

POLICY DEVELOPMENT COMMITTEE MEETING

APRIL 8, 2025

Large Boardroom at 6:30 p.m.

IF YOU ARE UNABLE TO ATTEND IN PERSON, [CLICK HERE TO JOIN VIA VIDEO CONFERENCE](#)

Chairperson: Kathleen Tanguay

Trustees/Members who are unable to attend the meeting
are asked to please notify Sarah Baker,
Administrative Assistant at sbarker@pvnccdsb.on.ca .

A. Call to Order

- | | |
|--|-----------------------------|
| 1. Opening Prayer | Board Chairperson Mackenzie |
| 2. Land Acknowledgement | Trustee Martin |
| 3. Approval of Agenda | |
| 4. Declarations of Conflict of Interest | |
| 5. Approval of the Minutes of the Meeting on Tuesday, January 21, 2025 | Page 3 |
| 6. Business Arising from the Minutes | |

B. Recommended Actions/Presentations

C. Information Items

1. Administrative Procedures:

C.1.a) R.A. Page 9

C.1.a) Administrative Procedure #303 - Prior Learning Assessment and Recognition (PLAR) (New)

C.1.b) Administrative Procedure #309 - Cooperative Education and Other Forms of Experiential Learning

C.1.c) Administrative Procedure #510 - Conflicts of Interest

C.1.d) Administrative Procedure #513 - Reporting Children in Need of Protection

C.1.e) Administrative Procedure #706 - Service Animals in Schools

C.1.f) Administrative Procedure #812 - Scent Awareness

C.1.g) Administrative Procedure #826 - School Community Events (New)

C.1.h) Administrative Procedure #1301 - Student Eligibility

D. Next Meeting

1. Policy Development Committee Meetings for 2024-2025:

- Tuesday, June 17, 2025, 6:30 p.m.

E. Conclusion

1. Closing Prayer

Trustee Durst

2. Adjournment

The Minutes of the Policy Development Committee meeting held on Tuesday, January 21, 2025 at 6:30 p.m. in the Large Boardroom and by Google meet (*)

PRESENT

Trustees: Trustee Leahy, Trustee Durst, Board Chairperson MacKenzie, Trustee Martin, Trustee Tanguay (Committee Chairperson), Trustee Heitzner (Senior Student Trustee)(*), Trustee Peios (Junior Student Trustee)(*).

Absent/Regrets: Trustee Connolly.

Administration: Director O'Sullivan, Superintendent Di Ianni (*), Superintendent Heuchert, Superintendent Kahler, Superintendent Selby (*), Superintendent Armstrong, Superintendent Piggott (*).

Guests:

Recorder: Mrs. Sarah Barker.

A. Call to Order

Chair Tanguay called the meeting to order at 6:30 pm.

1. Opening Prayer

Trustee Leahy led the Policy Development Committee in Opening Prayer.

2. Land Acknowledgment

Trustee Durst provided a land acknowledgement that respectfully acknowledges that the land on which we gather and learn daily is the traditional and treaty territory of the Mississauga Anishinaabe and that we make this acknowledgement to honor our relationship with the Williams Treaty First Nations of Alderville, Curve Lake, Hiawatha and Scugog Island.

3. Approval of Agenda

Motion: Moved by Board Chairperson MacKenzie, seconded by Trustee Martin, that the Policy Development Committee accept the Agenda for the Tuesday, January 21, 2025 meeting.

Carried.

Motion: Moved by Trustee Leahy, seconded by Trustee Durst, that the Policy Development Committee excuse Trustee John Connolly for the Tuesday, January 21, 2025 meeting.

Carried.

4. Declarations of Conflicts of Interest

There were no conflicts of interest.

5. Approval of the Minutes of the Policy Development Committee on Tuesday, October 15, 2024.

Motion: Moved by Board Chairperson MacKenzie, seconded by Trustee Martin, that the Policy Development Committee minutes from Tuesday, October 15, 2024 be accepted.

Carried.

6. Business Arising from the Minutes

There was no business arising from the minutes.

B. Recommended Actions/Presentations:

1. R.A. Revised Directional Policy - DP #500 - Employee Relations

Darren Kahler, Superintendent, presented his report on the changes made to Directional Policy #500, Employee Relations. This was part of the regular review cycle. Consultation of this Directional Policy was conducted through the PVNC

Catholic Engage platform and with our Union partners. Key changes included revised responsibilities, and updated collaborative language.

Motion: Moved by Trustee Durst, seconded by Trustee Leahy, that the Policy Development Committee recommend to the Board that the revised Directional Policy #500, Employee Relations, be received and posted under the Policy and Procedures for PVNCCDSB.

Carried.

2. R.A. Revised Directional Policy - DP #800 - Healthy Schools

Darren Kahler, Superintendent, presented his report on the changes made to Directional Policy #800, Healthy Schools. This was part of the regular review cycle. Consultation of this Directional Policy was conducted through the PVNC Catholic Engage platform and with our Union partners. Key changes included wording and responsibilities, as well as updating links.

Motion: Moved by Board Chairperson MacKenzie, seconded by Trustee Martin, that the Policy Development Committee recommend to the Board that the revised Directional Policy #800, Healthy Schools, be received and posted under the Policy and Procedures for PVNCCDSB.

Carried.

3. R.A. Revised Directional Policy - DP #1000 - Parent/Guardian and Community Relations

Jeannie Armstrong, Superintendent, presented her report on the changes made to Directional Policy #1000, Parent/Guardian and Community Relations. This was not part of the regular review cycle, but as a result of requirements arising from PPM 170. This was effective at the start of the 2024-25 school year, to support increased transparency for parents and guardians, the Ministry will require schools to provide detailed notice in advance to parents and guardians whenever guest speakers are invited into their schools, along with sharing details of any handout materials, give-aways, or literature.

There were discussions regarding how schools will communicate to the community, and making Catholic faith a priority when inviting guest speakers to our schools.

Motion: Moved by Trustee Martin, seconded by Trustee Durst, that the Policy Development Committee recommend to the Board that the revised Directional Policy #1000, Parent/Guardian and Community Relations, be received and posted under the Policy and Procedures for PVNCCDSB, with the addition that any guest speakers invited into our schools be in line with the Catholic faith.

Carried.

4. Administrative Procedure #1301 Student Eligibility Presentation

Sean Heuchert, Superintendent, advised that Administrative Procedure 1301 - Student Eligibility outlines the criteria and distances required for PVNC Catholic students to qualify for transportation. The criteria has been requested to be reviewed for discussion, to compare with other neighbouring school board eligibility criteria.

There were discussions regarding aligning the eligibility distances with other boards that share the transportation consortiums with PVNC Catholic, and what impact this would have financially.

Motion: Moved by Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee request a report regarding the impact that changes to the student eligibility (walk to stop 1 km) would have if it was aligned with the Trillium Lakeland School Board distance of .08 km.

Carried.

C. Information Items

1. Administrative Procedures:

C.1.a) Administrative Procedure #305 - Out of School Activities

C.1.b) Administrative Procedure #610 - Purchasing

C.1.c) Administrative Procedure #815 - Safe Work Procedure:
Lock-out/Tag-out of Energy Sources

C.1.d) Administrative Procedure #816 - Extreme Weather Response

C.1.e) Administrative Procedure #1306 - Student Safety

There were questions regarding: C.1.a) Administrative Procedure #305 - Out of School Activities and C.1.b) Administrative Procedure #610 - Purchasing.

Motion:Moved by Trustee Martin, seconded by Trustee Durst, that the Policy Development Committee recommend to the Board that items C.1 c) through C.1 e), be received and posted as presented.

Carried.

C.1.c) Administrative Procedure #815 - Safe Work Procedure:
Lock-out/Tag-out of Energy Sources

That Administrative Procedure #815, Safe Work Procedure: Lock-out/Tag-out of Energy Sources, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.d) Administrative Procedure #816 - Extreme Weather Response

That Administrative Procedure #816, Extreme Weather Response, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.e) Administrative Procedure #1306 - Student Safety

That Administrative Procedure #1306, Student Safety, be received and posted as revised under Directional Policy #1300, Student Transportation.

There were discussions regarding the language in the Administrative Procedure that had been updated for student eligibility and supervisors who can attend the trips.

Motion:Moved by Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee recommend to the Board that Administrative Procedure #305 - Out of School Activities, be received and posted as presented.

Carried.

C.1.a) Administrative Procedure #305 - Out of School Activities

That Administrative Procedure #305, Out of School Activities, be received and posted as revised under Directional Policy #300, Student Achievement and Well-Being.

There were discussions regarding the changes to the authorization amounts, and the procedures for approval of funding for school improvement projects and construction.

Motion: Moved by Trustee Leahy, seconded by Board Chairperson MacKenzie, that the Policy Development Committee recommend to the Board that Administrative Procedure #610 - Purchasing, be received and posted as presented.

Carried.

C.1.b) Administrative Procedure #610 - Purchasing

That Administrative Procedure #610, Purchasing, be received and posted as revised under Directional Policy #600, Stewardship of Resources.

D. Next Meeting:

1. Policy Development Committee meetings for 2024-2025:
 - Tuesday, April 8, 2025, 6:30 p.m.
 - Tuesday, June 17, 2025, 6:30 p.m.

E. Conclusion

1. Closing Prayer

Trustee MacKenzie led the committee in closing prayer.

2. Adjournment

Motion: Moved by Trustee Martin, seconded by Trustee Leahy, that the Policy Development Committee meeting be adjourned at 7:30 p.m.

Carried.

Kathleen Tanguay
Committee Chairperson
/sb

Sean Heuchert
Superintendent of Business
and Finance

Policy Development Committee:**Administrative Procedures:****Recommended Action:**

That the Policy Development Committee recommend to the Board that items C.1.a) through C.1.h) be received and posted as presented:

C.1.a) Administrative Procedure #303 - Prior Learning Assessment and Recognition (PLAR)(New)

That Administrative Procedure #303, Prior Learning Assessment and Recognition (PLAR), be received and posted as revised under Directional Policy #300, Student Achievement and Well-Being.

C.1.b) Administrative Procedure #309 - Cooperative Education and Other Forms of Experiential Learning

That Administrative Procedure #309, Cooperative Education and Other Forms of Experiential Learning, be received and posted as revised under Directional Policy #300, Student Achievement and Well-Being.

C.1.c) Administrative Procedure #510 - Conflicts of Interest

That Administrative Procedure #510, Conflicts of Interest, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.d) Administrative Procedure #513 - Reporting Children in Need of Protection

That Administrative Procedure #513, Reporting Children in Need of Protection, be received and posted as revised under Directional Policy #500, Employee Relations.



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

*Creating a culture of
faith, hope and love
to ensure equity
and well-being.*

C.1.e) Administrative Procedure #706 - Service Animals in Schools

That Administrative Procedure #706, Service Animals in Schools, be received and posted as revised under Directional Policy #700, Equity and Inclusive Education.

C.1.f) Administrative Procedure #812 - Scent Awareness

That Administrative Procedure #812, Scent Awareness, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.g) Administrative Procedure #826 - School Community Events

That Administrative Procedure #826, School Community Events, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.h) Administrative Procedure #1301 - Student Eligibility

That Administrative Procedure #1301, Student Eligibility, be received and posted as revised under Directional Policy #1300, Student Transportation.

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Julie Selby, Superintendent

Subject: Administrative Procedure 303 - Prior
Learning Assessment and Recognition

Background: This is a new Administrative Procedure developed to fulfil Ministry of Education requirements outlined in both PPM 129 and PPM 132.

Summary of Draft Administrative Procedure:

The key aspects of this Administrative Procedure include:

1. Definition of Prior Learning Assessment and Recognition (PLAR), including the two components of the challenge process and the equivalency process.
2. Specific information in relation to the equivalency process for mature students.
3. Fillable Appendices to support the PLAR process.

Attachments:

- ☒ [Draft Administrative Procedure for consideration.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Prior Learning Assessment and Recognition Program (PLAR)	303
Directional Policy	
300 - Student Achievement and Well-Being	

Title of Administrative Procedure:

Prior Learning Assessment and Recognition (PLAR)

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

Student Achievement and Well-Being

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure informs priorities under the [2021-2025 Strategic Plan, Vision, and Mission: Building a Community That Accompanies](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, and Nurturing Mental Health & Well-Being. PVNC Catholic acknowledges that students come to us with a variety of experiences obtained outside of the Ontario Secondary School system. Recognition of these reflects our priority of creating welcoming, Christ-centered communities that foster safe, loving, and inclusive learning for all members of our Catholic schools. At the heart of our vision, we support the God-given dignity and worth of every person.

