

Agenda

POLICY DEVELOPMENT COMMITTEE MEETING, JUNE 23, 2026

Boardroom at 5:00 p.m.

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Chairperson: Kathleen Tanguay

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

A. Call to Order

1. Opening Prayer
2. Land Acknowledgment
3. Approval of Agenda
4. Declarations of Conflicts of Interest
5. Approval of the Minutes of the Meeting of Tuesday, April 21, 2026
6. Business Arising from the Minutes

Trustee Leahy
Trustee Connolly

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B. Recommended Actions/Presentations:

C. Information Items:

1. Administrative Procedures:

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C.1.a) Administrative Procedure 310 - French Immersion

C.1.b) Administrative Procedure 324 - Concussion Protocol, Awareness and Training (Moving to AP 808)

C.1.c) Administrative Procedure 509 - Workplace Violence Prevention

C.1.d) Administrative Procedure 702 - Religious and/or Creed Accommodations

C.1.e) Administrative Procedure 809 - Occupational Health and Safety

C.1.f) Administrative Procedure 913 - Delegation of Authority

C.1.g) Administrative Procedure 1201 - Records and Information Management

C.1.h) Administrative Procedure 1203 - Ontario Student Record (OSR) Management

C.1.i) Administrative Procedure 1301 - Student Eligibility

C.1.j) Administrative Procedure 1303 - Route Operation

D. Next Meeting

1. Policy Development Committee Meetings for 2026-2027:

- Tuesday, October 6, 2026, Boardroom, 6:30 p.m.
- Tuesday, February 2, 2027, Boardroom, 6:30 p.m.
- Tuesday, April 6, 2027, Boardroom, 6:30 p.m.

Agenda

- Tuesday, June 15, 2027, Boardroom, 6:30 p.m.

E. Conclusion

1. Closing Prayer
2. Adjournment

Board Chairperson MacKenzie

Minutes

DRAFT

The Minutes of the Policy Development Committee Meeting held on Tuesday, April 21st, 2026 at 6:30 p.m. in the Boardroom and by Google meet (*).

Present

Trustees/Members: Trustee Kathleen Tanguay (Committee Chairperson), Trustee Jenny Leahy, Trustee Loretta Durst, Board Chairperson Kevin MacKenzie, Trustee Mary Ann Martin.

Absent/Regrets: Trustee John Connolly, Trustee Joshua Glover, Trustee Carter Peios (Senior Student Trustee), Trustee Vivica Muinde (Junior Student Trustee).

Administration: Director Stephen O'Sullivan, Superintendent Jonathan Di Ianni, Superintendent Sean Heuchert, Superintendent Darren Kahler, Superintendent Julie Selby(*), Superintendent Sheila Piggott, Superintendent Wayne Clark, Mark Giunta (Manager of Communications).

Guests:

Recorder: Mrs. Sarah Barker

A. Call to Order

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

1. Opening Prayer

Board Chairperson MacKenzie led the Policy Development Committee in Opening Prayer.

2. Land Acknowledgement

Trustee Martin 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.

MOTION:

Moved by: Trustee Leahy, seconded by Trustee Durst, that the Policy Development Committee excuse Trustee John Connolly and Trustee Joshua Glover for the Tuesday, April 21st, 2026, meeting.

Minutes

DRAFT

Carried.

3. Approval of Agenda

Trustee Tanguay advised the committee that Administrative Procedure 613 - Fees for Learning Materials and Activities, will be separated for discussion from the presented list of Administrative Procedures that are to be received as per the Agenda.

Trustee Tanguay advised that the Notice of Motion received from the Policy Development Committee meeting on January 20, 2026, will be removed from the Agenda.

MOTION:

Moved by: Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee accept the Agenda for Tuesday, April 21st, 2026, with the following amendments;

That Administrative Procedure 613 - Fees for Learning Materials and Activities be separated from the presented list, for discussion; and;

That the Notice of Motion received from the Policy Development Committee meeting on January 20, 2026, will be removed from the Agenda.

Carried.

4. Declarations of Conflicts of Interest

There were no conflicts of interest.

5. Approval of the Minutes of the Meeting of the Policy Development Committee on Tuesday, January 20th, 2026.

MOTION:

Moved by: Trustee Durst, seconded by Trustee Martin, that the Policy Development Committee minutes from Tuesday, January 20th, 2026, be accepted.

Carried.

6. Business Arising from the Minutes

There was no business arising from the minutes.

B. Recommended Actions/Presentations:

1. Directional Policy 400 - Recruitment, Talent Development, Leadership and Succession Planning

Minutes

DRAFT

Darren Kahler, Superintendent

Superintendent Darren Kahler answered questions regarding PVNC Catholic's hiring process.

MOTION:

Moved by: Trustee Martin, seconded by Trustee Leahy, that the Policy Development Committee recommend to the Board that Directional Policy 400 - Recruitment, Talent Development, Leadership and Succession Planning, be received and posted as presented.

Carried.

C. Information Items:

1. Administrative Procedures

C.1.a) Administrative Procedure 403 - Police Record Checks (moving to 518)

That Administrative Procedure #518, Police Record Checks, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.b) Administrative Procedure 504 - Employee Attendance Support Program

That Administrative Procedure #504, Employee Attendance Support Program, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.c) Administrative Procedure 611 - Expenditure Guidelines: Hospitality/Honorariums/ Recognition/Meeting Costs

That Administrative Procedure #611, Expenditure Guidelines: Hospitality/Honorariums/ Recognition/Meeting Costs, be received and posted as revised under Directional Policy #600, Stewardship of Resources.

C.1.e) Administrative Procedure 818 - Accessibility and Barrier Free Learning and Work Environments: Employment

That Administrative Procedure #818, Accessibility and Barrier Free Learning and Work Environments: Employment, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.f) Administrative Procedure 819 - Accessibility and Barrier Free Learning and Work Environments: Information and Communication

Minutes

DRAFT

That Administrative Procedure #819, Accessibility and Barrier Free Learning and Work Environments: Information and Communication, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.g) Administrative Procedure 820 - Accessibility and Barrier Free Learning and Work Environments: Transportation

That Administrative Procedure #820, Accessibility and Barrier Free Learning and Work Environments: Transportation, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.h) Administrative Procedure 821 - Accessibility and Barrier Free Learning and Work Environments: Design of Public Spaces

That Administrative Procedure #821, Accessibility and Barrier Free Learning and Work Environments: Design of Public Spaces, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.i) Administrative Procedure 822 - Accessibility and Barrier Free Learning and Work Environments: Customer Service

That Administrative Procedure #822, Accessibility and Barrier Free Learning and Work Environments: Customer Service, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.j) Administrative Procedure 1005 - Volunteers in Our Schools

That Administrative Procedure #1005, Volunteers in Our Schools, be received and posted as revised under Directional Policy #1000, Parent and Community Relations.

MOTION:

Moved by: Trustee Leahy, seconded by Board Chairperson MacKenzie, that the Policy Development Committee recommend to the Board that items C.1.a) through C.1.c) and C.1.e) through C.1.j), be received and posted as presented.

Carried.

C.1.a) Administrative Procedure 403 - Police Record Checks (moving to 518)

That Administrative Procedure #518, Police Record Checks, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.b) Administrative Procedure 504 - Employee Attendance Support Program

Minutes

DRAFT

That Administrative Procedure #504, Employee Attendance Support Program, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.c) Administrative Procedure 611 - Expenditure Guidelines: Hospitality/Honorariums/ Recognition/Meeting Costs

That Administrative Procedure #611, Expenditure Guidelines: Hospitality/Honorariums/ Recognition/Meeting Costs, be received and posted as revised under Directional Policy #600, Stewardship of Resources.

