportation services for students when appropriate supporting documentation is provided.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Transportation.

Transportation Authority is responsible for:

- ensuring that procedures are established regarding transportation services that support the accommodation needs of special needs students and those with medical accommodations;
- ensuring procedures are in place to establish that the bus operators contracted with the school board are appropriately training its employees regarding barrier free transportation services;
- ensuring that, via its contract management processes, vehicles contracted into service on behalf of the school board meets the AODA transportation standards for students.

Principals, Vice Principals and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Information and Communication;
- ensuring that new staff have completed the accessibility training and are aware of their responsibilities in supporting students with transportation accommodations;
- allowing individuals to use their own assistive devices, service animals or support persons to access services in keeping with [AP 706, Service Animals in Schools](#);
- ensuring that all purchases do not create physical barriers;

- ensuring that specialized transportation is arranged, using the appropriate Board process, when needed; ensuring that school staff understand how to accommodate students with disabilities;
- ensuring that school staff understand how to accommodate students with disabilities;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Teachers and Staff are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure - Transportation;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- articulating their strengths, their needs, and barriers to access which they are experiencing;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- articulating their children's strengths, their needs, and barriers to access which they are experiencing;
- articulating barriers to access which they are experiencing themselves;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- annual review of special needs transportation requests by the Transportation Authority to ensure any accommodations required are supported and provided by the appropriate accessible transportation services.

DEFINITIONS:

Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Barrier – A barrier is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice: (“obstacle”).

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

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury;
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech 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 insurance plan established under the Workplace Safety and Insurance Act, 1997: (“handicap”).

Physical Accessibility Criteria – The Catholic Education Centre, each secondary school, and a minimum of one school for each region where a Catholic school exists, must be physically accessible according to the following criteria noted below. The criteria will be extended to additional schools in each region as funding allows.

- designated parking areas with appropriate signage;
- cut-away curb;
- exterior and/or interior ramps with appropriate slopes and handrails as required;
- a minimum of one automatic door entrance;
- accessible gym;
- accessible library;
- a minimum of one accessible washroom;
- a minimum of one accessible classroom;
- clear path of travel in entrances and hallways leading to gym, library, washroom, and classroom;
- visually defined contrasts when any change of level occurs.

Service Animal – A service animal is an animal that is being used because of a person's disability, and this is either readily apparent or is supported by a letter from an appropriate professional. The animal must be certified and trained by a licensed and registered trainer to support the person's needs.

Support Person – A support person is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

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

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

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Administrative Policy 706: Service Animals in Schools, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/706-AP-Service-Animals-in-Schools.pdf>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from

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Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations

<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Chart of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

B.8.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure – ***#820 – Accessibility and Barrier Free Learning and Work Environment: Transportation,*** be received and posted under Directional Policy – ***#800 – Healthy Schools and Workplaces.***

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Accessibility and Barrier Free Learning and Work Environment: Design of Public Spaces	821 (NEW) 705 (OLD)
Directional Policy	
Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: DESIGN OF PUBLIC SPACES

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its design of public spaces as required post 2016.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Design of Public Spaces 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 Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility and barrier free checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

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

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development and review of five relevant administrative procedures, each adhering to the AODA (2005).

Superintendent of Business and Finance/Plant is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces;
- ensuring that, as annual plans for renewal, renovation and retrofits are contemplated that appropriate consideration for removing existing barriers to accessibility are included by Facilities Services;
- ensuring that any new construction contemplated by Facility Services includes plans that conform to existing building code requirements regarding accessibility.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces.

Principals, Vice Principals, and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces;
- ensuring that all purchases do not create physical barriers;
- ensuring that their site Accessibility Checklist is completed and submitted as required;
- ensuring that annual facility renewal requests give due regard to identifying projects that address physical barriers. These requests will be prioritized in accordance with available funding;
- ensuring that there is proper exterior and interior signage (including accessible parking and signage), using the international symbol for accessibility;
- ensuring that when services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Teachers and Staff are responsible for:

- ensuring that they communicate barriers they are experiencing or their special needs to their supervisor;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- articulating their strengths, their needs, and barriers to access which they are experiencing;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- articulating their children's strengths, their needs, and barriers to access which they are experiencing;
- articulating barriers to access which they are experiencing themselves;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- annual plans for renewal, renovations, and retrofits identify accessibility projects for funding consideration;
- completion of bi-annual accessibility checklists (Appendix A).

DEFINITIONS:

Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Barrier – A barrier is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice: ("obstacle").

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

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury;
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech 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 insurance plan established under the Workplace Safety and Insurance Act, 1997: ("handicap").

Individualized workplace emergency response plan – A plan that identifies individual workplace emergency response information for those employees who have a disability.

Physical Accessibility Criteria – The Catholic Education Centre, each secondary school, and a minimum of one school for each region where a Catholic school exists, must be physically accessible according to the following criteria noted below. The criteria will be extended to additional schools in each region as funding allows.