The Prior Learning Assessment and Recognition (PLAR) 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:

[PVNCCDSB Board Vision, Mission, and Strategic Priorities](#)

Purpose:

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby eligible students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school instruction. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the Ontario Secondary School Diploma (OSSD).

Background:

The PLAR process involves two components: "challenge" and "equivalency". All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit or equivalency for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course.

Action Required:**1.0 Guidelines: PLAR Challenge Process**

- a. The challenge process (PLAR Challenge Process / Information Sheet ([Appendix A](#)) is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.
- b. Given that young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical and international languages courses; and Levels 3, 4, and 5 in Native languages courses. Students may earn a maximum of two credits in any one discipline (the subject area covered by any one curriculum policy document).
- c. The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

- d. A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.
 - e. Credit will be granted only for the specific course for which the student has successfully challenged for credit.
 - f. Students cannot be granted credits through the challenge process for any of the following courses:
 - i. a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
 - ii. a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
 - iii. a transfer course
 - iv. a locally developed course
 - v. a cooperative education course
 - vi. a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
 - vii. a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS
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- 1.1 The responsibility for PLAR shall be carried out under the direction of the principal of the school in which the student is registered.
 - 1.2 A student must obtain permission from the principal of the regular day school in which they are registered if they intend to apply for a PLAR at any other public or inspected private school.
 - 1.3 Arrangements may be made with other Boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the Board. Students/families will be responsible to cover travel / accommodations costs should travel be necessary.

- 1.4 Students may challenge for credit for a course only if they can provide reasonable evidence to their principal (or designate) they would likely be successful in the challenge process. The responsibilities of the student include:
- Initiating the PLAR challenge by approaching the school Principal (or designate) for information regarding the process.
 - Completing the application process by submitting the application form ([Appendix B](#)) by the due date.
 - Gathering reasonable evidence and completing all supporting documents - evidence of relevant learning form(s) ([Appendix C](#)), reference(s) ([Appendix D](#)), sample product ([Appendix E](#))
 - Completing the formal tests and other assessments by the due date(s) as determined by the Supervisory Officer responsible.
- 1.5 In cases where a student who is an adult, or the parent/guardian of a student who is not an adult, disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent/guardian or adult student may ask the superintendent who holds the student success portfolio to review the matter.
- 1.6 A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

2.0 Guidelines: PLAR Equivalency Process

- 2.1 Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.
- 2.2 Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.
- 2.3 In order to ensure provincial consistency in establishing equivalency for student placement purposes, the information outlined in [Section 6.1.1.1 and 6.1.1.2 of Ontario Schools](#) is utilized to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.

3.0 Guidelines: PLAR Equivalency Process for Mature Students

- 3.1 After a review of the student's existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs to meet diploma requirements and determine how the PLAR process can best be applied.
- 3.2 For Grade 9 or 10 credits the equivalency process is as follows:
- students participate in individual assessment(s) consisting of four subject-based assessments, as needed, for the purpose of granting Grade 9 or 10 credits
 - up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following individual assessment
 - There is no challenge process for Grade 9 and 10 credits.
- 3.3 For Grade 11 or 12 credits the equivalency process is as follows:
- students participate in an evaluation of their credentials, other appropriate documentation, and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum
 - up to 10 of 14 Grade 11 and 12 credits may be granted through either the equivalency process.
 - a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception:
 - at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian post-secondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualification may be granted up to 30 credits for the OSSD under Ontario Schools.
- 3.4 Following the equivalency process, any remaining required credits may be earned by taking the required courses.
- 3.5 Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted in 2.3) must successfully complete the required number of courses

to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

- 3.6 Mature students who are working towards the OSSD under Ontario Schools and have not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario Schools in each of the following:
- English, Grade 11 – only the following substitution is permitted:
 - students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English
 - the fourth credit must be for a Grade 12 compulsory English course
 - English, Grade 12 - no substitution is permitted
 - Mathematics, Grade 11 or 12 - no substitution is permitted
 - Computer Studies, Science, Technological Education, or Math, Grade 11 or 12
- 3.7 As per Ontario Schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD. Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.
- 3.8 At the discretion of the Principal, the number of hours of community involvement activities that a mature student who is working towards the OSSD under Ontario Schools may have to complete (between 0 and 40).

Responsibilities:

The Board of Trustees is responsible for:

- ensuring alignment of this administrative procedure with the Student Achievement and Well-Being Policy;
- reviewing this administrative procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

Superintendents of Schools and System Portfolios are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure; and
- upon written request, reviewing a principal's decision to deny a PLAR challenge.

Principals and Vice-Principals are responsible for:

- ensuring provincial consistency in establishing equivalency for students for placement purposes, by using as a guide the information outlined in [Section 6.1.1.1 and 6.1.1.2 of Ontario Schools](#), to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma;
- ensuring that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensuring that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;
- ensuring that every prospective applicant and their parents/guardians, if they are not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);
- ensuring that every prospective applicant is provided with an application form ([Appendix B](#)), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluating each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school/board staff (i.e., principal of adult & continuing education, guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- ensuring that only qualified teachers within the appropriate subject area, who are certified by the Ontario College of Teachers, conduct the PLAR process; and
- determining when a mature student was previously enrolled in the Ontario secondary school system on the basis of evidence (for example, the Ontario Student Transcript (OST), and/or the Ontario Provincial Report Card, Grades 9–12).

Educators are responsible for:

- developing and administering a variety of assessment and evaluation strategies to elicit evidence of learning, which may include written assignments, demonstration/performances, laboratory work, quizzes, observation of, and conversation with, the student;
- evaluating and reporting on the student's performance relative to curricular expectations; and
- reviewing the evidence of relevant learning that the student provides, and offering assistance where needed.

Students are responsible for:

- providing evidence of their learning within established timelines, with educator assistance as needed;
- communicating and working collaboratively with parents and teachers to support their learning, their achievement, and their well-being;
- reviewing the PLAR Process / Information Sheet ([Appendix A](#));
- completing and submitting the application form ([Appendix B](#)) by the due date; and
- gathering evidence of learning and submitting completed supporting documents - evidence of relevant learning form(s) ([Appendix C](#)), reference(s) ([Appendix D](#)), sample product ([Appendix E](#)).

Parents/Guardians are responsible for:

- Familiarizing themselves with the PLAR Process / Information Sheet ([Appendix A](#));
- Supporting students to complete the application form ([Appendix B](#)) and supporting documents ([Appendix C](#), [Appendix D](#) & [Appendix E](#)).

Progress Indicators:

- All PLAR processes are implemented according to this Administrative Procedure;
- PVNC Catholic schools are using PLAR forms to provide students with the opportunity to demonstrate and provide evidence of their learning experience and accomplishments; and
- PVNC Catholic schools are consistently applying PLAR processes for students challenging credits towards their OSSD.

Definitions:

Challenge: The process whereby a student's prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

Discipline: The term discipline refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline.

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

Equivalency: The process of assessing credentials from other jurisdictions.

Evaluation: The process of judging the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Mature Student: A student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD).

Prior Learning Assessment and Recognition Process (PLAR): The formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents to earn credits toward the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

Reasonable Evidence: Documentation that the curriculum expectations of the course have already been achieved and that the student would likely be successful in the challenge process.

Appendices:

Appendix A - [PLAR Process / Information Sheet](#)

Appendix B - [Application Package to Challenge for Credit for a Course](#)

Appendix C - [Evidence of Relevant Learning](#)

Appendix D - [References](#)

Appendix E - [Sample Products](#)

Appendix F - [Cumulative Tracking Record](#)

Resources:

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)

[Ministry of Education Policy/Program Memorandum No. 129 PLAR:
Implementation in Secondary Schools](#)

[Ministry of Education Policy/Program Memorandum No. 132 PLAR: Prior Learning
Assessment and Recognition for Mature Students – Revised Mandatory
Requirements](#)

[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements.
2024](#)

The following process and components must be completed in full in order to proceed with a PLAR challenge.

1)	The student (and parents/guardians) familiarized themselves with the PLAR challenge process and contact the secondary school to arrange for a meeting.
2)	The student meets with Guidance Teacher and/or Principal: <ul style="list-style-type: none"> • Receives brochure, application package, and challenge process expectations • Discuss process and requirements • Notes return deadline of the completed application package
3)	The student discusses with the parent(s)/guardian(s) and may indicate a desire to proceed with the challenge process
4)	If the student decides to proceed they must complete the PLAR challenge package, including supporting documents, application form (Appendix B), evidence of relevant learning form(s) (Appendix C), reference(s) (Appendix D), sample product (Appendix E).
5)	The student returns the PLAR Challenge Package and supporting documents to the principal by the deadline
6)	Principal consults with the school PLAR team to determine whether there is sufficient evidence for the challenge to proceed.
7)	The student is informed of the decision to proceed or not with the challenge process based on the PLAR challenge package submitted
8)	Principal: <ul style="list-style-type: none"> • forwards completed application to the School Board Team for review • arrange for a qualified teacher who will conduct the assessment • makes the student aware of the date of the assessment
9)	The student prepares for assessment independently.
10)	The student attends assessment day(s) and completes tasks
11)	Qualified Ontario Certified Teacher (OCT) evaluates the assessment task(s) and reports to the school Principal.
12)	Principal: <ul style="list-style-type: none"> • Issues credit and report form (Report Card) • Records on Cumulative Tracking Form (Appendix F)
13)	The student is informed of the credit being granted or denied.
14)	If the credit is granted, the Guidance Department will insert the cumulative tracking and report form in the Ontario Student Record (OSR) and record the credit in the electronic profile for the student in the Student Information System. If the credit is denied, the student has the option to proceed with an appeal.



Appendix B

Application to Challenge for Credit for a Course

Please complete this application form and submit it to your school principal.

Student Name: _____
(Last Name) (First Name)

Gender: _____ Date of Birth: _____
(mm / dd / yyyy)

Student MIN/ OEN: _____ Grade: _____

School: _____

Name of Parent/Guardian: _____

I wish to challenge for credit for the following course:

Course Title:	Course Type:	Course Grade / Level	Course Code

I am aware that:

- The PLAR challenge will include: Formal tests with a balance between written work and practical demonstration that is appropriate for the subject/discipline - 70%
- Other assessments which may include written assignments, demonstration/performances, laboratory work, quizzes, and observation of the student - 30%
- Assessment is based on the expectations outlined in current Ministry of Education curriculum documents
- Only 4 credits may be granted through the challenge process - no more than 2 per discipline
- All information will be recorded in the Ontario Student Record (OSR) if the challenged course is a grade 11 or 12 course and the final phase of the assessment has begun. This includes a passing mark, a failing mark, or withdrawal from the process. Only passing marks are listed for grade 10 challenges.

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- ☐ Reference letter(s) of recommendation from teacher(s)/individual(s) familiar with the course expectations
- ☐ Evidence of Relevant Learning / Sample Products:
- ☐ a portfolio of relevant work
 - ☐ proof of successful relevant experience in a supervised setting
 - ☐ proof of independent learning in a relevant area
 - ☐ a video recording, audio recording, or electronic file with samples of relevant work
 - ☐ proof of relevant prior learning from another educational jurisdiction
 - ☐ proof of successful completion of courses identified as prerequisites for this course
- ☐ If applicable, a recent copy of the Individual Education Plan (I.E.P)



Appendix B

Application to Challenge for Credit for a Course

Student Paragraph

Write a paragraph of 100 - 200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- Ways in which the course credit will help you to fulfill your educational goals
- Your special interest and skills related to this course



I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a school board/school committee will review my application.

Signature of Student:

Date:

Signature of Parent/Guardian:

Date:

Signature of Teacher-Adviser/
Guidance Counsellor:

Date:

Notice of Collection Statement

In accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to respecting your privacy and protecting your personal information.

The information collected in this form pursuant to the Education Act will be used solely for the purpose of administering Prior Learning Assessment and Recognition programming. Please be aware that the information you provide will be retained for a minimum period of one year from the date of collection. If you have any questions or concerns about this notice or how this information will be used, please contact the Principal of Adult & Continuing Education.

_____ **FOR OFFICE USE ONLY** _____

Date Application Received:

Date Challenge Process Completed:



Please identify programs, courses, or experiences that provide evidence of relevant successful learning that supports your application for a PLAR challenge.

Name of Candidate: _____

Course Challenged: _____

Evidence #1 (Please attach any supporting documents and/or forms)

Title:

(Course/Program/Experience) _____

Contact Person:

(Instructor/Leader/Reference) _____

Date: _____

Rationale:

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR Challenge.