C.1.e) Administrative Procedure 818 - Accessibility and Barrier Free Learning and Work Environments: Employment

That Administrative Procedure #818, Accessibility and Barrier Free Learning and Work Environments: Employment, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.f) Administrative Procedure 819 - Accessibility and Barrier Free Learning and Work Environments: Information and Communication

That Administrative Procedure #819, Accessibility and Barrier Free Learning and Work Environments: Information and Communication, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.g) Administrative Procedure 820 - Accessibility and Barrier Free Learning and Work Environments: Transportation

That Administrative Procedure #820, Accessibility and Barrier Free Learning and Work Environments: Transportation, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.h) Administrative Procedure 821 - Accessibility and Barrier Free Learning and Work Environments: Design of Public Spaces

That Administrative Procedure #821, Accessibility and Barrier Free Learning and Work Environments: Design of Public Spaces, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.i) Administrative Procedure 822 - Accessibility and Barrier Free Learning and Work Environments: Customer Service

That Administrative Procedure #822, Accessibility and Barrier Free Learning and Work Environments: Customer Service, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.j) Administrative Procedure 1005 - Volunteers in Our Schools

Minutes

DRAFT

That Administrative Procedure #1005, Volunteers in Our Schools, be received and posted as revised under Directional Policy #1000, Parent and Community Relations.

Trustee Tanguay addressed the committee regarding the process for replacement of student Chromebooks.

C.1.d) Administrative Procedure 613 - Fees for Learning Materials and Activities

That Administrative Procedure #613, Fees for Learning Materials and Activities, be received and posted as revised under Directional Policy #600, Stewardship of Resources.

MOTION:

Moved by: Trustee Martin, seconded by Trustee Durst, that the Policy Development Committee recommend to the Board that item C.1.d) be received and posted as presented.

Carried.

C.1.d) Administrative Procedure 613 - Fees for Learning Materials and Activities

That Administrative Procedure #613, Fees for Learning Materials and Activities, be received and posted as revised under Directional Policy #600, Stewardship of Resources.

There was a brief discussion regarding the new police record check requirements.

D. Old Business:

There was no old business.

E. Next Meeting:

1. Policy Development Committee Meetings for 2025-2026:

- Tuesday, June 16, 2026, 6:30 p.m.

F. Conclusion

1. Closing Prayer

Trustee Durst led the Policy Development Committee in closing Prayer.

2. Adjournment

MOTION:

Moved by: Trustee Martin, seconded by Board Chairperson MacKenzie, that the Policy Development Committee be adjourned at 6:49 pm.

Minutes

DRAFT

Carried.

Kathleen Tanguay
Committee Chairperson
/sb

Sean Heuchert
Superintendent of Business
and Finance





C.1.a)

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

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

C.1.a) Administrative Procedure 310 - French Immersion

That Administrative Procedure #310, French Immersion, be received and posted as revised under Directional Policy #300, Student Achievement and Well Being.

C.1.b) Administrative Procedure 324 - Concussion Protocol, Awareness and Training

That Administrative Procedure #808, Concussion Protocol, Awareness and Training, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.c) Administrative Procedure 509 - Workplace Violence Prevention

That Administrative Procedure # 509, Workplace Violence and Prevention, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.d) Administrative Procedure 702 - Religious and/or Creed Accommodations

That Administrative Procedure # 702, Religious and/or Creed Accommodations, be received and posted as revised under Directional Policy #700, Equity and Inclusive Education.

C.1.e) Administrative Procedure 809 - Occupational Health and Safety

That Administrative Procedure # 809, Occupational Health and Safety, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.f) Administrative Procedure 913 - Delegation of Authority

That Administrative Procedure # 913, Delegation of Authority, be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.

C.1.g) Administrative Procedure 1201 - Records and Information Management



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

PVNC Catholic

That Administrative Procedure # 1201, Records and Information Management, be received and posted as revised under Directional Policy #1200, Records and Information.

C.1.h) Administrative Procedure 1203 - Ontario Student Record (OSR) Management

That Administrative Procedure # 1203, Ontario Student Record (OSR) Management, be received and posted as revised under Directional Policy #1203, Records and Information.

C.1.i) Administrative Procedure 1301 - Student Eligibility

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

C.1.j) Administrative Procedure 1303 - Route Operation

That Administrative Procedure # 1303, Route Operation, be received and posted as revised under Directional Policy #1300, Student Transportation.

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Sheila Piggott, Superintendent

Subject: AP 310 - French Immersion

Background:

Summary of Draft Administrative Procedure:

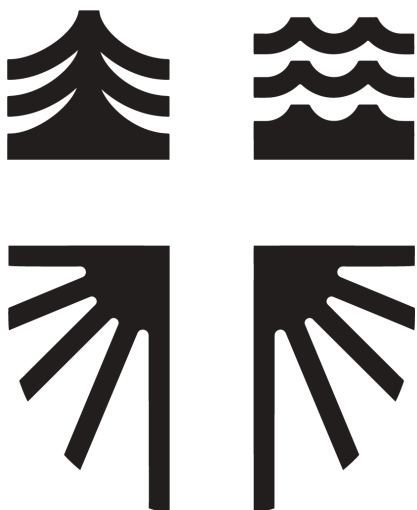
The key changes to this Administrative Procedure include:

A no changes

B adjusted to support moving FI to grade 1

Attachments:

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



PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure French Immersion	Administrative Procedure Number 310
Directional Policy 300 - Student Achievement and Well-Being	

Title of Administrative Procedure:

French Immersion

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

This administrative procedure articulates a system-wide procedure to support evidence based instructional practices that enhance opportunities for student achievement in the French Immersion program. This supports the Inspire pillar.

Alignment with Multi-Year Strategic Plan:

The French Immersion Administrative Procedure supports our vision for achieving excellence in Catholic Education by ensuring the Board has clearly outlined the procedures for the French Immersion program in accordance with the Ministry of Education and Board procedures. The Peterborough, Victoria Northumberland and Clarington Catholic District School Board is committed to implementing [A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12 \(2013\)](#). The

vision of this framework is that all students will have the opportunity to succeed in French as a Second Language programs in Ontario through increased confidence, proficiency and achievement. This Administrative procedure aligns with the Board's multi-year strategic plan, specifically as an expression of its vision Rooted in community, formed in faith, ready to change the world.

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

Action Required:

1.0 School/Class Organization

- 1.1. The French Immersion program may be offered in either a dual track or an Immersion Centre school model.
- 1.2. The Determination of a dual track or an Immersion Centre program delivery model in a French Immersion site will be decided by senior administration based on a system accommodating factors.
- 1.3. In the event class organization falls below current pupil –teacher ratio levels, in alignment with current Ministry of Education numbers over a period of two years, the principal must consult with the appropriate superintendent of schools to discuss the continued viability of a French Immersion program.

2.0 Registration Procedures

- 2.1. The Board jurisdiction will be divided into attendance areas for French Immersion. The process for admission will be offered at the same time as that of the English program.
- 2.2. Advertising for French Immersion will be established as required.
- 2.3. Prior to **grade 1**, all parents of children will receive:
 - 2.3.1. Information on the French immersion program.
 - 2.3.2. An announcement of any information meetings.
 - 2.3.3. Details of the registration procedures.
- 2.4. French Immersion parent information meetings will be scheduled by the principals:

3.0 Late Entry into French Immersion

Late entry to the French Immersion may be considered on a case by case basis. Principals are to consult the PVNC Guide to Late Entry in French Immersion for guidance in this process.