- designated parking areas with appropriate signage;
- cut-away curb;
- exterior and/or interior ramps with appropriate slopes and handrails as required;
- a minimum of one automatic door entrance;
- accessible gym;
- accessible library;
- a minimum of one accessible washroom;
- a minimum of one accessible classroom;
- clear path of travel in entrances and hallways leading to gym, library, washroom, and classroom;
- visually defined contrasts when any change of level occurs.

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from <https://www.catholicnewsagency.com/news/pope-francis-disabled-must-have-access-to-the-sacraments-parish-life-52850>

Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

821 Accessibility and Barrier Free Learning and Work Environment: Design of Public Spaces

Completion of this form will assist with future planning for facility renewal or retrofits.

You will require a measuring tape to assist you in completing some of the questions.

School Name: _____ Date: _____

Completed By: _____ Position: _____

1. Building: Entry Access (check all that apply)

<input type="checkbox"/>	Entrance is accessible (i.e. without threshold or step)
<input type="checkbox"/>	Curb cuts or ramps are wide enough to accommodate mobility devices (1500 mm minimum)
<input type="checkbox"/>	Curb cuts or ramps have a non-slip finish
<input type="checkbox"/>	Curb cuts or ramps are kept clear of snow and ice in winter weather
<input type="checkbox"/>	The entrance is clearly marked with the international symbol of access (pictured below)
<input type="checkbox"/>	There is an accessible door that opens automatically
<input type="checkbox"/>	There is an accessible door that has power assisted operators or can be easily opened with one hand
<input type="checkbox"/>	On ramps or exterior stairs continuous handrails are available



International Symbol of Access

Comments: _____

2. Building: Interior Access (check all that apply)	
<input type="checkbox"/>	Door width 810 mm minimum
<input type="checkbox"/>	Hardware is mounted 800 mm - 1200 mm from the floor
<input type="checkbox"/>	Corridors or hallways open to the public are sufficiently wide to accommodate a range of mobility aid devices
<input type="checkbox"/>	Mats are level with the floor and do not create a tripping hazard
<input type="checkbox"/>	Colours of doors and/or door frames in hallways contrast with the colour(s) of the surrounding walls

Comments: _____

3. Washroom Access (check all that apply)	
<input type="checkbox"/>	An accessible stall is provided for each gender when integrated into regular washrooms, or an accessible stand alone washroom is located nearby
<input type="checkbox"/>	Accessible washroom or stall is wide enough to provide maneuverability (minimum 1600mm wide and 1500 mm deep)
<input type="checkbox"/>	In the accessible washroom a coat hook is accessible
<input type="checkbox"/>	The toilet seat is 400 mm - 460 mm from the floor
<input type="checkbox"/>	There are grab bars installed at an appropriate, accessible height (750 mm - 850 mm from the floor and 600 mm long)
<input type="checkbox"/>	In the accessible washroom the flush controls are accessible
<input type="checkbox"/>	In the accessible washroom the toilet paper dispenser is accessible (600 mm - 700 mm from the floor)
<input type="checkbox"/>	In the accessible washroom lever-handed or automatic facets are provided
<input type="checkbox"/>	In the accessible washroom soap dispenser is accessible (maximum 1200 mm from the floor)
<input type="checkbox"/>	In the accessible washroom mounted automatic hand-dryers or paper towel holders are accessible (maximum 1200 mm from the floor)

Comments: _____

4. Accessible Parking (check all that apply)	
	Number of accessible parking space 12 or less parking spaces: 1 space must be accessible
	Number of accessible parking spaces 13 - 100 spaces: 4% of spaces must be accessible
	Accessible parking spaces are clearly marked by a vertical mounted sign with the International Symbol of Access
	Accessible parking spaces are sufficiently wide to accommodate mobility aid devices(minimum of 2400 mm with an access aisle of 1500 mm)
	There is a safe, clearly marked, accessible route from the designated parking area to an accessible building entrance
	Accessible pedestrian route is made of firm, level material
	Adequate lighting is provided around the accessible parking and accessible route to the accessible building entrance

Comments: _____

5. Gym/Stage (check all that apply)	
	Entrance to the gym is a minimum of 810 mm wide
	Accessible seating is available in the gym
	Entrance to the stage is accessible (NOTE: this is not legally required)

Comments: _____

6. Visual Accessibility Items	
	Building and route signage includes large contrast text
	Documents are available in alternate format upon request (large print, or digitally)
	Exit instructions are printed in large text and mounted in accessible visible location
	Fire alarms include a visual component (i.e. flashing light)

Comments: _____

7. Signage Items (check all that apply)

	Signs are mounted at a convenient height (810 mm - 1500 mm from the floor)
	The International Symbol of Access is used where appropriate

Comments: _____

8. Elevator Systems Items (check all that apply)

	Elevators doorways are minimum of 810 mm wide
	Elevator controls can be easily accessed or reached (maximum height 1200 mm)
	An emergency call system or telephone is provided
	Elevator systems are tested annually

Comments: _____

9. Accessible Safety Systems (check all that apply)

	An alternative accessible exit is available in case of fire or other emergencies
	Exit locations are clearly identified (signs)
	A public accessible telephone is available for use

Comments: _____

10. Additional Accessible Items (check all that apply)

	The reception desk/office is in clear view of the entrance door
	Signs indicate the location of the front office if it is not in clear view of the entrance door
	Reception desk has an accessible space to greet people in a wheelchair or other mobility device
	An accessible meeting room is available upon request

Comments: _____

11. School Accessibility Priorities – identify top two recommendations:

Thank you for completing the checklist.