Evidence #2 (Please attach any supporting documents and/or forms)

Title:

(Course/Program/Experience) _____

Contact Person:

(Instructor/Leader/Reference) _____

Date: _____

Rationale:

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR Challenge.

Notice of Collection Statement

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Appendix D References

P.V.N.C.C.D.S.B. Prior Learning and Assessment Recognition

Include up to 2 letters of reference from a teacher/instructor based on previous learning in an area related to the challenge.

Name of Candidate: _____ Course Challenged: _____

Reference Contact Information #1

Name of Reference: _____ Position/Title: _____

Address: _____
(Street) (City) (Postal Code)

Phone: _____ Email: _____

How long have you known the candidate? _____

In what capacity have you known the candidate? ☐ Teacher ☐ Instructor ☐ Personal Reference
☐ Other: _____

Has the candidate explained to you the nature of the PLAR Challenge? ☐ Yes ☐ No

Has the candidate reviewed with you the expectations of the Ministry course they intend to challenge? ☐ Yes ☐ No

Do you feel you have a reasonable understanding of the knowledge and skills the candidate should possess in order to make a successful PLAR challenge? ☐ Yes ☐ No

From your perspective, please rank the candidate in terms of the appropriateness of their prior learning (i.e., skills and knowledge) that would suggest they have a reasonable chance of success with their PLAR challenge.

☐ Low ☐ Medium ☐ High

Please comment on the appropriateness and likelihood of success regarding the PLAR challenge by the candidate.

Reference Signature: _____ Date: _____

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Appendix D References

P.V.N.C.C.D.S.B. Prior Learning and Assessment Recognition

Include up to 2 letters of reference from a teacher/instructor based on previous learning in an area related to the challenge.

Name of Candidate: _____ Course Challenged: _____

Reference Contact Information #1

Name of Reference: _____ Position/Title: _____

Address: _____
(Street) (City) (Postal Code)

Phone: _____ Email: _____

How long have you known the candidate? _____

In what capacity have you known the candidate? ☐ Teacher ☐ Instructor ☐ Personal Reference
☐ Other: _____

Has the candidate explained to you the nature of the PLAR Challenge? ☐ Yes ☐ No

Has the candidate reviewed with you the expectations of the Ministry course they intend to challenge? ☐ Yes ☐ No

Do you feel you have a reasonable understanding of the knowledge and skills the candidate should possess in order to make a successful PLAR challenge? ☐ Yes ☐ No

From your perspective, please rank the candidate in terms of the appropriateness of their prior learning (i.e., skills and knowledge) that would suggest they have a reasonable chance of success with their PLAR challenge.

☐ Low ☐ Medium ☐ High

Please comment on the appropriateness and likelihood of success regarding the PLAR challenge by the candidate.

Reference Signature: _____ Date: _____

Notice of Collection Statement

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The information collected in this form pursuant to the Education Act will be used solely for the purpose of administering Prior Learning Assessment and Recognition programming. Please be aware that the information you provide will be retained for a minimum period of one year from the date of collection. If you have any questions or concerns about this notice or how this information will be used, please contact the Principal of Adult & Continuing Education.



Appendix E

Sample Products

Where appropriate, provide one or two samples of original work that provide evidence of successful learning that supports your application for the PLAR challenge. This optional form may be useful to highlight the appropriateness of the challenge in an area not demonstrated in either the Reference or the Evidence of Relevant Learning forms.

Name of Candidate:

Course Challenged:

Sample Number:

Title:

Rationale:

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR challenge.

Notice of Collection Statement

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The information collected in this form pursuant to the Education Act will be used solely for the purpose of administering Prior Learning Assessment and Recognition programming. Please be aware that the information you provide will be retained for a minimum period of one year from the date of collection. If you have any questions or concerns about this notice or how this information will be used, please contact the Principal of Adult & Continuing Education.

Surname	Given Names	Gender	OEN	Student #	Date of Birth (MM / DD / YYYY)
P.V.N.C.C.D.S.B.	B67067				
School Board	BSID	Name of School	Mident	Date of Entry (MM / DD / YYYY)	

Date (YYYY / MM)	School Board	Course Grade / Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization Signature ¹
	P.V.N.C.C.D.S.B.									
Evidence for granting equivalent credit for specific course (type/title and source of credentials or type/title and description of other documentation):										
	P.V.N.C.C.D.S.B.									
Evidence for granting equivalent credit for specific course (type/title and source of credentials or type/title and description of other documentation):										
	P.V.N.C.C.D.S.B.									
Evidence for granting equivalent credit for specific course (type/title and source of credentials or type/title and description of other documentation):										

Notes: 1. Signature of the person authorized to maintain the student's OSR (i.e. Principal)

Next Steps:

☐ Guidance Entry of mark (pass, failure, withdrawal) in Student Information System

☐ File form in the Student's OSR

For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Julie Selby, Superintendent

Subject: Administrative Procedure 309 - Cooperative
Education and Other Forms of Experiential Learning

Background: This Administrative Procedure is being reviewed as part of the customary review cycle.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

1. Updated alignment with current Multi-Year Strategic Plan and Ontario Catholic Graduate Expectations.
2. Addition of both Student and Parent Responsibilities' sections, as these were not previously included.
3. Updated OYAP definition, as reflected on the provincial website.
4. Updated relevant resources with corresponding links.

Attachments:

- ☒ [Draft Administrative Procedure for consideration.](#)
- ☒ [Link to previous version of the Administrative Procedure.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Cooperative Education and Other Forms of Experiential Learning	309
Directional Policy	
300 - Student Achievement and Well-being	

Title of Administrative Procedure:

Cooperative Education and Other Forms of Experiential Learning

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy – 300 by ensuring that the Board maximizes, to the extent possible, the achievement and well-being of all students. This is achieved by providing secondary school students with cooperative education and other forms of experiential learning opportunities connected to communities outside of the school.

Alignment with Multi-Year Strategic Plan:

The Cooperative Education and Other Forms of Experiential Learning Administrative Procedure supports our Mission to accompany our students as we strive for excellence in Catholic Education and aligns with the strategic priority of Valuing Relationships by fostering a sense of respect for the unique expertise and strengths of each student, and acknowledging that cooperative education and other forms of experiential learning help meet students' individual learning styles and interests. This Administrative Procedure

also aligns with the strategic priority of Providing Excellence in Teaching and Learning to maximize student engagement through effective assessment practices, deep inquiry learning, student voice and choice. These programs allow students to customize their secondary school experience through a variety of new and enhanced learning options, which help enable students to become reflective, self-directed, lifelong learners.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

1.0 Background

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to students' exploration of the world of work through Experiential Learning. Cooperative education and other forms of experiential learning programs provide students with a wide range of learning experiences connected to communities outside the school opportunities. Cooperative education and other forms of experiential learning programs are designed to recognize the diversity of Ontario's student population, and can engage all students. These programs promote the acquisition and refinement of practical skills and knowledge students require for career/life planning. Participation in cooperative education and other forms of experiential learning programs can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives.

2.0 Guidelines

- 2.1 The Board will maintain and update a [Cooperative Education Procedures Manual](#) to guide the provision of cooperative education in these circumstances:
 - a. day school cooperative education
 - b. summer school cooperative education
 - c. night school cooperative education
 - d. continuous intake cooperative education
 - e. safe schools program
 - f. supervised alternative learning
- 2.2 All elements of school cooperative education and other forms of experiential learning programs shall align with the [Peterborough Victoria Northumberland and Clarington Catholic District School Board's Cooperative Education Procedures Manual](#).
- 2.3 The Board will provide professional development about the procedures and legislated requirements to support student success in their cooperative education and other forms of experiential learning and experiences.

- 2.4 Students shall be made aware of the opportunities open to them through cooperative education and the other forms of experiential learning (job shadowing, job twinning, work experience, Virtual Work Experience, Ontario Youth Apprenticeship Program, Work Transition programs).
- 2.5 Staff supervising cooperative education placements will hold the additional qualification and/or the required technical qualifications specified by the Ministry of Education.
- 2.6 The health and safety of students when outside the school setting is the prime factor when considering a work placement. All staff shall follow the guidelines as established by the Ministry of Education and the Ministry of Labour.
- 2.7 Some work placements may involve costs to students or parents (e.g., cost of safety boots, transportation). Students should not be denied access to cooperative education or work experience because of their inability to meet these expenses. Every effort shall be made to provide assistance to students whose financial circumstances make it difficult for them to participate.

Responsibilities:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

- providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

Superintendents of Schools and System Portfolios are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure; and
- ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

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

Cooperative Education and Other Forms of Experiential Learning Administrative Procedure;

- ensuring that staff are familiar with procedures, legislated requirements related to cooperative education and experiential learning programs, and the PVNC Cooperative Education Procedures Manual;
- liaising with the Experiential Learning Lead to help support opportunities and build partnerships; and
- ensuring that each student is aware of and has access to experiential learning opportunities.

Staff are responsible for:

- ensuring that they are knowledgeable about this Administrative Procedure;
- ensuring that they are providing cooperative education and other forms of experiential learning programs based on the curriculum expectations and implementation policy set out in Cooperative Education, The Ontario Curriculum Grades 11 and 12, (2018);
- ensuring that students in cooperative education and other forms of experiential learning programs are immersed in experiences as active participants, are given the opportunity to reflect on the experiences in order to derive meaning, and are able to apply their learning to influence their decisions and actions in various aspects of their lives;
- ensuring that the cooperative education and other forms of experiential learning programs support the attainment of the students' Catholic Graduate Expectations;
- supervising student placements;
- following Ministry of Education Cooperative Education program requirements, all applicable legislation, and the PVNC Cooperative Education Procedures Manual; and
- ensuring each student receives standard Health and Safety Training, as well as training specific to the individual's cooperative education placement.

Students are responsible for:

- completing all standard Health and Safety Training prior to entering the cooperative education placement;
- regularly attending their place of employment and notifying their employer should they need to be absent for any reason.

Parents are responsible for:

- reviewing and signing the Work Education Agreement Form;

- arranging/supporting transportation for their child for cooperative education placements when necessary;
- supporting their children in obtaining the required personal protective equipment needed for the placement.

Progress Indicators:

- PVNC Catholic schools use cooperative education and other forms of experiential learning programs for students to explore career opportunities in all pathways;
- All cooperative education and other forms of experiential learning programs are developed according to this Administrative Procedure; and
- All cooperative education and other forms of experiential learning programs provide students with the opportunity to participate in a learning experience connected to a community; reflect on the experience in order to derive meaning from it; and apply their learning to influence their decisions and actions in various aspects of their lives.

Definitions:

Cooperative Education – Cooperative education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Experiential Learning – Experiential learning is an approach to student learning that provides students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global); reflect on those experiences to derive meaning from them; and apply their learning to their decisions and actions in various aspects of their lives.

Job Shadowing – Job shadowing involves the pairing of a student with a specific occupation at a place of employment for one-on-one observation by the student. It may be integrated into any credit course or be a component of a student's school-work transition program.

Job Twinning – Job twinning involves the pairing of a student with a cooperative education student for one-on-one observation of the cooperative education student at the placement. It may be integrated into any credit course or be a component of a student's school-work transition program.

Ontario Youth Apprenticeship Program (OYAP) – The Ontario Youth Apprenticeship Program is a specialized program in secondary school that allows students to explore

apprenticeship and consider careers in the skilled trades, generally beginning in Grade 11 or Grade 12 through the cooperative education program.

Placement – The placement is the physical location of a cooperative education student's learning. This could be with an individual, a commercial enterprise or an agency. It is usually outside the student's school site. There is always an on-site supervisor.

School-Work Transition Programs – School-Work Transition Programs are a combination of school-and work- based education and training involving a variety of learning opportunities.

Student's Cooperative Education Learning Plan (SCELP) – The Student's Cooperative Education Learning Plan (SCELP) is co-constructed by the teacher and student and provides the framework for the purposeful learning in a Cooperative Education course. The SCELP identifies the learning goals, success criteria and the plan for achieving the learning goals.

Virtual Work Experience – Virtual Work Experience is a simulated work experience within any credit course that involves a short-term subject related virtual work placement facilitated through the use of computer software and the computer.

Work Experience – Work experience is a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks. Credits cannot be granted for Work Experience alone.