4.0 Program

The following program parameters will be established:

4.1. Elementary Schools

- 4.1.1. The French Immersion program at PVNC Catholic has been established in accordance with researched best practices. The percentages of French instruction listed below endeavor to provide students with rich exposure to and practice with the French language in the program.
- 4.1.2. Grade 1: 85 percent of instruction will be in French and 15 percent of instruction will be in English where Religious and Family Life Education, and Integrated Arts (music and drama) are taught in English, and all other subject areas are taught in French.
- 4.1.3. Grade 2 and 3: 75 percent of instruction will be in French and 25 percent of instruction will be in English where Religious and Family Life Education, Integrated Arts (music and drama), and English Language Arts are taught in English, and all other subject areas are taught in French.
- 4.1.4. Grades 4, 5, 6, 7, and 8: 50 percent of instruction will be in French and 50 percent of instruction will be in English where Religious and Family Life Education, English Language Arts, Integrated Arts (music and drama), and Mathematics are taught in English, and all other subject areas are taught in French. In certain circumstances, principals may need to modify the percentages listed above. In Kindergarten to Grade 3 classrooms, any modifications to these percentages must be made in consultation with the FSL superintendent and the FOS superintendent.
- 4.1.5. The percentage of French instruction must never fall below 50%.
- 4.1.6. PVNC Catholic follows the guidelines of *The Ontario Curriculum: French as a Second Language - French Immersion Grades 1 to 8 (2013)*, which states: "For subjects other than FSL that are taught in French in the French Immersion program, the expectations in each course are those outlined in the English language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English."
- 4.1.7. The hours of French instruction at each grade level in Elementary French Immersion programs are as follows:

<i>Grade 1</i>	<i>795</i>	<i>Grade 5</i>	<i>468</i>
<i>Grade 2</i>	<i>701</i>	<i>Grade 6</i>	<i>468</i>
<i>Grade 3</i>	<i>701</i>	<i>Grade 7</i>	<i>468</i>
<i>Grade 4</i>	<i>468</i>	<i>Grade 8</i>	<i>468</i>
<i>Total Elementary French Hours in the FI program</i>			<i>4537</i>

4.2. Secondary Schools

- 4.2.1. The French Immersion program in PVNCCDSB Secondary Schools will be run in accordance with the policy in The Ontario Curriculum Grades 9 to 12: French as a Second Language (2014) which states: “Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction.” PVNCCDSB Secondary Schools will grant a certificate in French Immersion if the student fulfils these Requirements.
- 4.2.2. PVNC Catholic follows the guidelines of The Ontario Curriculum Grades 9 to 12: French as a Second Language (2014), which states: “For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined in the English language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.” When possible, the Board will provide an opportunity for students enrolled in the FIF 4U, FIF 4O, FSF 4U, or FSF 4O courses to challenge the Diplôme d’études en langue française (DELFF) examination. The board will ensure that an equitable distribution of spots for the DELFF are shared between all secondary schools.

- 4.2.3. The Board will provide job-embedded professional learning opportunities for staff who work with students in the French Immersion program.

5.0 Resources

Adequate resources material for French immersion will be acquired for schools in consultation with appropriate school and Education Centre staff.

6.0 Supporting All Students to Succeed in French Immersion

- 6.1. One of the guiding principles of the Ministry of Education's A Framework for FSL (2013) is that French as a Second Language programs are for all students. In accordance with this, PVNCCDSB will offer an equitable and inclusive French Immersion program where students are given every opportunity to succeed.
- 6.2. In cases where students have identified accommodations and modifications as a part of their Individual Education Plan (IEP), teachers will be supported to implement the appropriate accommodations and modifications to meet student's learning needs.
- 6.3. All students in French Immersion benefit from instructional approaches such as Common European Framework of Reference (CEFR), Deep Inquiry Learning, principles of Universal Design for Learning and Differentiated Instruction. Teachers, special education resource teachers and principals will collaborate in order to ensure student needs in relation to attention, learning style, behavior and other sensitivities are met effectively.
- 6.4. When a student experiences learning challenges in the French Immersion program, the student should be brought to the School Resource Team (SRT). In this way, each student's needs can be assessed and discussed on an individual basis. Through the SRT process, all aspects that affect the child's learning and achievement should be considered including academic strengths and weaknesses, student motivation and attitude toward French, medical considerations such as hearing and vision, and other mitigating circumstances. In this way a plan shall be put in place that best supports the individual student's needs.
- 6.5. After careful implementation of the above strategies and approaches, parents, together with administrators and teachers may, in the best interests of the child, consider transferring a child out of the French Immersion program. As a part of this conversation, the principal shall

outline all considerations that impact on this decision including the procedure of the child returning to their regular home school as defined by the Board's boundaries.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy.
- Reviewing this Administrative Procedure as part of the regular policy review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- Supporting a French Immersion program that is based on research and best practice around second language learning, which fosters collaboration to support the French Immersion Administrative Procedure and the Student Achievement and Well-Being Policy for inclusive curriculum instruction and assessment.
- Supporting implementation of the French Immersion Administrative Procedure.
- Providing leadership and job-embedded professional development opportunities.
- Review existing and potentially new French Immersion programs based on enrollment and interest.
- Building capacity to ensure the use of effective, evidence-based strategies in French Immersion schools and classrooms.
- Using school and system data to inform directions in professional learning and Catholic board improvement planning.
- Promoting a culture of student achievement in French Immersion.
- Supporting principals in discussions about the appropriate placement of students in the French Immersion program.

Principals and Vice-Principals are responsible for:

- Supporting implementation of the French Immersion Administrative Procedure.

- Providing leadership and professional development opportunities to ensure the use of effective, evidence-based instructional practice in French Immersion, such as the Common European Framework of Reference (CEFR) to guide planning and assessment.
- Supporting school staff in the use of effective, evidence-based instructional practice in second language learning, such as the CEFR to guide planning and assessment.
- Using data (e.g. DELF results, diagnostic assessments, progress on established continuum such as CEFR charts) to inform the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW).
- Promoting a culture of student achievement in French Immersion.
- Supporting a school climate that maximizes all students' abilities to access curriculum in order to achieve at learning a second language.

Staff are responsible for:

- Implementing effective evidence-based French as a second language instructional practice, such as the CEFR to guide planning and assessment in accordance with Ministry and Board guidelines, policy and procedures.
- Engaging in professional learning in order to support student achievement and well-being.
- Exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students.
- Using French as the language of instruction and of communication in the French Immersion classroom.
- Fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004).
- Encouraging and honouring student voice in the development of authentic and relevant French language learning experience.
- Promoting a culture of student achievement in French Immersion.
- Supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- Engaging in all learning experiences.
- Using French as the language of learning and of communication in the French Immersion classroom and during French school activities.

- Articulating what they are expected to learn and be able to do.
- Monitoring and assessing their learning using a variety of tools including the descriptors for the Common European Framework of Reference.
- Setting specific improvement goals, based on peer and teacher feedback.
- Demonstrating achievement of curriculum expectations.
- Developing learning skills and work habits that support lifelong second language learning.

Parents/Guardians are responsible for:

- Engaging with teachers, their children, and school administration to support achievement and well-being in the French Immersion program.

Progress Indicators:

- Data, including Grade 12 DELF scores, will demonstrate increased student achievement and proficiency in French.
- Increased retention of students, including those with IEPs and identified learning needs in French programs will increase at all grade levels.
- The percentage of students studying in FSL programs to Grade 12 will increase.
- Increased opportunities for students to engage in authentic French learning beyond the school and, where possible, in collaboration with community partners.
- Increased opportunities for parents to become informed partners in their children's French education.

Definitions:

- **Common European Framework of Reference (CEFR):** The CEFR is a tool developed, researched and validated by the Council of Europe. It provides a common basis to define language proficiency. It offers tools for teachers and students to track and recognize progress in learning a language. It describes the skills and knowledge that language learners need to communicate effectively through understanding (listening and reading), speaking (production and interaction) and writing. The approach is action-oriented with a focus on what skills the learner needs to do real-life tasks with specific goals. (-Canadian Parents for French)
- **Diplôme d'études en langue française (DELF):** An official international certification awarded by the French Ministry of Education indicating the level of

proficiency of candidates from outside France in the French language. (-destinationdelf.ca)

- **French Immersion program:** French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. At the secondary level, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. (-Ontario FSL Curriculum)
- **French as a Second Language programs:** Students in Ontario are required to learn French as a part of their educational program. There are three programs that offer students the opportunity to learn French: Core French, Extended French and French Immersion.

References:

- [A Framework for French as a Second Language in Ontario Schools](#)
- [Common European Framework of Reference for Languages \(CEFR\).](#)
- [Diplôme d'études en langue française \(DELF\)](#)
- [Growing Success](#)
- [Learning for All](#)
- [Catholic Graduate Expectations](#)
- [Ontario Curriculum Documents](#)
- [Transforming FSL \(An Ontario repository of pedagogical research and tools for French as a Second Language\).](#)

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Wayne Clark, Superintendent

Subject: AP 808 - Concussion Protocol Awareness Training

Background:

Completion of new/updated Concussion Protocol and Procedure involved a Concussion committee with Vice Principal, Principal, Chair of Phys Ed , Elementary Coach/convenor, High Risk sport coach/teacher.