B.9.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure – ***#821 – Accessibility and Barrier Free Learning and Work Environment: Design of Public Spaces,*** be received and posted under Directional Policy – ***#800 – Healthy Schools and Workplaces.***

Carried



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Accessibility and Barrier Free Learning and Work Environment: Customer Service	822 (NEW) 705 (OLD)
Directional Policy	
Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: CUSTOMER SERVICE

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its provision of customer service activities related to its procurement processes, and the community use of facilities.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Customer Service 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 Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility and barrier free checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

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

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development and review of five relevant administrative procedures, each adhering to the AODA (2005).

Superintendent of Business and Finance/Plant is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- ensuring that the Community Use of Schools Administrative Procedure is regularly reviewed and aligns with accessibility directives and barrier free access for facilities.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service.

Manager of Purchasing, Planning and Facility Administration is responsible for:

- ensuring that when goods and services are being procured, schools and departments are considering the accessibility needs of those on the receiving end of the procured goods and services, or that new barriers are not being created;
- ensuring that feedback regarding accessibility originating with a user/customer is directed to the initiating principal or person responsible for input on resolving concerns. The Purchasing Department will work in collaboration with schools and suppliers to resolve issues related to accessibility;
- ensuring that accessibility challenges that may be experienced by user groups with regards to Community Use of Board facilities are appropriately identified through our Community Use Permit system, and a reasonable effort made to accommodate those challenges;
- ensuring that the Outreach Coordinator addresses feedback or inquiries regarding accessibility originating from Community Use groups on a timely basis.

Principals, Vice Principals, and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- allowing individuals to use their own assistive devices, service animals or support persons to access services in keeping with [AP 706, Service Animals in Schools](#);
- ensuring that all purchases do not create physical barriers;
- ensuring that communications with members of the public with disabilities are as effective as communications with non-disabled people;
- ensuring that there is proper exterior and interior signage (including accessible parking and signage), using the international symbol for accessibility;

- ensuring that when services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site;
- ensuring that school staff understand how to accommodate students with disabilities;
- ensuring that for staff who have an individualized workplace emergency response plan, the plan is adhered to;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance;
- ensuring that communications with community use groups with disabilities, are as effective as communications with non-disabled people.

Teachers and Staff are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- ensuring that they complete the accessibility training as required;
- allowing individuals to use their own assistive devices, service animals or support persons to access services;
- fulfilling their role in supporting students on an Individual Education Plan (IEP) as outlined in the Education Act;
- ensuring that they communicate barriers they are experiencing or their special needs to their supervisor;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- articulating their strengths, their needs, and barriers to access which they are experiencing;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- articulating their children's strengths, their needs, and barriers to access which they are experiencing;
- articulating barriers to access which they are experiencing themselves;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- PVNCCDSB will continue to purchase goods and services that consider the accessibility for persons with disabilities, as well as work with suppliers to resolve any challenges;
- responding to Accessibility, Barrier Free and Customer Service questions and concerns from staff and community user groups in a timely manner and with the appropriate form of communication.

DEFINITIONS:

Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Barrier – A barrier is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice: (“obstacle”).

Customer – A customer is any person who uses the services of the School Board or has these services procured by the board. A distinction is made with regards to student learning as a service which is distinguished by the Education Act and is supported by that legislation and other administrative procedures. These are included under references.

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

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury;
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech 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 insurance plan established under the Workplace Safety and Insurance Act, 1997: (“handicap”).

Physical Accessibility Criteria – The Catholic Education Centre, each secondary school, and a minimum of one school for each region where a Catholic school exists, must be physically accessible according to the following criteria noted below. The criteria will be extended to additional schools in each region as funding allows.

- designated parking areas with appropriate signage;
- cut-away curb;
- exterior and/or interior ramps with appropriate slopes and handrails as required;
- a minimum of one automatic door entrance;
- accessible gym;
- accessible library;
- a minimum of one accessible washroom;
- a minimum of one accessible classroom;
- clear path of travel in entrances and hallways leading to gym, library, washroom, and classroom;
- visually defined contrasts when any change of level occurs.

Service Animal – A service animal is an animal that is being used because of a person's disability, and this is either readily apparent or is supported by a letter from an appropriate professional. The animal must be certified and trained by a licensed and registered trainer to support the person's needs.

Support Person – A support person is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Administrative Policy 706: Service Animals in Schools, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/706-AP-Service-Animals-in-Schools.pdf>

Directional Policy 300: Student Achievement and Well-Being, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2018/07/300-Student-Achievement-and-Well-Being.pdf>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from

<https://www.catholicnewsagency.com/news/pope-francis-disabled-must-have-access-to-the-sacraments-parish-life-52850>

Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

B.10.

Recommended Action:

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

#822 – Accessibility and Barrier Free Learning and Work Environment: Customer Service,

be received and posted under Directional Policy –

#800 – Healthy Schools and Workplaces.

Carried