References:

[Cooperative Education, The Ontario Curriculum Grades 11 and 12 \(2018\)](#)

[Cooperative Education Fact Sheet](#)

[Policy/Program Memorandum No. 76A, Workplace Safety and Insurance Coverage for Students in Work Education Programs, May 2018](#)

[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024](#)

[Ministry of Labour, Immigration, Training & Skills Development](#)

[Peterborough Victoria Northumberland and Clarington Catholic District School Board
Cooperative Education Procedures Manual](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Darren Kahler, Superintendent of Human Resource Services

Subject: AP510 - Conflicts of Interest

Background: This Administrative Procedure is up for review on the regular review cycle.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Added reference to maintaining public trust;
- Added section to ensure employees in certain roles cannot work with students in outside employment;
- Changed wording from “Where possible” a student won’t be assigned to a class taught by a parent to “It is preferable...”;
- Included reference to staff being part of Catholic School Council, further to regulation 612/00
- Added student awards under Section 4 of potential conflicts of interest;
- Added reference to guardian throughout;
- Deleted paragraph related to excursions - covered in AP305;
- Deleted references that were not relevant.

Attachments:

- ☒ [Draft Administrative Procedure for consideration.](#)
- ☒ [Link to previous version of the Administrative Procedure.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Conflicts of Interest	510
Directional Policy	
500 - Employee Relations	

Title of Administrative Procedure:

Conflicts of Interest

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Employee Relations Directional Policy - 500 by ensuring employees understand the requirements and expectations with respect to conflicts of interest.

Alignment with Multi-Year Strategic Plan:

The Conflicts of Interest 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:

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

Purpose and Scope

The Board recognizes its obligation to enhance and maintain public confidence. In keeping with the Gospel values and consistent with its mandate for accountability, the Board expects its employees to conduct themselves at all times, with the highest standard of personal integrity, ethics and due diligence in the performance of their duties.

Employees of the Board:

- occupy positions of public trust;
- have a duty to conduct themselves at all times with a high standard of personal integrity, ethics, honesty and due diligence in the performance of their duties;
- have a duty to support and advance the interests of the Board;
- must at all times avoid situations where their personal interests actually or potentially conflict with the interests of the Board; and
- must at all times avoid situations which may impair their ability to exercise good skill and judgement in the performance of their duties.

Potential Conflicts of Interest

1. Supplementary Employment:

The Board recognizes certain supplementary employment opportunities may provide valuable professional development experience and a supplemental income for employees.

The Board prohibits employees from engaging in employment or any business activity which will place the employee in a situation of conflict of interest with the Board and the performance of assigned duties. This includes performing supplemental employment duties during regular work hours with the Board or using Board facilities or property at any time to perform work associated with supplemental employment.

Employees who may provide services outside of school in certain areas, including but not limited to, social work, speech and language pathology, or psychological services are not permitted to have PVNC Catholic students as clients given the potential for them to provide service in a school setting.

2. Volunteer Work:

The Board recognizes certain volunteer opportunities may provide valuable professional development experience and the ability to contribute in the community/school community.

The Board prohibits employees from engaging in volunteer opportunities which will place the employee in a situation of a conflict of interest with the Board and the performance of assigned duties. This includes performing volunteer work during regular work hours with the Board or using Board facilities or property at any time to perform duties associated with volunteer work.

Employees should be aware that volunteer work in the school or community could potentially put them in a conflict of interest. In cases where the nature of the business or ideologies of the organization with whom the employee is volunteering conflict with the interests of the Board, a conflict of interest may exist.

3. Teaching Students:

A teacher is in a conflict of interest if the teacher accepts any form of compensation for service rendered to a student(s) outside of the school day when the teacher is assigned to work with the same student(s) during the school day in the current school year. The Board only supports a teacher providing home instruction to a student with whom the teacher would otherwise work during the school day as outlined in the Board Administrative Procedure 307 – Instruction Out of School.

A teacher is free to accept compensation for services rendered to a student(s) outside of the school day provided that the student(s) is not assigned to work with the teacher during the school day in the current school year. Any instruction of students for which compensation is being rendered, must be outside the school day and not on Board property.

A teacher at all times is expected to adhere to the standards of practices as outlined by the Ontario College of Teachers.

4. Evaluation of Academic Work, Access to Academic Information and Supervision of Students:

Where any employee has an immediate family relationship with a student, there is, or may be perceived to be, a conflict of interest and risk of favouritism in the evaluation of academic work. In addition, an employee who works in a department responsible for a course taken by a student who has an immediate family relationship with the employee, may have, or appear to have a conflict of interest related to access to tests and exams.

It is preferable that a student not be assigned to a class in which the parent or guardian is the teacher. Where such a conflict of interest arises the employee has a duty to inform their Principal of any and all relevant facts concerning the situation.

Where there is student recognition in the form of an award from the school (e.g. awards given at graduation), staff members who have a child that is eligible for the award, will not be part of the selection process.

5. Supervision of Relatives:

Where possible, there shall not be a supervisory relationship between immediate family members. When such a situation arises, the supervisor will report the potential conflict of interest to their supervisor and the Superintendent of Human Resource Services.

6. Recruitment:

Employees who are involved with recruitment and hiring must not participate in the process where there is a conflict of interest because of an existing personal relationship. When the employee becomes aware of the potential conflict of interest, it must be declared to the employee's supervisor and/or Human Resource Services so a fair and transparent hiring process can be assured as per [Administrative Procedure 401 - Recruitment and Promotion](#).

7. Confidential Information:

In general, employees are prohibited from using or releasing confidential information to further their own interests. Confidential information refers to information that an employee is privy to as a result of his or her employment, and is not otherwise generally available.

In addition, Board guidelines on Freedom of Information and Privacy Protection specify that the Freedom of Information Officer is responsible for responding to requests for access to Board records. The release of personal information is subject to further regulations under the guidelines.

Further information regarding potential conflicts of interest as it relates to purchasing can be found in [Administrative Procedure 610 - Purchasing](#).

8. Voting and Participation on Committees:

Employees may participate on Board, school or departmental committees or councils. At a minimum, employees should declare to the committee or council members, any personal interest they may have in such matters before the committee or council, where the conflict of interest resolution process has not been undertaken, the committee or council chair will determine the suitability of the employee voting.

Catholic School Council composition is outlined in [Ontario Regulation 612/00](#) and prohibits person who is employed by the board from being appointed as a community representative on the council unless he or she is not employed at the school the other members of the school council are informed of the person's employment before the appointment.

Conflict of Interest Resolution Process

1. Where a conflict of interest arises, or when a potential conflict of interest emerges, the employee has a duty to inform their next immediate supervisor, who is not implicated in the matter, of any and all relevant facts concerning the situation. Any personal interest that may impinge or might reasonably be deemed by others to impinge on an employee's impartiality or judgment in any matter relevant to their duties, should be declared to the employee's immediate supervisor.
2. The supervisor and the employee shall endeavour to agree on a course of action to address the potential conflict of interest. This may include removing the employee or student from the situation or the supervisor recommending the employee immediately cease the activity which is placing them in a conflict of interest.
3. In cases where a resolution cannot be mutually agreed upon, Human Resource Services, in consultation with any appropriate parties, will determine if a conflict of interest exists or the appearance of a conflict of interest exists. Human Resource Services and the employee will agree on a course of action to monitor or avoid the conflict, which shall be made in writing. In the event that agreement cannot be reached, the case will be referred to the Director of Education for resolution.
4. In cases where the Director of Education may have a conflict of interest, the Board of Trustees will make a determination regarding the appropriate course of action.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Conflict of Interest Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents are responsible for:

- Ensuring principals and managers are consistent with the application of this Administrative Procedure

- Ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure.

Superintendent of Human Resource Services is responsible for:

- Determining if a conflict of interest exists and an appropriate remedy.
- Participating in the resolution of potential conflicts of interest.

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

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure.
- Participating in the resolution of potential conflicts of interest.

All employees are responsible for:

- Understanding and complying with this Administrative Procedure.
- Avoiding situations where their personal interests are in conflict or may potentially conflict with the interests of the Board.
- Being diligent in taking steps to avoid influencing Board decisions in which they themselves have a personal interest whether or not they are engaged in the affairs of the Board.
- Reporting to the Board in writing through their immediate supervisor any circumstance of a personal or financial interest which is or might be perceived to be a conflict of interest.

Progress Indicators:

- Board employees conduct themselves at all times with the highest standard of personal integrity, ethics and due diligence in the performance of their duties and the enhancement and maintenance of public confidence.

Definitions:

Conflicts of Interest - encompasses situations in which the personal or private interest of an employee or the employee's family or close business associates conflict with the interests of the Board or when there is reasonable basis for the perception of such conflict.

Service - any work done or duty performed for an individual, group, agency or organization that would otherwise be performed by an employed person or a consultant under contract for the performance of the work or duty.

Immediate Family Member – spouse, sibling, parent, guardian, spouse’s parent, step-parent, foster parent, grandparent, spouse’s grandparent, step-grandparent, child, step-child, foster child, grandchild, step-grandchild, child’s spouse, dependent relative.

References:

- [PVNC Catholic District School Board Vision and Strategic Priorities](#)
- [Directional Policy 500 - Employee Relations](#)
- [Administrative Procedure 305 - Out of School Activities](#)
- [Administrative Procedure 401 - Recruitment and Promotion](#)
- [Administrative Procedure 610 - Purchasing](#)
- [Ontario Regulation 612/00](#)

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Darren Kahler, Superintendent

Subject: 513 - Reporting Children in Need of Protection

Background: This Administrative Procedure is up for review on its regular review cycle.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Directional Policy alignment rephrased;
- First paragraph under Action Required removed, from a redundant document;
- Added a Joint Children's Aid Society and School Board Protocol section;
- Under Joint Protocol for Student Achievement section, moved Bullet 7 to Bullet 2
- Added reference to consultation with supervisor being appropriate;
- Removed reference to "database notes" and replaced with "student information system";
- Clarified statement in bullet 6 changed from "from others" to "when brought forward by other students";
- Added a section under Responsibilities for Superintendent of Human Resource Services
- Removed outdated references and added new relevant references.

Attachments:

- ☒ [Draft Administrative Procedure for consideration.](#)
- ☒ [Link to previous version of the Administrative Procedure.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Reporting Children in Need of Protection	513
Directional Policy	
500 - Employee Relations	

Title of Administrative Procedure:

Reporting Children in Need of Protection

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Employee Relations Directional Policy by ensuring employees understand the requirements and expectations with respect to reporting when a child is or may be in need of protection.

Alignment with Multi-Year Strategic Plan:

The Reporting Children in Need of Protection 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. The Board is committed to the safety and well-being of our students, and will ensure that Board employees are aware of their professional obligation to report students who may be in need of protection.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

Policy Program Memorandum (PPM) 9 states: “The Child, Youth and Family Services Act contains provisions under Part V, Child Protection, for reporting a child who is or may be in need of protection. If any person – ‘including a person who performs professional or official duties with respect to children’ – has reasonable grounds to suspect that a child is or may be in need of protection, the act requires that the person report their suspicions “immediately” to a children’s aid society and provide the information on which the suspicions are based. Therefore, teachers, principals, and other professionals who, in the course of performing their professional or official duties, suspect that a child is or may be in need of protection must report this information without delay to a children’s aid society.” For the purposes of this Administrative Procedure, “other professionals” include all PVNCCDSB staff.

Subsection 125(1) of the Child, Youth and Family Services Act, which came into force on April 30, 2018, characterizes a child in need of protection when there are reasonable grounds to suspect one of the following:

1. The child has suffered physical harm inflicted by the person having charge of the child or caused by or resulting from that person’s:
 - a. failure to adequately care for, provide for, supervise or protect the child, or
 - b. pattern of neglect in caring for, providing for, supervising or protecting the child;
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person’s:
 - a. failure to adequately care for, provide for, supervise or protect the child, or
 - b. pattern of neglect in caring for, providing for, supervising or protecting the child;
3. The child has been sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child;
4. There is a risk that the child is likely to be sexually abused or sexually exploited as described in paragraph 3;
5. The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child’s parent or the person having charge of the child does

not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, the treatment on the child's behalf;

6. The child has suffered emotional harm, demonstrated by serious:

- a. anxiety;
- b. depression;
- c. withdrawal;
- d. self-destructive or aggressive behaviour; or
- e. delayed development;

and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;

7. The child has suffered emotional harm of the kind described in subparagraph 6 a, b, c, d or e and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment; or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the harm;
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 a, b, c, d or e resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 a, b, c, d or e and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to prevent the harm;
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition;
11. The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or

the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;

12. The child is younger than 12 and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to treatment;
13. The child is younger than 12 and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

The functions of the Children's Aid Society are found in subsection 35(1) of the Child, Youth and Family Services Act, as follows:

1. investigate allegations or evidence that children may be in need of protection;
2. protect children where necessary;
3. provide guidance, counselling and other services to families for protecting children or for the prevention of circumstances requiring the protection of children;
4. provide care for children assigned or committed to its care under this Act;
5. supervise children assigned to its supervision under this Act;
6. place children for adoption under Part VIII (Adoption and Adoption Licensing); and
7. perform any other duties given to it by this Act or the regulations or any other Act.