The Board shall develop and perform a regular review of the *PVNC Support Document for Concussion-Related Brain Injuries* to ensure guidelines are aligned with current best practice recommendations, Rowan’s Law, the Ontario Physical Activity Safety Standards in Education (OPASSE), and the Ministry of Education PPM 158.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

Simplified Recovery Stages – Early stages of RTL and RTPA are now merged, reducing confusion and better aligning learning and physical activity recovery.

Our last document had steps. Now Stages in line with new expectations.

Earlier Return to School – Students can now return to school as early as Stage 2 (24 hours after initial injury), supporting social, emotional, and cognitive recovery.

Recognition of Mild, Brief Worsening of Symptoms When Returning to Lower-Risk Components of the Activity – Brief worsening of symptom is common and OK when returning to school activities and when resuming low-risk physical activities such as walking, jogging, or rolling.

Medical Clearance to Return to Physical Activity with a Risk of Contact (contact sports, scrimmages) – Clearance is required after Stage 3, ensuring students are recovered and assessed by a medical doctor before resuming higher-risk components of activities like multiplayer game-play.

Reassessment if Symptoms Recur After Clearance – If symptoms return after being medically cleared while participating in higher-risk components of activities during Stages 4-6, students must go back to participating in Stage 3 activities (activities with no risk of a hit to the head, neck, or body) and be reassessed by a medical doctor.

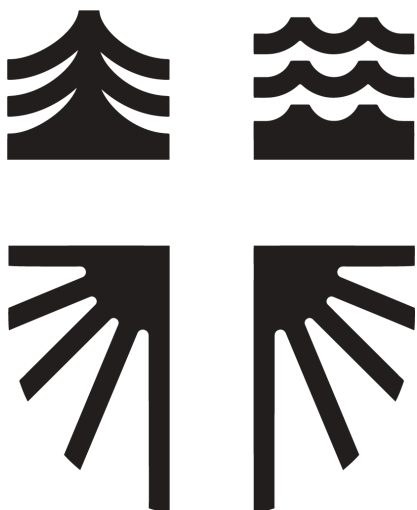
New: [PVNC Support Document for Concussion-Related Brain Injuries](#)

- Makes updates and changes to plan according to OPASSE changes and updates. Note -no longer Step 2a and 2 B. Move to Stages. [Appendices C](#)
- Updated all references and links
- Alignment with Healthy Schools and Workplaces DP 800

Attachments:

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





PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure Concussion Protocol Awareness Training	Administrative Procedure Number 808
Directional Policy 800 - Healthy Schools and Workplaces	

Title of Administrative Procedure:

Concussion Protocol Awareness Training

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

This Administrative Procedure aligns with the [Healthy Schools and Workplaces Directional Policy – 800](#) by ensuring that the Board prioritizes the achievement and well-being of all students and staff in learning and work environments that are anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations. The Board recognizes that the health and well-being of our students and staff are foundational to their success. A healthy environment involves being respectful of one another's social, emotional, spiritual and physical well-being.

Alignment with Multi-Year Strategic Plan:

This Concussion Protocol Awareness Training Administrative Procedures supports our Mission to educate students in faith-filled, safe, inclusive Catholic learning communities

by nurturing the mind, body, and spirit of all. The Board recognizes that it is a shared responsibility of parent(s)/guardian(s), school administration, and school staff to ensure the safety of students.

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

Background:

On March 7, 2018, the Ontario government enacted Rowan's Law (Concussion Safety), 2018, and amended the Education Act, to protect amateur athletes, including students, by improving concussion safety on the field and at school. The amendments to the Education Act came into force on July 1, 2019, and gave the Minister of Education the authority to require school boards to comply with policy and guidelines on concussions, consistent with Rowan's Law.

With the authority under the Education Act, the Minister requires all school boards in Ontario to have a policy on concussion safety for students. The updates to Policy/Program Memorandum 158 - School Board Policies on Concussion now require all school boards to protect amateur athletes, including students, by improving concussion safety on the field and at school by ensuring that students, parents, coaches and officials are aware, trained and review concussion protocols annually. Furthermore, Two partnerships central to the shaping of the updated Concussion Protocol were [Parachute Canada](#) and the [Living Guideline for Pediatric Concussion \(PedsConcussion.com\)](#). Parachute Canada, whose release of the [Canadian Guideline on Concussion in Sport – 2nd Edition \(2024\)](#) provided a critical reference point for the revisions. OPHEA worked with Parachute to increase alignment between the school-based Concussion Protocol and community sport practices. This collaboration focused on providing consistent guidance for students, whether participating in physical activity at school or in community-based sports programs.

PVNC Catholic is committed to helping all students succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and wellbeing, PVNC Catholic supports concussion awareness, prevention, identification, management, tracking, and training in schools through legislation, policy, and resources.

The implementation of this administrative procedure in all schools in our Board is another important step in creating safe and healthy learning environments. Page 3 of 14 AP-808 also reinforces the knowledge, skills, and attitudes regarding injury prevention

that are developed through expectations across various subjects and disciplines in the Ontario curriculum.

Action Required:

- The Board will ensure that information on concussion awareness, prevention, identification, and management is made available to all students, staff, parents/guardians, and volunteers working within the Board. Ongoing communication will be maintained through a variety of communication strategies, such as the Board website and/or other appropriate channels.
- The Board will ensure that relevant school board staff participate in annual concussion training which includes information on concussion awareness, prevention, and management.
- All staff are required to implement the protocols and strategies for preventing concussions.
- The Board will monitor the OPHEA Concussion Protocol, as part of OPASSE, and make recommendations for updates, as needed, to any Board documents related to concussions.

In addition, the updated PPM 158 (2019) requires all school board policies to include the following:

- The receipt of confirmation of an annual review of an approved Concussion Awareness Resource by individuals participating in board-sponsored interschool sports;
- The establishment of Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- Annual concussion training for school staff;
- The establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity;
- The establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

1.0 Concussion Awareness and Prevention Strategies

- 1.1. All students, staff, and parents/guardians within the Board will receive information on concussion awareness and prevention and Codes of

Conduct through an appropriate communication tool such as, the Board website and/or other appropriate channels;

- 1.2. All students will be taught about the risks of concussions (e.g. through the Ontario Curriculum expectations, Rowan's Law Day).
- 1.3. For extra-curricular sports and intramurals, the teacher/coach/trainer will meet with the students at the beginning of the season to discuss the following:
 - 1.3.1. the rules of the game and the importance of practicing fair play and wearing properly fitted protective equipment;
 - 1.3.2. the risks for concussion associated with the sport, and how to minimize those risks; and
 - 1.3.3. the student's responsibility to immediately inform the teacher and parent/guardian of any signs or symptoms of a concussion, and to remove him or herself from the activity.

2.0 Concussion Code of Conduct

- 2.1. With respect to interschool sports, all students/athletes, teachers/coaches/trainers, volunteers, and parents/guardians of students under the age of 18 will review, sign, and submit the appropriate Code of Conduct Form which includes information on signs and symptoms and the prevention of Concussions.
- 2.2. Students under the age of 18 and their parents, will submit their signed forms to the school at the beginning of the school year and prior to participation in Board-sponsored interschool sports. These forms will be kept on file for the school year.
- 2.3. Coaches will submit their signed form to their principal/designate at the beginning of the school year and prior to participation in Board-sponsored interschool sports. These forms will be kept on file for the school year.

3.0 Concussion Training

- 3.1. Annual training on concussion awareness, prevention, identification, and management will be provided to school staff, Board employees, and school volunteers.
 - 3.1.1. School staff, Board employees, and school volunteers will review the Board's Concussion Policy and Administrative Procedures annually.

- 3.1.2. New school staff, who are hired throughout the school year, will have access to concussion training through the appropriate channel (ie. NTIP program or the Human Resources Department.)

4.0 Concussion Identification

- 4.1. In cases where a stakeholder suspects a concussion or a concussion event has occurred due to the nature of the impact, but there are no observable signs present, nor are there any symptoms reported, the stakeholder must report the incident to school administration and parents/guardians for 24 hour monitoring ([as outlined in PVNC Concussion Related Brain Injuries Support Document](#)).
- 4.2. School staff, Board employees and/or school volunteers who have identified a student as having a concussion/suspected concussion will follow the concussion protocol as outlined in [PVNC Concussion Related Brain Injuries Support Document](#).
- 4.3. School staff, Board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek medical assessment by a physician or a nurse practitioner.
- 4.4. Medical doctors or nurse practitioners are the only professionals who can diagnose a concussion and provide medical clearance for a student to Return to Learn (RTL) or Return to Physical Activity (RTPA).
- 4.5. A student who is suspected of having sustained a concussion, or the student's parent, if the student is under 18 years of age:
 - 4.5.1. are encouraged to provide confirmation that the student who is suspected of having sustained a concussion has undergone a medical assessment by a physician or nurse practitioner to support the student's return to learning; and
 - 4.5.2. must provide confirmation that the student who is suspected of having sustained a concussion has undergone a medical assessment by a physician or nurse practitioner that the student has been medically cleared, before the student can return to full participation in physical Activity.

5.0 Concussion Management

- 5.1. When a student has been diagnosed with a concussion by a medical doctor or nurse practitioner, the principal/designate and school staff will follow the concussion protocol as outlined in [PVNC Concussion Related Brain Injuries Support Document](#).

- 5.2. School staff will implement any recommended educational accommodations, as deemed appropriate by the medical doctor or nurse practitioner, for the student suffering from a diagnosed concussion;
- 5.3. The School Concussion Management Team will work with the student and his or her parents/guardians to follow and implement the Return to School Plan which includes the Return to Learn (RTL) and Return to Physical Activity (RTPA) Plan as outlined in [PVNC Concussion Related Brain Injuries Support Document](#).

6.0 Concussion Tracking

- 6.1. Principal, designate or school staff will:
 - 6.1.1. document and track the number of suspected and diagnosed concussion-related injuries using an appropriate recording system; and;
 - 6.1.2. track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

7.0 Rowan's Law Day

- 7.1. The last Wednesday in September (or as declared by the provincial government) is established as Rowan's Law Day as indicated in Bill 193. This day will be used to promote concussion awareness and prevention.

Responsibilities:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendent with responsibility for Healthy Schools is responsible for:

- developing strategies for the prevention and identification of concussions and procedures for diagnosed concussions;

- providing awareness training for all staff and ensuring that they align with current best practices, and at a minimum, with the OPHEA Concussion guidelines and OSBIE requirements;
- ensuring that concussion awareness and education strategies are made available to students and parents (websites, hand-outs, newsletters, Twitter, team meetings, curriculum, etc.); and
- ensuring that information on concussion protocols is provided to Community Users of school facilities and licensed third-party care providers not operating Extended Day programs.

Superintendents of Learning and System Portfolios are responsible for:

- supporting the implementation of this Administrative Procedure.

Manager of Communications is responsible for:

- creating a variety of communication strategies to ensure implementation of the Concussion Administrative Procedures; and
- creating a variety of materials to support concussion prevention, awareness and management (i.e., pamphlets, website banners, posters, social media feeds).

Managers and Supervisors are responsible for:

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

Principals and Vice-Principals are responsible for:

- leading the school community in communicating, understanding and implementing the Concussion Administrative Procedures;
- ensuring that the concussion protocol and procedures, as outlined in [PVNC Concussion Related Brain Injuries Support Document](#), will be adhered to when a student suffers a potential concussion and/or has concussion-like symptoms;
- ensuring that forms are available to all staff [PVNC Concussion Related Brain Injuries Support Document](#);
- ensuring that all staff have completed mandatory online training annually;
- in the event of a diagnosed concussion, informing the appropriate school staff, leading the school team, using a collaborative approach, to develop a Return to Learn/Return to Physical Activity Plan (Appendix C), and ensure that the Return to Learn/Return to Physical Activity Plan (Appendix C) process meets the individual needs of the student;

- documenting and tracking the number of suspected and diagnosed concussion-related injuries using an appropriate recording system; and tracking a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.
- supporting parents in understanding and following the protocols/strategies;
- ensuring forms and training are provided to those staff/volunteers that are coaching or officiating sports events/activities or offsite activities, as required;
- ensuring forms and training are available to students and parents/guardians involved in inter-school sports, as required;
- communicating the importance of reporting any non-school-related concussions; and;
- ensuring that the school works closely with parents/guardians to support students with a concussion in their recovery and academic success.

Teachers are responsible for:

- annually review the Board's Policy and Administrative Procedure on Concussions, the [PVNC Concussion Related Brain Injuries Support Document](#), OPHEA Concussion Protocols and participate in Board Concussion Training;
- being informed about what to do in the event of a concussion [PVNC Concussion Related Brain Injuries Support Document](#);
- participating in the required training, and understand and follow the Concussion Administrative Procedures, as appropriate to their roles;
- ensuring all equipment is certified (if applicable), in good condition, worn properly and is appropriate for the activity;
- planning age-appropriate activities and supervising students at all times;
- providing students with appropriate safety/concussion training prior to participating in activities [PVNC Concussion Related Brain Injuries Support Document](#);
- being aware of the methods of preventing concussion applicable to a specific activity and communicating these to students [PVNC Concussion Related Brain Injuries Support Document](#); and
- being aware of the management protocol in the event of a concussion, including Return to Learn/Return to Physical Activity Plan (Appendix C).

In addition to the above, teachers acting in a coaching/training capacity are responsible for:

- discussing safe play, rules of play, and concussion prevention and management with students prior to engaging in physical activity;
- completing a coach's Code of Conduct Form if he or she is coaching and

- supervising an interschool sport;
- verifying that the signed student or parental/guardian (of students under 18 years of age) permission is on file prior to the student participating in an interschool sport, which acknowledges that they have reviewed the Board's student/athlete Code of Conduct.

Parents/Guardians are responsible for:

- learning the signs/symptoms of concussion with students;
- having the student assessed by a medical doctor or nurse practitioner, as soon as possible, in the event that a concussion is suspected;
- collaborating with the school and a medical doctor or nurse practitioner to manage possible or diagnosed concussions appropriately;
- supporting concussed students with their recovery;
- cooperating with school staff and supporting a student on the Return to Learn/Return to Physical Activity Plan (Appendix C); and
- reporting any non-school-related concussion to the school principal so that the Return to Learn/Return to Physical Activity Plan (Appendix C) can be implemented.

In addition to the above, parents/guardians of students under the age of 18 involved in Board-sponsored Interschool Sports are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).
- providing confirmation of review of the Concussion Code of Conduct annually (beginning of school year).
- submitting confirmation of review of a board-approved concussion awareness resource and Concussion Code of Conduct to each coach of the new sport being played in the school year.

Students are responsible for:

- participating in all safety training to learn to recognize the signs/symptoms of concussions;
- wearing any required equipment in the correct manner;
- following all rules and regulations of an activity;
- immediately reporting any concussion symptoms to staff/coaches;

- informing staff/coaches if they notice/observe concussion signs in any of their peers;
- following concussion management strategies of their medical practitioner; and
- understanding and following the Return to Learn/Return to Physical Activity Plan (Appendix C) as directed by school staff.

In addition to the above, students involved in Board-sponsored Interschool Sports are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).
- submitting confirmation of review of a board-approved concussion awareness resource and Concussion Code of Conduct to each coach of the new sport being played in the school year.

The role of Medical Doctors and Nurse Practitioners includes the following:

- reviewing the concussion forms completed by the school;
- providing support and medical assistance (where necessary) for the student's recovery process; and
- participating with the school in the recovery process and in the development of review of the Return to Learn/Return to Physical Activity Plan (Appendix C).

Board-sponsored Interschool Sports

Prior to participating in board-sponsored interschool sports:

Team trainers are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).
- providing confirmation of review of the Concussion Code of Conduct annually (beginning of school year).

Coaches are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).

- providing confirmation of review of a board-approved concussion awareness resource annually (beginning of school year).
- reviewing the Concussion Code of Conduct annually (beginning of school year).
- providing confirmation of review of the Concussion Code of Conduct annually (beginning of school year).
- tracking completion of Concussion Code of Conduct and approved concussion resources, from students, parents (for students under the age of 18) and officials and submitting to the principal/designate.

Officials are responsible for:

- reviewing a board-approved concussion awareness resource annually (beginning of school year).
- providing confirmation of review of a board-approved concussion awareness resource annually.