Joint Protocol for Student Achievement

The [Joint Protocol for Student Achievement](#) assists in ensuring the safety and protection of students and providing a coordinated, consistent response in the undertaking of child protection, abuse/neglect investigations within the jurisdiction of the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

In accordance with the Child, Youth and Family Services Act, and the Joint Children's Aid Society and School Board Protocol, the Board has the following expectations of its employees:

1. Board employees shall recognize their duty to promptly report a child in need of protection, in accordance with the Child, Youth and Family Services Act,

the Joint Children's Aid Society and School Board Protocol, and this Administrative Procedure. There is a higher standard of reporting for those who work with children.

2. The Child, Youth and Family Services Act, 2017, makes it an offence for every person performing professional or official duties with respect to children to fail to report a child who, they suspect, is or may be in need of protection. Subsection 125(6) expressly identifies teachers, designated early childhood educators, and principals as such persons, according to PPM 9. If such professionals obtain information, in the course of performing their professional or official duties, that leads them to suspect that a child is or may be in need of protection, they must report this suspicion. If they do not report the suspicion, they are liable, upon conviction of the offence, to a fine of up to \$5000.
3. Employees' duty to report is ongoing; they shall be obliged to report suspicion or knowledge of the need for protection, even when previous reports have been made.
4. Employees having a suspicion or knowledge of the need for protection shall report directly to the Children's Aid Society. Although consultation with a supervisor is permissible to determine whether a report is necessary, it is not appropriate to rely on someone else (e.g. the school principal) to make the report on the employee's behalf.
5. Employees who make a report to the Children's Aid Society will inform the student's school administration, who will record it in the student information system.
6. Under the Child, Youth and Family Services Act, if the child is 16 or 17 years old, there is no duty to make a report; however, under this Administrative Procedure, if a child who is 16 or 17 years old is deemed to be in need of protection, then employees will report to the Children's Aid Society and will inform the school administration.
7. Under this Administrative Procedure, when there is suspicion or knowledge of a need for protection for students brought forward by other students, employees will inform the school administration, who will consult with the Children's Aid Society.
8. Under the Child, Youth and Family Services Act, no action for making a report will be taken against employees who act in accordance with the duty to report, unless the person acts maliciously or without reasonable grounds for the suspicion.

9. Employees' duty to report shall override the provisions of any other provincial statute, specifically those provisions that would otherwise prohibit disclosure of confidential information by the professional or official.
10. School principals shall make all employees and volunteers at their schools aware of their obligations under the Child, Youth and Family Services Act, the Joint CAS and School Board Protocol and this Administrative Procedure.
11. If a report is made of a child in need of protection, which involves allegations made against Board employees, senior administration of the Board shall become involved according to procedures outlined in the Joint Children's Aid Society and School Board Protocol, Appendix A: PVNCCDSB Child Protection Protocol for Reporting Allegations Against Board Employees.
12. If an investigation by the Children's Aid Society determines that a teacher has harmed a student, the Superintendent of Human Resources, or designate, shall report to the Ontario College of Teachers any professional misconduct on the part of a teacher, regardless of the student's age. A similar report shall be made to the relevant regulatory college of other professional staff in the case of similar findings (e.g., psychologist, social worker, speech and language pathologist).

Responsibilities:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

- Ensuring the Reporting Children in Need of Protection Administrative Procedure conforms with the provisions of the Child, Youth and Family Services Act;
- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

Superintendents are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure;
- Ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure.

The Superintendent of Human Resource Services is responsible for:

- Following the procedure laid out in Appendix A of the Joint Children's Aid Society and School Board Protocol;
- Reporting to the appropriate regulatory college where CAS has found that an employee has harmed a child.

Principals and Vice-Principals are responsible for:

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.

Staff are responsible for:

- Promptly reporting a child in need of protection to the Children's Aid Society;
- Understanding and complying with this Administrative Procedure.

Progress Indicators:

All Board employees are aware of, and fulfill, their professional obligation to report children who may be in need of protection.

Definitions:

- **Child** - Under the [Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1](#), a child is defined as a person younger than 18.
- **Reasonable** - Reasonable refers to the information that an average person, exercising normal and honest judgment, would need in order to make a decision to report.

References:

- [Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1](#)
- [Joint Protocol for Student Achievement](#)
- [Ministry of Children and Youth Services Policy Directive: CW 003-18 Protection Services for 16-17 Year Olds](#)
- [Reporting Child Abuse and Neglect - It's Your Duty. Ontario Ministry of Children and Youth Services](#)
- [Ontario College of Teachers Act, 1996](#)
- [PVNC Catholic District School Board Vision and Strategic Priorities](#)
- [Dnaagdawenmag Binnoojiyag Child & Family Services](#)
- [PPM 9 Duty to Report Children in Need of Protection](#)
- [Employee Relations Directional Policy - 500](#)
- [Ontario Association of Children's Aid Societies \(OACAS\)](#)
- [Ontario College of Teachers Professional Advisory - Duty to Report](#)

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Jonathan Di Ianni, Superintendent

Subject: AP 706 Service Animals in Schools

Background:

This Administrative Procedure is up for renewal as part of the Board's regular policy and procedure review cycle.

This Administrative Procedure identifies the process to be followed when a parent/guardian, a student who is 16 or 17 years old and has withdrawn from parental authority or an adult student applies to the Board to have a Guide Dog or Service Animal accompany a student while they are attending school or school-related events.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Updates to align with the Multi Year Strategic Plan 21-25
- Updates to the established process
- Updates to language articulating legislative foundations
- Updates to Responsibilities
- Updates to Definitions and Progress Indicators

Attachments:

- ☒ [Draft Administrative Procedure for consideration.](#)
- ☐ [Link to previous version of the Administrative Procedure.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Service Animals in Schools	706
Directional Policy	
700 - Equity and Inclusive Education	

Title of Administrative Procedure:

Service Animals in Schools

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

The Service Animals in Schools Administrative Procedure is aligned with and reflects key tenets of the Equity and Inclusive Education Directional Policy 700 to achieve equitable and inclusive education that identifies and removes systemic barriers to student achievement, participation and well-being, and that fosters a learning and working environment free from oppression, discrimination and harassment. This policy reflects the seven guiding principles of Ontario's Equity and Inclusive Education Strategy, namely that equity and inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

Alignment with Multi-Year Strategic Plan:

This Service Animals in Schools Administrative Procedure informs priorities under the [PVNCCDSB Board Vision, Mission and Strategic Priorities](#).

Purpose:

This Administrative Procedure identifies the process to be followed when a parent/guardian, a student who is 16 or 17 years old and has withdrawn from parental authority, or an adult student applies to the Board to have a Guide Dog or Service Animal accompany a student while they are attending school or school-related events.

Decisions regarding the use of a Guide Dog or Service Animal by students in the school environment are made on an individual basis in accordance with the Board's obligations under the Ontario Human Rights Code.

The Board has the authority to regulate the provisions of accommodation to meet the disability-related needs and/or needs of daily living of students while attending school.

The Board encourages any family considering the purchase of a Guide Dog, or Service Animal to meet with the School Principal or Superintendent before making any commitment.

Administrative Process:

1. A parent/guardian, a student who is 16 or 17 years old and has withdrawn from parental authority, or an adult student must submit the application and supporting documentation outlined in Appendix A (for Guide or Service Dogs) and Appendix B (for other Service Animals) to the School Principal.
2. The School Principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request.
3. The School Principal will inform the Family of Schools Superintendent of this request. A case conference may be initiated.
4. The School Principal will render a decision within a reasonable time in accordance with this Administrative Procedure and advise the parent/guardian, the student who is 16 or 17 years old and has withdrawn from parental authority, or adult student of the decision.
5. Where the application is denied, the School Principal shall provide a rationale for their decision.

6. The parent/guardian or adult student may submit a written appeal to the School Principal within thirty (30) school days of receiving the decision regarding the application request.
7. As soon as possible thereafter, the School Principal will forward the application and supporting documentation to the Family of Schools Superintendent, who will consider the appeal in accordance with the Administrative Procedure. The Family of Schools Superintendent's decision is final. No other application may be submitted unless the student's circumstances have drastically changed.
8. Where the application is approved, the School Principal, the Family of Schools Superintendent and the parent/guardian, the student who is 16 or 17 years old and has withdrawn from parental authority, or the adult student will develop a Plan of Care for the Guide Dog or Service Animal and an accommodation plan for the student in accordance with this Administrative Procedure.
9. Copies of the licenses, certifications, vaccination, and liability insurance are required annually. It is the responsibility of the parent/guardian, the student who is 16 or 17 years old and has withdrawn from parental authority, or adult student to obtain and share them with the School Principal.
10. Parents/guardians, the student who is 16 or 17 years old and has withdrawn from parental authority or the adult student are required to submit an application every school year.
11. At any time, the Board may alter or revoke any decision made pursuant to this Administrative Procedure.

Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does not permit training of potential Guide Dogs and Service Animals in the school setting or during school activities.

Review Process:

The School Principal is responsible to review the applications submitted, taking into account the following:

- a) The individual learning strengths and needs of the student;
- b) The student's IEP goals, safety support plan, medical plan of care, if any;
- c) The relevant supporting documents (i.e. psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, etc.);

- d) The role of the Guide Dog or Service Animal at school and how the Guide Dog or Service Animal will provide an accommodation to a student for a disability-related learning needs and/or needs of daily living necessary while at school;
- e) The information provided by a regulated healthcare professional supporting the request for a Guide Dog or Service Animal;
- f) The presence or absence of training and certification of the Guide Dog or Service Animal;
- g) The presence or absence of training of the student as a handler for the Guide Dog or Service Animal;
- h) Whether training will be required for staff and/or the student;
- i) The impacts of the accommodation on the student's dignity, integration and independence at school;
- j) The impact of the Guide Dog or Service Animal on students and staff at school, including whether there are competing requests for an accommodation; and
- k) The impacts of the accommodation on the learning environment (i.e. health and safety, classroom disruption or distraction, etc.).

Responsibilities:

The Board of Trustees is responsible for:

- ensuring alignment with the Equity and Inclusive Education Directional Policy; and
- reviewing the Service Animals in Schools Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- reviewing and revising the Service Animals in Schools Administrative Procedure as necessary;

- supporting staff with the implementation of the process for service animal accommodation;
- conferring with principals of their families of schools upon receipt of request for a service animal; and
- reviewing a written appeal in accordance with this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- informing the Requester of the Board's Administrative Procedures regarding the use of Guide Dogs and Service Animals;
- reviewing the application submitted by the Requester to ensure completeness and request any additional information or clarification when necessary;
- as applicable, inform staff, parents/guardians and students, using the letters at Appendix D as a guideline, of the possibility that a Guide Dog or Service Animal will be present in the School and invite staff, parents/guardians and students to provide their observations and to raise any concerns (e.g., allergies) within five (5) school days.
- if the application is approved, the School Principal shall invite the following persons to meet in order to develop a Plan of Care for the Guide Dog or Service Animal and, where required, an accommodation plan for the student:

The parent/guardian, the student, the student's Teacher(s), the Family of Schools Superintendent, the Special Education Teacher and any School or Board staff whose participation is deemed relevant, the student's regulated healthcare provider, and a representative from the animal training facility (if applicable).

- coordinating the establishment of a Plan of Care for the Guide dog or Service Animal to provide for details on transportation, care, hygiene and feeding of the animal, along with any other relevant information.
- communicating, the Plan of Care for the Guide Dog or Service Animal and the accommodation plan for the student to school staff that will be in contact with the student (e.g., teacher, educational assistant, etc.).
- developing strategies to address the following, as the case may be:
 - health and safety concerns (i.e. allergies, asthma, phobia, etc.);
 - transportation needs of the student with a Guide Dog or Service Animal;

- supporting staff and students in their interactions with the Guide Dog and Service Animal, including in the form of training;
 - signage within the school;
 - fire and emergency evacuation plans; and
 - lockdown, hold and secure and safe school plans.
- refusing to admit to the school or any classroom a person, guide dog or service animal whose presence in the school or classroom would be detrimental to the physical or mental well-being of the students.

Teachers and Staff are responsible for:

- being familiar with and adhering to this Administrative Procedure in keeping with all other accommodations to learning for all students of the Board.
- ensuring that an appropriate and dignified explanation is given to students regarding the accommodation that is provided by guide dogs and service animals;
- ensuring the appropriate plans are followed within the school environment; and
- raising competing human rights interests to the attention of the School Principal in a timely manner.