Definitions:

- **Concussion:** the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or a nurse practitioner. The definition of concussion given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.
 - is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
 - may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
 - can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
 - cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.
- **Concussion Code of Conduct:** sets out rules of behaviour to minimize concussions while playing a sport.

- **Concussion Awareness Resources:** information for amateur athletes, parents, coaches, team trainers and officials to improve concussion safety in amateur competitive sport. These resources are to be reviewed annually. Annually, confirmation must be provided by athletes, parents, coaches, team trainers and officials that he/she has reviewed the resources.
- **Interschool Sports:** a competition or cooperation between schools. Carried on outside the bounds of an institution or community.
- **OPHEA:** a not-for-profit organization that champions healthy, active living in schools and communities through quality programs and services, partnerships and advocacy, and is led by the vision that all children and youth value and enjoy the lifelong benefits of healthy, active living.

Prevention Strategies:

Primary: information/actions that prevent concussions from happening (e.g., rules and regulations, minimizing slips and falls by checking the classroom floor and activity environments provide for safe traction and are obstacle-free).

Secondary: expert management of a concussion that has occurred (e.g., identification and Management- Return to Learn and Return to Physical Activity) that is designed to prevent the worsening of a concussion.

Tertiary: strategies that help prevent long-term complications of a concussion by advising the participant to permanently discontinue a physical activity/sport based on evidence-based guidelines.

- **School Team:** led by the school principal, the school team should include:
 - the concussed student;
 - the student's parents/guardians;
 - school staff and volunteers who work with the concussed student; and, the medical doctor or nurse practitioner.

Progress Indicators:

- Evidence that staff have implemented the protocols and strategies for preventing Concussions.
- Evidence that all staff have participated in concussion training (based on OPHEA suggested protocols and strategies for preventing concussions).
- Successful implementation of communication strategies to promote concussion awareness and training.
- Evidence that students, coaches, trainers, officials and parents/guardians have participated in concussion awareness training and have signed a Concussion Code of Conduct.
- Evidence of connections made to the curriculum, particularly in Health and Physical Education.

References:

- Appendix A: Tool to Identify a Suspected Concussion Form
- Appendix B: Medical Assessment Form - Concussion Signs/Symptoms Present
- Appendix C: Return to Learn/Return to Physical Activity Plan
- Appendix D: Informed Consent for Student Participation and Acknowledgment of Risks
- Appendix E: Player Code of Conduct & Concussion Resource Review for Interschool Sports
- Appendix F: Parent/Guardian Code of Conduct & Concussion Resource Review for Interschool Sports
- Appendix G: Coaches/Supervisor/Other Team Officials Code of Conduct (Concussion Safety) for Interschool Sports
- Appendix H: Receipt of Review of Concussion Awareness Resources for Coaches/Supervisor/Other Team Officials
- Appendix I: Return to Learn/Return to Activity Tracking Sheet
- [Policy/Program Memorandum 158](#)
- [PVNC Concussion Related Brain Injuries Support Document](#)
- [OPHEA Concussion Protocol](#)
- [Rowan's Law & Ontario Government Concussion Awareness Resource Video](#)
- [Concussions Ontario](#)
- [Parachute Canada - Concussions](#)
- [OSBIE.ca](#)

Concussion - Tool to Identify a Suspected Concussion

Identification of a Suspected Concussion:

Following a blow to the head, face, or neck, or a blow to the body that transmits a force to the head, a concussion must be suspected in the presence of one or more of the signs or symptoms outlined in the chart below and/or the failure of the Quick Memory Function Assessment.

1. Check appropriate box

An incident occurred involving _____ on _____
(Student's Name) (Date)

They were observed for signs and symptoms of a concussion.

- No signs or symptoms described below were noted at the time.
(Note: Continued monitoring of the student is important as signs and symptoms of a concussion may appear hours or days later (refer to #4 below).
- The following signs were observed or symptoms reported

Signs and Symptoms of Suspected Concussion (Check appropriate box)

Possible <u>Signs</u> Observed <i>A sign is something that is observed by another person (e.g. parent/guardian, teacher, coach, supervisor, peer)</i>	Possible <u>Signs</u> Observed <i>A sign is something that is observed by another person (e.g. parent/guardian, teacher, coach, supervisor, peer)</i>	RED FLAGS Call 911 if you observe any of the following:
<ul style="list-style-type: none"> <input type="checkbox"/> Balance, gait difficulties, motor in coordination, stumbling, slow laboured movements <input type="checkbox"/> Dazed, blank or vacant look <input type="checkbox"/> Disorientation or confusion, staring or limited responsiveness, or an inability to respond appropriately to questions <input type="checkbox"/> Facial injury after head trauma <input type="checkbox"/> Lying motionless on the playing surface (no loss of consciousness) <input type="checkbox"/> Slow to get up after a direct or indirect hit to the head <input type="checkbox"/> Unsteady on feet/balance problems or falling over/poor coordination/wobbly <input type="checkbox"/> Falling unprotected to the playing surface 	<ul style="list-style-type: none"> <input type="checkbox"/> Balance problems <input type="checkbox"/> Blurred vision <input type="checkbox"/> Difficulty concentrating <input type="checkbox"/> Difficulty remembering <input type="checkbox"/> Dizziness <input type="checkbox"/> "Don't feel right" <input type="checkbox"/> Drowsiness <input type="checkbox"/> Fatigue or low energy <input type="checkbox"/> Feeling like "in a fog" <input type="checkbox"/> Feeling slowed down <input type="checkbox"/> Headache <input type="checkbox"/> More emotional <input type="checkbox"/> More irritable <input type="checkbox"/> Nausea or vomiting <input type="checkbox"/> Nervous or anxious <input type="checkbox"/> "Pressure in head" <input type="checkbox"/> Sadness <input type="checkbox"/> More sensitivity to light <input type="checkbox"/> More sensitivity to noise <input type="checkbox"/> Ringing in the ears <input type="checkbox"/> Seeing stars or flashing lights 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased confusion or deteriorating conscious state (becoming less responsive, drowsy) <input type="checkbox"/> Loss of Vision or double vision <input type="checkbox"/> Increasingly restless, agitated or combative <input type="checkbox"/> Loss of consciousness or responsiveness <input type="checkbox"/> Neck pain or tenderness <input type="checkbox"/> Seizure, or "fits" or convulsion <input type="checkbox"/> Severe or increasing headache <input type="checkbox"/> Repeated Vomiting <input type="checkbox"/> Weakness or numbness/tingling/burning in arms or legs <input type="checkbox"/> Visible deformity of the skull

IF ANY OBSERVED SIGNS OR SYMPTOMS WORSEN, CALL 911

2. Perform Quick Memory Function Assessment

Ask the student the following questions, recording the answers below. Modify each question appropriately for each sport and age of athlete. Failure to answer any one of these questions correctly may suggest a concussion:

- a. Is it before or after lunch? _____
- b. What grade are you in? _____
- c. What activity/sport/game are we playing now? _____
- d. What is the name of your teacher/coach? _____
- e. What school do you go to? _____

3. Action to be taken

Any athlete/student with a suspected concussion should be IMMEDIATELY REMOVED FROM PRACTICE OR PLAY and should NOT RETURN TO ANY ACTIVITY WITH WITH OF HEAD CONTACT, FALL OR COLLISION, including SPORT ACTIVITY until ASSESSED MEDICALLY, even if the symptoms resolve.

Athletes/students with suspected concussion should NOT:

- Be left alone initially (at least for the first 3 hours). Worsening of symptoms should lead to immediate medical attention.
- Be sent home by themselves. They need to be with a responsible adult.
- Drink alcohol, use recreational drugs or drugs not prescribed by their Healthcare Professional.
- Drive a motor vehicle until cleared to do so by a healthcare professional.
- The student must not leave the premises without parent/guardian (or emergency contact) supervision.

In all cases of a suspected concussion, the student must be examined by a **MEDICAL DOCTOR OR NURSE PRACTITIONER** for diagnosis and must follow the concussion protocol described in Administrative Procedures AP-808.