The Requester (parent/guardian or adult student) is responsible for:

- submitting a complete application in accordance with Appendix A (for Guide or Service Dogs) and Appendix B (for other Service Animals), which includes:
 - providing confirmation of municipal license for the dog (to be updated annually),
 - providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
 - providing a diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog/ Service Dog;
 - providing a description of the services provided by the Guide Dog/ Service Animal to the student, and how those services will accommodate the

student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;

- providing a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
- obtaining general liability insurance providing coverage in an amount specified by the Board [1] in the event of an injury or death as a result of the Guide Dog / Service Animal's attendance on school property or on a school-related activity (to be updated annually)[2];

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

- working collaboratively with the School to ensure the success of the accommodation process.
- assuming all costs related to the Guide Dog or the Service Animal including, but not limited to, the animal itself, food, grooming, harness, crate and/or mats, training, insurance, licences and veterinarian services.

Students are responsible for (where the application has been granted):

- acting as the animal's primary handler and caregiver while at school;
- demonstrating the ability to control and care for the Guide Dog or Service Animal in accordance with the training received;
- ensuring that the Guide Dog or Service Animal is always wearing a vest and leash or harness when the dog is not in its crate;
- ensuring the Guide Dog or Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- ensuring that the Guide Dog or Service Animal's biological needs are addressed;
- transitioning and maintaining at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate; and

- complying with an accommodation plan that addresses the competing rights of others.

Progress Indicators:

Data Collection:

The Board shall collect data regarding the implementation of the Administrative Procedure, including:

- a. Total number of requests for students to be accompanied by guide dogs or service animals (including number of requests for elementary and secondary, the student's grade and the handler);
- b. The number of requests approved and denied:
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - ii. Species of service animals requested and approved; and
 - iii. Types of needs being supported.

Definitions:

For the purpose of this Procedure the following definitions apply:

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

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

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

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

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

Disability means,

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

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

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

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

Requester shall mean the person who submits the application on behalf of the student (i.e. the parent/guardian or adult student);

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

Service Animal means an animal that provides support relating to a student's disability-related needs and/or needs of daily living, assist that student in meaningfully assessing education and, where appropriate, has been certified after successfully completing a training program provided by an Accredited Training Organization.

References:

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

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

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

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

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

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

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

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

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

Related Forms and Letters:

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

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

[Appendix C Checklist for Principals](#)

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

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

Student Use of Guide Dogs and Service Animals

Appendix A Application for Guide Dog / Service Dog

This Form is to be submitted to the School Principal

School

Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

Municipal License

- Please attached a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure [#].
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure [#].

Student NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Original- OSR

Copies – Superintendent of Schools, Superintendent of Special Education Services

Personal information of the student and parent/guardian is being collected by the PVNC Catholic District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

Student Use of Guide Dogs and Service Animals

Appendix B Application for Service Animal

This Form is to be submitted to the School Principal

School

Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs;
 - the animal has received all required vaccinations; and
 - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Original- OSR

Copies – Superintendent of Schools, Superintendent of Special Education Services

Personal information of the student and parent/guardian is being collected by the PVNC Catholic District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

Student Use of Guide Dogs and Service Animals

Appendix C

Principal's Checklist for Guide Dog / Service Dog

School

Grade

Student Name

Application Requirements for Guide Dog / Service Dog

- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to School Council
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer

Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- ☐ Timetable identifying bio breaks, when accompanying student, when in crate
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to school council meeting
- ☐ Posting on school website or Facebook that Guide Dog/Service Dog will be accompanying student
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for staff member acting as Handler (if required)
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)

Appendix D
Sample Letter to Employees & School Permit Holders

Date

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Education Services

Appendix D
Sample Letter to the School Community

Date

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Education Services

Appendix D
Sample Letter to the Parents of Students on School Bus

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will riding a student to and from school to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Education Services

Appendix D
Sample Letter to the Parents of Students in Class(es)

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Education Services

Student Use of Guide Dogs and Service Animals

Appendix D

Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal

Date

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service Dog to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Education Services

Appendix D

Sample Letter Decision Letter Declining Guide Dog / Service Dog / Service Animal

Date

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal

cc: OSR
Superintendent of Schools
Superintendent of Special Education Services

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Darren Kahler, Superintendent of Human Resource Services

Subject: AP812 - Scent Awareness

Background: This Administrative Procedure is up for review on its regular review cycle.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Change reference to the “scented individual” to “the person wearing the scent”.

There are no significant changes being recommended for this Administrative Procedure.

Attachments:

- ☒ [Draft Administrative Procedure for consideration.](#)
- ☒ [Link to previous version of the Administrative Procedure.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Scent Awareness	Administrative Procedure Number 812
Directional Policy 800 - Healthy Schools and Workplaces	

Title of Administrative Procedure:

Scent Awareness

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring employees understand the requirements and expectations with respect to scents and scent sensitivities in the workplace.

Alignment with Multi-Year Strategic Plan:

The Scent Awareness 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:

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to the health and well being of students and staff. The Board's Scent Awareness Administrative Procedure is in place to ensure employees are aware of the

potential impact of scents in the workplace and how to address situations where a scent sensitivity exists.

Background

All employees are entitled to a safe and welcoming workplace. As such, the Scent Awareness Administrative Procedure provides guidance on how to deal with a scent concern in the workplace.

Exposure to scents/fragrances, which can be found in products such as personal care products, cleaning products, perfume/cologne and essential oils, can create significant health problems for individuals who live with a scent sensitivity. For these individuals, exposure to scents can result in significant health problems such as asthma attacks, migraine headaches, severe allergic reactions, inability to concentrate, loss of consciousness, or seizures.

Process for Addressing and Responding to Scent Issues

1. If an employee has a scent sensitivity, they should address the concern by speaking to the individual(s) who is wearing the scent. The employee will address the individual who is wearing the scent in a cordial and respectful manner. The employee should inform the individual who is wearing the scent of what the effects are on their health and how it is impacting them at work. The employee should ask the individual who is scented to refrain from wearing scents in the workplace.
2. If the employee is not comfortable addressing their concern with the individual(s) who is wearing the scent, they must immediately inform their own supervisor of the concern. The supervisor will meet with the employee to understand concerns, the impact the scent issue is having on their health, and discuss next steps. The supervisor will address the individual who is wearing the scent in a cordial and respectful manner. The supervisor should inform the individual wearing the scent of what the effects are on the affected employee's health and how it is impacting them at work. The supervisor should ask the individual who is wearing the scent to refrain from wearing scents in the workplace.
3. Should the above not prove effective, the supervisor will create a scent safe workplace plan for the employee. This could include reinforcing the need to refrain from wearing scents at work at a staff meeting, a memo to appropriate stakeholders regarding scents, and/or addressing individuals who are known to wear scented products in the employee's workplace.

4. The supervisor will also offer the option of posting the Board's 'Scent Free Area' poster in offices or classrooms the affected employee is known to occupy.
5. The employee and the supervisor will continue to have dialogue regarding the employee's health and the effectiveness of the plan. Should the employee's health continue to be affected by scents in the workplace, the matter may be referred to the Board's Wellness Coordinator. The Board's Wellness Coordinator will then address the issue through the Board's [Workplace Accommodation Administrative Procedure 503](#).

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Healthy Schools and Workplaces Directional Policy
- Reviewing the Scent Awareness Administrative Procedure as part of its regular policy and procedure review cycle

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

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

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

- Ensuring staff and students who they supervise are aware of the requirements under this Administrative Procedure
- Listening and documenting an employee's concerns with respect to a scent concern
- Ensuring that students and staff members in the workplace are aware of and comply with this procedure
- Discussing the issue of scents in the workplace with staff and/or students in an open dialogue with the focus being on education of the impact of scents on some individuals
- Implementing the scent safe workplace plan as necessary.

Staff are responsible for:

- Attempting to address any concerns with respect to scents if they feel comfortable doing so.
- Advising their supervisor of their sensitivity to scents and collaborating in potential resolutions.
- Refraining from wearing scented products in a workplace where a scent sensitivity has been identified.
- Participating in the development of a workplace accommodation plan when required

Progress Indicators:

Students and staff remain healthy and ready for learning and work.

Definitions:

- **Scent/fragrance** - a chemical or additive that creates an aroma or odour. These are found in a wide range of products including perfume, essential oils, aftershave, deodorant, soap, air fresheners, fabric softeners, laundry detergents, facial tissues, candles and maintenance products.
- **Scent-free product** - a product labelled unscented, scent-free or fragrance-free by the manufacturer.

References:

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

[Workplace Accommodation Administrative Procedure 503](#)

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Sean Heuchert, Superintendent

Subject: **Administrative Procedure 826 - School Community
Events Report**

Background:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to fostering a healthy and inclusive environment for all students, staff, and community members. The new Administrative Procedure 826, titled "School Community Events," aligns with Directional Policy 800 - Healthy Schools and Workplaces. This administrative procedure aims to enhance the well-being of the school community by promoting community events that support physical, mental, and emotional health. It reflects the Board's dedication to creating faith-filled, safe, and supportive learning environments, as outlined in the multi-year strategic plan.

Summary of Draft Administrative Procedure:

Administrative Procedure 826, "School Community Events," provides a framework for planning, organizing, and executing community events within the Board. This administrative procedure is designed to ensure that all school community events are conducted in a manner that promotes health, safety, and inclusivity. It outlines specific guidelines for event planning, including the establishment of clear objectives that align with the school's goals, event planning, communication, and the assurance that events are accessible and inclusive for all members of the school community. Additionally, the procedure



*Creating a culture of
faith, hope and love
to ensure equity
and well-being.*

emphasizes the importance of compliance with health and safety regulations, providing necessary training and resources to staff and volunteers, and considering potential risks associated with certain event items or activities.

The procedure includes details on risk management, consulting the "Activities Not Approved" list, and ensuring vendor contracts do not transfer all risk and liability to the Board. By adhering to this administrative procedure, the Board aims to create safe, engaging, and inclusive events that foster community engagement and support student achievement and well-being.

Attachments:

- ☐ [Draft Administrative Procedure for consideration.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
School Community Events	826
Directional Policy	
800 - Healthy Schools and Workplaces	

Title of Administrative Procedure:

School Community Events

Date Approved:

April 8, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This Administrative Procedure aligns with the purpose of the Healthy Schools and Workplaces Direction Policy - 800 by emphasizing the importance of health and well-being for students and staff. It clearly outlines risk considerations which will lead to fewer injuries for staff and students.

Alignment with Multi-Year Strategic Plan:

The Administrative Procedure supports the Board's mission to educate students in a faith-filled, loving, safe, and inclusive environment. It aligns with the Strategic Pillar of "Being Well" and the priority of "Nurturing Mental Health and Well Being" by ensuring high-risk activities are not taking place at school events.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

1.0 Background

This administrative procedure applies to all schools and is intended for use by school administrators, staff, and community partners involved in organizing School Community Events. It is intended to provide a structured framework for planning, organizing, and executing School Community events that foster community engagement, support student achievement, and promote well-being.

2.0 Guidelines for School Community Events

2.1. Event Planning

- 2.1.1. Establish clear objectives that align with the school's mission and strategic goals;
- 2.1.2. Develop a plan, including a budget, timeline, and task assignments;
- 2.1.3. Ensure the event is accessible and inclusive for all members of the school community.

2.2. Health and Safety

- 2.2.1. Ensure compliance with all relevant health and safety regulations;
- 2.2.2. Provide necessary training, certification and resources to staff and volunteers.
- 2.2.3. Consider that some items popular at school community events, e.g. fog machines, cotton candy and popcorn makers may interfere with life safety systems, e.g. fire alarms, smoke detectors.

2.3. Communication

- 2.3.1. Develop a communication plan to promote the event to the school community;
- 2.3.2. Utilize multiple channels, including newsletters, social media, and school website;
- 2.3.3. Ensure clear and timely communication with the school community.

2.4. Inclusivity and Equity

- 2.4.1. Ensure the event is inclusive and respectful of all cultures, backgrounds, and abilities, aligned with the Board's Equity and Inclusive Education Directional Policy and Administrative Procedure.
- 2.4.2. Provide accommodations per the Accessibility for Ontarians with Disabilities Act, as needed to ensure full participation.

2.5. Risk Management

- 2.5.1. Conduct a risk assessment to identify potential hazards and implement mitigation strategies;
- 2.5.2. Consult Appendix B - AP 305 to ensure planned activities are not on the "Activities Not Approved" list, including certain types of Inflatable Amusement Devices;
- 2.5.3. Service/rental contracts must not transfer all risk and liability to the Board. Any contract that includes an indemnity clause or attempts to bind the corporation must be submitted to the Superintendent of Business and Finance for review and signature prior to confirming rental booking with the vendor.
- 2.5.4. Amusement Devices (not specified on the "Activities Not Approved" list) are permitted under the following conditions:
 - Vendor must provide proof that their equipment is inspected annually by the Technical Safety Standards Association (TSSA);
 - Installation must be performed by the vendor;
 - Vendor provides proof of liability insurance of not less than \$2 million;
 - Vendor provides not less than two adult supervisors;
 - Equipment is only permitted on school property the day of the event;
 - For Inflatable Amusement Devices forecast winds are below 20 km/h (including gusts) or the maximum allowable wind specified by the manufacturer, whichever is lower.
- 2.5.5. Climbing Apparatus is excluded from TSSA certification and inspection under law. Some climbing walls and rope courses are considered acceptable activities. Written permission for climbing walls or rope courses is to be obtained from the school's Family of Schools Superintendent.

- All OPASSE/OPHEA guidelines must be followed.

2.6. Vendors/Community Partners/Booths

- 2.6.1. Vendors/Community Partners should be providing goods and services that are available to everyone;
 - Accessibility taken into consideration?
 - Allergies taken into consideration?
 - Feasible financially for school community?
- 2.6.2. Vendors/Community Partners shall be compatible with PVNCCDSB Code of Conduct and the moral tone of the school.

2.7. Catering/Food Trucks

- 2.7.1. Local municipal guidelines and permit process must be followed;
- 2.7.2. Vendors require insurance and proof of a valid health inspection;
- 2.7.3. Equipment is only permitted on school property the day of the event;
- 2.7.4. Catering/Food Truck offerings must comply with Administrative Procedure 813 - Nutrition.

2.8. Animals (Excluding Service Animals)

- 2.8.1. Wild animals are subject to specific legislation in Ontario. Wild animals are only permitted at schools under the direct supervision of trained personnel holding one of the following authorizations/certifications:
 - Licensed Veterinarian or Registered Veterinary Technician
 - An individual authorized by an Ontario Zoo accredited by Canada's Accredited Zoos and Aquariums (CAZA)
 - A "Wildlife Custodian" certified by the Minister of Natural Resources and Forestry (MNRF) with:
 - MNRF Authorization for Education and Outreach, and;
 - A Provincial Animal Welfare Services (PAWS) inspection noting no concerns in the preceding 12 months.

- 2.8.2. Domesticated animals are not recommended but may be allowed in the following circumstances:
 - Must have required vaccinations
 - Must be familiarized with crowds
 - Allergies must be taken into consideration
- 2.8.3. Riding of animals is not permitted;
- 2.8.4. Hand washing must be available.
- 2.8.5. Service Animals in schools are governed by Administrative Procedure AP 706. Nothing in section 2.8 is intended to limit or modify the procedures outlined in AP 706.

3.0 Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Healthy Schools and Workplaces Directional Policy
- Reviewing this Administrative Procedure as part of its regular review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring Principals are aware and consistent with the application of this Administrative Procedure.

The Superintendent of Business and Finance is responsible for:

- Reviewing vendor contracts that bind the corporation.
- Liaising with the Ontario School Board Insurance Exchange (OSBIE) and other partners in risk management.

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 School Community Events Administrative Procedure.
- Taking reasonable steps to safeguard the well-being of students, staff and other members of the school community.

Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure.
- Reporting any injury to school administration.

Progress Indicators:

- Reduction in injuries/incidents at School Community Events.

Definitions:

- **AMUSEMENT DEVICE**
A machine, contrivance, structure, vehicle or device, or component attached or to be attached thereto, used to entertain persons by moving them or causing them to be moved and includes the area peripheral thereto if such area is integral to the device.
- **DOMESTIC ANIMAL**
An animal that belongs to a species that is not wild by nature. For further clarity, an animal of a species of vertebrates that has been domesticated by humans so as to live and breed in a tame condition and depend on humankind for survival.
- **INFLATABLE AMUSEMENT DEVICE**
An amusement device which incorporates a structural and/or mechanical system and uses a high strength fabric that achieves its strength, shape and stability by pre-tensioning with internal air pressure.
- **SCHOOL COMMUNITY EVENT**
Celebrations such as sporting events, fun fairs, bazaars, trunk or rummage sales, barbeques and other indoor and outdoor school events.
- **WILD ANIMAL**
An animal that belongs to a species that is wild by nature, and includes game wildlife and specially protected wildlife.

References:

- [Accessibility for Ontarians with Disabilities Act](#)
- [Administrative Procedure 305 - Out of School Activities](#)
 - o [Appendix B - Activities Not Approved](#)
- [Administrative Procedure 701 - Equity and Inclusive Education](#)
- [Administrative Procedure 706 - Service Animals](#)

- [Administrative Procedure 813 - Nutrition](#)
- [Directional Policy 700 - Equity and Inclusive Education](#)
- [Directional Policy 800 - Healthy Schools and Workplaces](#)
- [Education Act](#)
- [Fish and Wildlife Conservation Act](#)
- [O. Reg. 221/01: Amusement Devices](#)
- [Provincial Animal Welfare Services Act \(PAWS Act\)](#)

APPENDIX B – ACTIVITIES NOT APPROVED

Many activities are not approved because they are unsafe and carry an unacceptable level of risk for the Board. These activities include, but are not limited to the following:

ACTIVITIES <u>NOT</u> APPROVED:	
<ul style="list-style-type: none"> ● aircraft/helicopter rides (private pilot) ● axe-throwing ● bmx biking ● bouncy castles ● bungee jumping ● crossbow ● diving ● dunk tanks ● firing range ● gliding ● hang-gliding ● hot air balloon rides ● outdoor rock climbing 	<ul style="list-style-type: none"> ● paintball ● parachuting ● parasailing ● scuba diving ● skydiving ● snow resort terrain park ● swimming at a private pool ● trampoline parks ● warfare games ● white water kayaking ● white water rafting ● zip-lining (outside of Canada)

The following activities carry a higher risk but may be approved based on their educational value, curriculum connections, program needs and planned risk mitigation strategies. These activities require written approval from the school's Family of Schools Superintendent.

ACTIVITIES REQUIRING WRITTEN SUPERINTENDENT APPROVAL:	
<ul style="list-style-type: none"> ● aircraft/helicopter rides (commercial pilot) ● fencing ● high ropes 	<ul style="list-style-type: none"> ● horseback riding ● indoor climbing ● outdoor climbing walls ● zip-lining (within Canada)

The Board reserves the right to add or delete activities to these lists at any time.

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, April 8, 2025

Presented by: Sean Heuchert, Superintendent

Subject: AP 1301 - Student Eligibility

Background: Administrative Procedure 1301 - Student Eligibility, outlines the criteria and distances required for PVNC Catholic students to qualify for transportation.

On February 25th the Board of Trustees for Kawartha Pine Ridge DSB established a new Transportation Policy which updated the board's eligibility distance to 1.6 km for grades K-8 and extended the maximum ride time for grades K-6 from 60 minutes to 75 minutes. It is expected these changes will save the Kawartha Pine Ridge DSB approximately \$500K.

KPRDSB joins a growing group of School Boards more closely aligning their eligibility distances and ride times with Ministry funding.

Eligibility distances for area School Boards are listed below:

JK-8 Eligibility for Area School Boards

Algonquin and Lakeshore Catholic DSB	1.6 km (3.2 km for grades 7 and 8)
Durham DSB	1.6 km
Durham Catholic DSB	1.6 km
Hastings and Prince Edward DSB	1.6 km (3.2 km for grades 7 and 8)
Kawartha Pine Ridge DSB	1.6 km
Limestone DSB	1.6 km (3.2 km for grades 7 and 8)
Trillium Lakelands DSB	1.6 km

Distance for eligibility is measured from the closest perimeter edge of the residential property to the closest perimeter edge of the school property based on the shortest route on the road network and including municipal walkways.

Impact on PVNC Catholic

The three member Boards of the Student Transportation Service of Central Ontario (STSCO) have agreed they will share costs based on a percentage share of ridership. The largest shared expense is for Bus Operator Contracted Services, for which STSCO budgeted \$38.95M for 2024-2025. Our ridership share for this year is 29.97% resulting in our share of \$11.67M for this budget line.

It is expected the eligibility changes at KPRDSB will lower their number of eligible students which will, in the absence of any other changes, increase our percentage share of ridership. The forecast increase is 0.55% or a new share of 30.52%. On our current budget this would result in an increase of \$213K.

It is expected the ride time changes at KPRDSB will, in the absence of other changes, result in buses running solely to accommodate our shorter ride times. This will impact 141 students representing an increase of \$217K.

In total, staff estimates that leaving the ride time and eligibility thresholds “as is” will result in additional expenses of \$440K and push our expected transportation deficit to \$2.14M.

Conversely, harmonizing eligibility distances with TLDSB and KPRDSB could result in significant savings. In STSCO’s analysis they identified 405 PVNCCDSB riders who would no longer be eligible for transportation if we adopted an eligibility distance of 1.6 km for elementary. Proportionally this translates to 31 less riders in the TLDSB network and a potential total savings of \$410K for PVNCCDSB across our STSCO and TLDSB transportation network.

Harmonizing ride times with KPRDSB would also give STSCO maximum flexibility in finding efficiencies in the transportation network. STSCO estimates that \$370K could be saved by extending the maximum bus ride time from 60 minutes to 75 minutes.

Conclusion

It is recommended that PVNC Catholic adjust the transportation eligibility and ride time guidelines to match changes recently approved by KPRDSB. This change will help us avoid a significant increase in our transportation costs (\$440K) but also help staff tackle the forecast shortfall in Student Transportation Funding in realizing a potential \$780K in savings across both our STSCO and TLDSB transportation network expenditures.

Attachments:

- ☐ [Link to the Administrative Procedure](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Student Eligibility	1301
Directional Policy	
1300 - Student Transportation	

Title of Administrative Procedure:

Student Eligibility

Date Approved:

April 8, 2025

Projected Review Date:

2026

Directional Policy Alignment: 1300 - Student Transportation**Alignment with Multi-Year Strategic Plan:**

The Student Eligibility Administrative Procedures support our Vision for achieving excellence in Catholic Education by establishing consistent and transparent processes for determining which students are eligible for transportation services from home to school.



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:

Eligibility for transportation services may be granted to students as per the approved parameters in this Administrative Procedure.

This Procedure provides guidance with respect to:

- Transportation to Specialized Programs
- Transportation for students enrolled in French Immersion Programs
- Transportation to and from Childcare
- Temporary Transportation due to Medical Reasons
- Temporary Transportation due to Compassionate Family Medical Reasons
- Variable Transportation for Joint Custody Arrangements
- Transportation for Out-of-boundary students
- Eligibility Distances for Transportation
- Requests for Review of Distance Determination
- Requests for Reconsideration of Transportation Arrangements
- Length of Time on Buses
- Efficient Use of Transportation Resources

Transportation to Specialized Programs

Notwithstanding the approved parameters in the Transportation Policy, transportation may be provided for students requiring specialized programs, i.e. Special Education services located in regional sites. Transportation shall only be provided while the student is enrolled in the specialized program. Determination of which programs are deemed 'specialized' and eligible for transportation rests with Board Administration.

Transportation for students enrolled in French Immersion Programs

French Immersion programs are offered in various regional sites within the school board jurisdiction, and transportation services are provided to students who are eligible with regards to distance parameters under the following circumstances:

- French Immersion programs have established boundaries/catchment areas, which may be different than a student's 'home' school. Students may be provided with transportation to the French Immersion program that their primary residence is within the catchment for.
- Transportation to the location of the French Immersion program shall only be provided while the student is enrolled in the French Immersion program.
- Should a student cease to attend a French Immersion program, it is expected that the student will transfer to the appropriate English track program situated at the home school.

Transportation to and from Childcare

Transportation may be provided between school and a childcare centre/babysitter address (referred to as childcare) in accordance with the following guidelines and procedures:

- i) The childcare is within the same school boundary/catchment as the child's primary residence and
- ii) The childcare is beyond the walking distance of the home school which the student is registered to attend.
- iii) A student may have only one alternate pick-up and/or drop-off stop
- iv) The alternate transportation follows the same schedule five days per week;
- v) The parent/guardian applies annually on the prescribed form for this type of alternate address pick-up and drop-off by May 30th for transportation for the following school year.