4. Continued Monitoring by Parent/Guardian

- Students should be monitored for 24–48 hours following the incident as signs and symptoms can appear immediately after the injury or may take hours or days to emerge.
- If any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

Respondent Name: _____
(Please Print)

Respondent Signature: _____ Date: _____

Principal Signature: _____ Date: _____

¹ Parachute. (2024). Canadian Guideline on Concussion in Sport. (2nd edition) parachute.ca/guideline

Information Collection Authorization: Notice of Collection — In accordance with Section 29(2) of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA). This information is collected under the legal authority of Section 265(1)(d) of the *Education Act* (R.S.O. 1990 c.E.2) as amended and may be used as necessary for administrative purposes related to: the Board's operation, school programs and educational services, student records (OSR), and requirements of the Ministries of the Government of Ontario.

The Board's 'Notice of Collection, Use and Disclosure' and 'Privacy Policy' may be viewed on the Board's website at www.pvnccdsb.on.ca. Questions about the privacy of student information should be directed to your school Principal or the Board's FOI and Privacy Officer at 705-748-4861 or via email at communications@pvnccdsb.on.ca.

USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Concussion - Documentation of Medical Examination

THIS FORM MUST BE PROVIDED TO ALL STUDENTS SUSPECTED OF HAVING A CONCUSSION

_____ sustained a suspected concussion on _____.
(Student's Name) (Date)

As a result, this student must be seen by a medical doctor or nurse practitioner. Prior to returning to school, the parent/guardian must inform the school principal of the results of the medical examination by completing the following:

Results of Medical Examination:

- No concussion has been diagnosed**, and the student can resume full participation in school, sports, and physical activity without restrictions.
- A concussion has been diagnosed**, and therefore, the student must begin the Return to School (RTL) and Return to Physical Activity (RTPA) plans. **NOTE:** The student may return to school with support (RTL Stage 2) as tolerated. A second medical clearance will be required after RTPA Stage 3 before the student is permitted to participate in contact drills or competition.

Medical Doctor/ Nurse Practitioner Name: _____

Medical Doctor/ Nurse Practitioner Signature: _____

Date: _____

Comments:

¹ Parachute. (2024). Canadian Guideline on Concussion in Sport. (2nd edition) parachute.ca/guideline

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Concussion – Return to Learn/Return to Physical Activity Plan

Student Name: _____
(Please Print)

Date of Birth: _____ **O.E.N. #:** _____
Month Day Year

The Return to Learn (RTL) /Return To Physical Activity Plan (RTPA) is a combined approach.

Each stage must take a minimum of 24 hours

Stage 1 - Relative Rest – Return to Learn/Return to Physical Activity Plan: *INITIAL RECOVERY (FIRST 24–48 HOURS)* At Home.

Goal: Take more rest, if needed, in the first 24-48 hours. Encourage gentle activity. Avoid sports.
Examples of activities at this stage:

- Moving around the home and light walking
- Short games/activities (e.g., puzzles, board games, drawing, crafts)
- Social interaction (e.g., with family, friends)
- Minimize screen time (e.g., phone, TV, computer/tablet)

The student can progress to Stage 2 if:

- they have been diagnosed with a concussion by a medical doctor or nurse practitioner; and
- It has been a maximum of 24-48 hours after the initial injury.

My child/ward has completed Stage 1 of the Return to Learn/Return to Physical Activity Plan (relative cognitive and physical rest at home for at least 24-48 hours), and their **symptoms are mild or improving, or symptom free**. My child/ward will proceed directly to Stage 2 – Return to Learn/Return to Physical Activity Plan.

Parent/Guardian Name: _____
(Please Print)

Signature: _____ Date: _____

Medical Doctor/Nurse Practitioner Name: _____
(Please Print)

Signature: _____ Date: _____

**Forms completed by other licensed healthcare professionals should not otherwise be accepted.*

Comments:

Concussion – Return to Learn/Return to Physical Activity Plan

Stage 2

If at any time during the following Stages symptoms return, please refer to the “Return of Symptoms” section on page 5 of this form.

Student Name: _____
(Please Print)

Stage 2 – Return to School (with supports) - Return to Learn/Return to Physical Activity Plan

Goal: Increase tolerance to cognitive activities and school environments (as appropriate)

Examples of activities at this stage:

Return to Learn (RTL)

- Gradual reintroduction of light cognitive activities (e.g., reading, short periods of schoolwork/ activities with frequent breaks) as tolerated.
- Accommodations (e.g., access to breaks, additional time to complete work, dim lighting) may be required for cognitive activities and/or to help the student to tolerate the school environment.
- Continue to prioritize social interactions (e.g., with peers and family); this is preferably done at school
- Start with shorter periods of screen time (e.g., phone, TV, computer/tablet) and build up as tolerated.

Return to Physical Activity (RTPA)

- Avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body until they are fully recovered and have been medically cleared.
- *Continue light daily physical (aerobic) activity (e.g. walking, stationary bike at a moderate pace) for 10 -15 minutes. No resistance training, no sport participation.*

The student can progress to stage 3 if they can tolerate the activities in Stage 2.

- *mild/transient symptoms; less than 1 hour are acceptable*

My child/ward is attending school with accommodations. Symptoms are manageable.
My child/ward will proceed to Stage 3.

Parent/Guardian Name: _____
(Please Print)

Signature: _____ Date: _____

Comments:

Concussion – Return to Learn/Return to Physical Activity Plan Stage 3

Student Name: _____
(Please Print)

Stage 3 – Full Return to Learn (RTL) and Return to Sport-Specific Physical Activity Without Contact - Return to Learn (RTL)/Return to Physical Activity Plan (RTPA)

Goal: Continue to increase tolerance for cognitive activities and exposure to the school environment. Gradual increase of time spent on activities and of the types of activities in which students can participate. Gradual reduction of concussion-related accommodations.

Examples of activities at this stage:

RTL

- Continued progression of cognitive activities (e.g., schoolwork) and exposure to the school environment (interacting with family and friends, exposure to noise/lighting) as tolerated.
- Continued increased use of screened devices (as tolerated).

RTPA

- Avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body until they are fully recovered and have been medically cleared. (e.g. running, shooting, throwing drills).
 - *Restriction: No contact (e.g. no checking, no tackling, or no scrimmages).*

The student can progress to stage 4 if they can tolerate full days of cognitive activities and the school environment without accommodations for concussion.

This form will be returned to the parent/guardian to obtain **Medical Clearance before proceeding.**

Principal Name: _____
(Please Print)

Signature: _____ Date: _____

To Be Completed by a Medical Doctor/Nurse Practitioner (Required after Stage 3)

I, _____ (Medical Doctor/Nurse Practitioner), have examined
(Please Print)

_____ (Student) and confirm they are medically cleared to participate in:
(Please Print)

- Stage 4: Non-contact training drills.
- Stage 5: Full contact practice (once Stage 4 is tolerated).

Medical Doctor/Nurse Practitioner Signature: _____ Date: _____

** Forms completed by other licensed healthcare professionals should not otherwise be accepted.*

Comments:

*Note: If symptoms appear after Medical Clearance (Stage 4, 5, or 6), the student must return to **Stage 3** and be reassessed. Please refer to the "Return of Symptoms" section on page 5 of this form.*

Concussion – Return to Learn/Return to Physical Activity Plan Stage 4, 5, 6

Student Name: _____
(Please Print)

Stage 4 – Participation in Non-Contact Physical Activity Return to Learn/Return to Physical Activity Plan

Goal: Adjust to usual intensity activity/exercise and add in more challenging skill progressions and multi-student activities/drills

RTL

Return to school full-time without accommodations related to a concussion.

RTPA

A student should not return to physical activities with a risk of contact until they are medically cleared by a medical doctor or nurse practitioner and they have completely returned to school without concussion-related accommodations (i.e., completed Stage 4 of Return to Learn).

*Note: If symptoms appear after Medical Clearance (Stage 4, 5, or 6), the student must return to **Stage 3** and be reassessed. Please refer to the "Return of Symptoms" section on page 5 of this form.*

My child/ward has successfully completed Stage 4.

Parent/Guardian Name: _____

Signature: _____

Date: _____

Concussion – Return to Learn/Return to Physical Activity Plan Stage 4, 5, 6

Stage 5 – Participation in Practice for Contact Physical Activity Return to Physical Activity Plan (RTPA)

Goal: Restore game-play confidence and physical and mental conditioning.