Temporary Transportation for Medical Reasons

Transportation may be provided for students temporarily incapacitated with medical conditions that significantly interfere with their safe conveyance to school in accordance with the following guidelines and procedures:

- i) Parents/guardians must provide a Request for Special Transportation – Medical, which has been completed by a qualified medical practitioner that is appropriately aware of the specific medical condition and can verify the student's limitations, and the date of anticipated recovery.
- ii) Parents/guardians will submit the form to the school principal for acknowledgement.
- iii) The school principal will submit the form to the Transportation Authority for review and approval. In the event that insufficient information is provided by the medical practitioner, the form will be returned to the parent/guardian for further clarification and implementation will be deferred until clarification has

- been received.
- iv) The Transportation Authority will arrange transportation and advise the parent/guardian accordingly when the transportation service has been approved. Siblings of students transported under this provision will not qualify for transportation solely as a result of another family member being transported.

Temporary Transportation due to Compassionate Family Medical Reasons

Consideration will be given to special circumstances by the Transportation Authority when a parent is critically ill/or injured and transportation is requested. The parent must make the request in writing and provide sufficient/appropriate detailed information to the Superintendent responsible for Transportation. All other reasonable options such as walking buddies, walking school bus or riding with neighbours must be explored by the school Principal before transportation is granted. Transportation will only be granted for a limited time period of up to three months or until the end of term/year depending on when the request is received and is intended to be a onetime event only. During this period the family will work on making alternative permanent arrangements.

Transportation for Students in a Joint Custody Arrangement and Having Two Homes

A 'joint custody arrangement' refers to a student whose two parents and/or guardians are legally responsible for the care of the student and who share equal access to the student. Joint custody need not be specified in a court order. Parent/guardians who sign an application for variable transportation are claiming to have 'joint custody' of the student.

In joint custody family arrangements, variable/alternate pick-up/drop-off points may be approved on a one-week rotating schedule (week being defined as Monday to Friday) i.e. pick-up and drop-off from the residence of one (1) parent for one (1) week and pick-up and drop-off from the residence of the other parent for the alternate week under the following conditions:

- i) Both residences must be within the attendance boundary for the student's board-designated school and within the transportation boundary for said school.
- ii) Existing bus stops will be used if possible
- iii) Only two (2) residences will be considered
- iv) Students must be nine (9) years of age by 1 September and able to determine the correct bus that they are to embark to their appropriate residence each day.
- v) Completion of prescribed form, signed by both parents, and submission of the form to the Transportation Authority. For safety concerns and to ensure that both parents/guardians are aware of the variable transportation arrangements, both parents/guardians signatures are required for consideration. Separate forms may be completed and signed by each party. A single form signed by both parties is not necessary providing the

information on separate forms is identical.

Exceptions, including for emergencies, must be approved by the school principal and superintendent.

Transportation for Out-of-Boundary Students

Each school shall have a defined attendance boundary. A student's primary residence in relation to a defined attendance boundary determines the designated school for a student. Where permission has been granted to a student to attend a school outside of their attendance boundary, transportation services are not provided. Transportation for out-of-boundary/out-of-Board students is ultimately the responsibility of the parent/guardian.

Transportation may be considered, upon written request, where there is

- i. an existing route that accesses the 'out-of-boundary' school, and the parent/guardian is prepared to take responsibility to safely convey the student to a pick-up point on the existing route.
- ii. there is adequate space on the existing route,
- iii. no (or minimal) route adjustments are necessary, and
- iv. there will be no additional costs incurred by the Board or Transportation Authority.

Requests for transportation may be submitted by May 30th to the school principal (or completion of an electronic form where available) and decisions on out-of-boundary/out-of-board arrangements will be at the sole discretion of the Transportation Authority, following consultation with Board administration.

When approved, permission will be given for one school year only and, should space cease to be available or should a change in route be deemed necessary, such service will be discontinued effective the start of the subsequent school year.

Should there be space available, approval by the Transportation Authority is based on knowledge of the family situation as well as consideration of the following criteria:

- Grade level (priority given to younger students)
- Child care/ daycare provider needs
- Date of the application

Eligibility Distances for Transportation

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

Grades K-8 1.6 km

Grades 9-12 3.2 km

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

Grades K-8 1.0 km

Grades 9-12 1.6 km

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

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

Request for Review of Distance Calculation

Geometrics planning software programs are used for all students within the service area. This software determines distance eligibility. This software measures the distance between the residence and the school property based on approved distances set in the Transportation Policy.

Distance is measured from the closest perimeter edge of the residential property to the closest perimeter edge of the school property based on the shortest route on the road network and including municipal walkways.

If a parent wishes to dispute the distance calculation, they may do so, noting that the Transportation Authority and the School Board have agreed upon the planning software, as expected by the Ministry of Education, to avoid discrepancies which can occur in varying web based mapping technologies.

The submission will be reviewed and the decision communicated to the parent/guardian either verbally, or in writing. The Transportation Authority decision is final and not subject to further review.

Request for Reconsideration of Transportation Arrangements

It is possible to request a reconsideration of the decision made by the Transportation Authority in cases where a parent or guardian disagrees with the way in which policies and administrative procedures have been applied.

Reconsideration Procedure:

1. Requests for reconsideration must be made in writing by a parent or guardian directed to the Chief Administrative Officer of STSCO, or the Transportation Supervisor of Trillium Lakelands DSB depending on the service area.
2. Staff members of the Transportation Authority will prepare all information regarding the situation along with an explanation for their decision based on policy and procedures.
3. The CAO/Transportation Supervisor will assess the documentation provided by the parent and guardian. A written reply will be prepared within 15 days of receipt.
4. If the parent or guardian is not satisfied with the response from the Chief Administrative Officer, he or she may request reconsideration of the decision in writing to the Director of Education, or delegate.
5. The Director of Education, or delegate, will then render a decision in writing within 30 working days. The parent or guardian will be notified in writing of the decision.
6. If a parent/guardian disagrees with the application of any of the Board Transportation Policy and Procedures, they may petition in writing the Board of Trustees to request the opportunity to make a delegation to the Board.

No request for reconsideration will be processed between the dates of September 1st through October 15th because of the Transportation Authority school year start up for transportation.

At any time during the process, the local School Board Trustee may be contacted to assist with the process and the request submission.

Length of Time on Buses

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

Junior Kindergarten to Grade six (6): 75 minutes

Grade Seven (7) to Grade Twelve (12): 90 minutes

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

Efficient Use of Transportation Resources

The Board, in partnership with our Transportation Authorities, will endeavour to ensure that transportation resources are provisioned in an efficient manner. This may include, at the discretion of the Director of Education and in consultation with the Board's Transportation Authorities, the implementation of processes to ensure seats assigned to eligible students are being used. An example of such a process is an "opt-in" where eligible students must request transportation services from their respective Transportation Authority.

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

- Reviewing this Administrative Procedure to ensure its alignment with the Transportation Directional Policy.
- Reviewing the Student Eligibility Administrative Procedure as part of its regular policy and procedures review cycle.
- Assisting parents/guardians with transportation concerns by receiving inquiries and forwarding to Superintendent of Business and Finance or delegate for response.

The Director of Education is responsible for:

- Overseeing implementation of the Student Eligibility Administrative Procedure.
- Making decisions regarding reconsiderations when subordinate levels of the process have been completed.

Superintendent of Business and Finance is responsible for:

- Acting as delegate of authority for Director of Education in matters of reconsideration.
- Providing support and decisions to Transportation Authority in interpreting and resolving conflicts brought forward from parents/guardians

Superintendents are responsible for:

- Forwarding transportation eligibility related matters to the appropriate Transportation Authority or to Superintendent of Business and Finance

Principals are responsible for:

- Directing inquiries regarding transportation eligibility matters to the appropriate Transportation Authority

- Ensuring that forms received from parents/guardians regarding transportation eligibility are directed to the appropriate Transportation Authority
- Reviewing requests for Special Transportation and ensuring the requests are appropriate prior to directing to appropriate Transportation Authority

Parents are responsible for:

- The safe conveyance of the student(s) to and from school where the student(s) is ineligible for transportation
- The safe conveyance of the student(s) to bus stop locations prior to pick-up and following drop-off, and
- The safe conduct of the student(s) prior to pick-up and drop-off at bus stop locations
- Completing appropriate documentation (paper-based or electronically) within specified timeframes so that consideration can be given to requests in a timely manner
- Updating their school administration on a timely basis if there are changes to the family status/situation that would impact transportation eligibility, including changes to primary residence and custody matters.

Progress Indicators:

Inquiries from parents/guardians and requests for reconsiderations are addressed in a timely manner.

Definitions:

Transportation Authority: for the jurisdictions of the Board in Peterborough, Northumberland and Clarington, the transportation authority is Student Transportation Services of Central Ontario (STSCO), through its Chief Administrative Officer. For the City of Kawartha Lakes, the transportation authority is Trillium Lakelands District School Board through its Transportation Supervisor

References/Related Documents:

[Administrative Procedure 206 – Admission to Catholic Schools](#)
[Appendix A: School Bussing Application for Alternate Pick-up/Drop-off for Childcare/Babysitter](#)
[Appendix B: Student Eligibility: Request for Special Transportation – Medical Form](#)
[Appendix C: Out-of-Boundary Student Transportation Request Form](#)

**PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON
CATHOLIC DISTRICT SCHOOL BOARD**

**ADMINISTRATIVE PROCEDURE AP-TRAN-1001 - Student Eligibility: Transportation
To and From Child Care Facilities**

APPENDIX A

Section: Transportation

**Procedure: STUDENT ELIGIBILITY:
TRANSPORTATION TO AND
FROM CHILD CARE FACILITIES**

**Procedure Code: AP-TRAN-1001
Policy Code Reference: 1001
Page 1**

**SCHOOL BUSSING APPLICATION FOR ALTERNATE PICK-UP/DROP-OFF
FOR CHILD CARE CENTRE/BABYSITTER**

FAMILY INFORMATION:

School Attending: _____

Family Name: _____ First Name: _____

Home Address: _____
(911 Number) (Street Name)

(City) (Postal Code) (Township)

Home Phone: _____ Alternate Phone: _____

Home Address Bus Route: _____ Operator: _____

Children: (if additional space is required please continue on back.)

Name: _____ Grade: _____ Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

ALTERNATE TRANSPORTATION ADDRESS:

(Check one) _____ Child Care Centre _____ Babysitter

(911 Number) (Street Address)

(City) (Postal Code) (Township)

(Contact Person) (Telephone Number)

Approved: _____ Denied: _____
(Date & Initials) (Date & Initials)

New Route Number: _____ Operator: _____

**FAILURE TO FILL IN THIS FORM MAY RESULT IN NO BUSSING PRIVILEGES. THIS
FORM MUST BE RETURNED TO STUDENT TRANSPORTATION SERVICES BY 30 MAY
EACH YEAR.**

May 22, 2012

**PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON
CATHOLIC DISTRICT SCHOOL BOARD**

**ADMINISTRATIVE PROCEDURE AP-TRAN-1001 - Student Eligibility: Medical
Reasons**

APPENDIX B

Section: Transportation

Procedure Code: AP-TRAN-1001

**Procedure: STUDENT ELIGIBILITY:
MEDICAL REASONS**

**Policy Code Reference: 1001
Page 1**

**REQUEST FOR SPECIAL TRANSPORTATION
MEDICAL FORM**

PARENT(S)/GUARDIAN(S): Complete this section.

Student Name: _____ Telephone: _____
Address: (Home #, or Lot, Concession, and Township) _____

Distance to Bus Stop or School: _____ km. (estimated)

Medical Reason for Request: _____
(Attach details where applicable.)

School: _____ Grade Level: _____ Age: _____

Parent/Guardian Signature: _____ Date: _____

Where applicable, Transportation Services may contact the physician's office to seek clarification.

PRINCIPAL

Comments: _____

Signature: _____ Date: _____

PHYSICIAN Student transportation is a costly undertaking. The transportation requested for this student is not normally granted. If, in your opinion, this student requires transportation, please complete this section, sign, and return to your patient.

Due to _____, the above mentioned student is **unable to walk**
(specific medical condition - please print)

the distance set out above. The expected duration of this situation is _____. The maximum distance this student can walk is _____ km. This student is/is not able to physically board a regular school bus. Please indicate any activities that this child is unable to participate in at school.

Comments: _____

Signature of Physician _____ Phone No. _____ Date _____

STUDENT TRANSPORTATION SERVICES: Approval: YES ☐ NO ☐ _____
Signature

Comments: _____ Date: _____

Approved Medical Forms are valid only for the current school year. Where the service is required from one school year to the next, a new medical certificate is required.

This information is collected under the authority of the Education Act and Regulations for the purpose of transportation. It is to be used by supervisory officers, the manager and staff of the Student Transportation Services and made available for Ministry of Education officials for audit purposes.