Examples of activities at this stage:

RTPA

- Return to full participation in physical education class, non-competitive intramural activities, and interschool practices (including contact drills, scrimmages).
- Avoid competitions.

*Note: If symptoms appear after Medical Clearance (Stage 4, 5, or 6), the student must return to **Stage 3** and be reassessed. Please refer to the "Return of Symptoms" section on page 5 of this form.*

My child/ward has successfully completed Stage 5.

Parent/Guardian Name: _____
(Please Print)

Signature: _____

Date: _____

Concussion – Return to Learn/Return to Physical Activity Plan Stage 4, 5, 6

Stage 6 – Return to Sport & Game Play & Return to Physical Activity Plan (RTPA)

- *The student may resume full participation in contact sports with no restrictions.*

My child/ward has successfully completed Stage 6.

*Note: If symptoms appear after Medical Clearance (Stage 4, 5, or 6), the student must return to **Stage 3** and be reassessed.
Please refer to the "Return of Symptoms" section on page 5 of this form.*

Parent/Guardian: _____
(Please Print)

Signature: _____ Date: _____

Concussion – Return to Learn/Return to Physical Activity Plan Return of Symptoms

Student Name: _____
(Please Print)

Return of Symptoms - Return to Learn/Return to Physical Activity Plan

Stage _____ of the Return to School / Return to Physical Activity Plan.

*(Note: If symptoms appear after Medical Clearance (Stage 4, 5, or 6), the student must return to **Stage 3** and be reassessed).*

Parent/Guardian Name: _____
(Please Print)

Signature: _____ Date: _____

Comments:

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

PVNC Catholic Informed Consent for Student Participation and Acknowledgement of Risks

Please sign and return to the school

Elements of Risk Notice

The risk of injury exists in every athletic activity. Falls, collisions and other incidents may occur and cause injury. Due to the nature of some activities, injuries may range from minor sprains and strains to more serious injuries affecting the head, neck or back. Some injuries can lead to paralysis or prove to be life-threatening. Injuries as a result of participation in an activity can occur without fault on either the part of the student, or the school board and its employees or agents, or the facility where the activity is taking place. A student choosing to participate in the activity assumes the risk of an injury occurring. The chances of an injury can be reduced by carefully following instructions at all times while engaged in the activity. The school board attempts to manage, as effectively as possible, the risk involved for students while participating in school athletics and activities.

Student Accident Insurance Notice:

The PVNC Catholic District School Board does not provide any accidental death, disability, dismemberment/medical/dental expense insurance for student participation in school-sponsored activities (e.g., curricular, intramural, and interschool). For insurance coverage of injuries, parents/guardians are encouraged to consider a Student Accident Insurance Plan from an insurance company of their choice.

Student Name: _____
(Please Print)

Date of Birth: _____
Month Day Year

Home Address: _____

Home Phone #: _____

Parent/Guardian Name: _____

Home/Work Phone #: _____

Emergency Contact: _____

Emergency Contact #: _____

Medical Information:

1. Has the student been diagnosed with any of the following conditions? **(please circle those that apply)**; Heart condition, Asthma, Diabetes, Severe Allergies, Epilepsy, Anaphylaxis, or other life-threatening conditions.

- 2. Does the student carry an epinephrine auto-injector?
 Yes
 No

- 3. Does the student require any medication that should be accessible during the sport?
 Yes
 No

If yes, please provide a list of medication(s) below;

- 4. Please indicate any other physical ailments or medical conditions that could affect participation and provide relevant details:

Concussion Information

The PVNC concussion policy and procedures will be followed if a student sustains a hit or blow to the head or body and shows signs and symptoms of concussion. Concussion information for the parent/guardian and the student is available on the PVNC website ([PVNC AP 808 Concussion](#)) In order to help minimize and manage potential concussions, it is imperative for the coach to know about any current/previous hits to the head/neck/body whereby the athlete sustained a concussion. It is also important for the athlete to immediately inform the coach of any signs or symptoms of a concussion. **Please be advised that the student will be asked to seek medical attention if signs and symptoms of concussion arise.**

Has the student had head or back conditions or injuries, including any diagnosed concussions in the past two years?

- Yes
- No

If yes, please provide details (when, how long symptoms were sustained);

If the student is presently diagnosed with a concussion by a medical doctor/nurse practitioner, that was sustained outside of school physical activity, a signed **Appendix B - Concussion Documentation of Medical Examination or Appendix C - Return to Learn or Return to Physical Activity Plan**, must be completed before the student returns to physical education classes, intramural activities and/or interschool practices and competitions. Request the form from the school administrator.

Acknowledgment of Risks/Informed Consent

- I have read and understand the notices of Elements of Risk.
- I have read and understand the notices of Accident Insurance.
- I have read and understand the notices of concussions.
- I agree to notify the school in the event my daughter/son should sustain an injury or contract an illness that requires medical attention during the competitive season.
- I hereby acknowledge and accept the risk inherent in the requested physical activity and assume responsibility for my child/ward for personal health, medical, dental and accident insurance coverage.

Parent/Guardian Name: _____
(Please Print)

Signature: _____ Date: _____

Student Name: _____
(Please Print)

Signature (grades 9-12 only): _____ Date: _____

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Player Code of Conduct & Concussion Resource Review for Interschool Sports

Please sign and return to the school

This code of conduct is to be completed by all students participating in board sponsored interschool sport activities; it sets out rules of behavior to minimize concussions while playing sports.

Student Name: _____

Grade: _____

School: _____

Sports Team: _____

Teacher/Coach: _____

Maintaining a safe learning environment

- I will bring any potential issues related to the safety of equipment and facilities to the attention of the Coach.
- I will wear the protective equipment for my sport and wear it properly.

Fair play and respect for all

- I will show respect for my teammates, opponents, officials, spectators, and practice fair play.
- I will not pressure injured teammates to participate in practices or games/competitions.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will learn and follow the rules of the sport and follow the coach's instructions prohibiting behaviours that are considered high-risk for causing concussions.
- I will respect and accept that the coach will strictly enforce, during practice and competition, the consequences for dangerous behaviour.
- I will respect and accept the decisions of the officials and the consequences for any behaviours that are considered high-risk for causing concussion.

Implementing the skills and strategies of an activity in a proper progression

- I will follow my Coach's instructions about the proper progression of skills and strategies of the sport.
- I will ask questions and seek clarity for any skills and strategies of which I am unsure.

Providing opportunities to discuss potential issues related to concussions

- I will talk to my Coach or caring adult if I have questions or issues about a suspected or diagnosed concussion or about my safety in general.

Concussion recognition and reporting

- I will remove myself immediately from any sport and will tell the Coach or caring adult if I think I might have a concussion.
- I will tell the Coach or caring adult immediately when I think a teammate might have a concussion.

- I understand that if I receive a jarring impact to the head, face, neck, or elsewhere on my body that is observed by or reported to the Coach, that I will be removed immediately from the sport, and:
 - I am aware that when I have signs or symptoms I should go to a medical doctor or nurse practitioner to be diagnosed as soon as reasonably possible that day, and will report the results to appropriate school staff.
 - I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and I must stop physical activities and be monitored for the next 24 hours.
- If no signs or symptoms appear after 24 hours, I will inform the appropriate school staff and I can then be allowed to participate.
- If signs or symptoms begin, I will be assessed by a medical doctor or nurse practitioner as soon as reasonably possible that day and will report the results to appropriate school staff.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will communicate with my Coaches, Parent/Guardian, and school staff and any sport organization with which I am registered about a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to Learn Plan for students with a concussion diagnosis

- I understand that I will have to follow the Return to Learn Plan if diagnosed with a concussion.
- I understand I will not be able to return to full participation, including practice or competition until permitted to do so in accordance with the School Board’s Return to Learn Plan.
- I understand that I will need a Medical Clearance as required by the Return to Physical Activity Plan, prior to returning to full participation in “non-contact sports” or returning to a practice that includes full contact in “contact sports”.

Prioritizing a student’s return to learning as part of the Return to Learn Plan

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my Return to Learn Plan.

I have reviewed the Board approved [Concussion Awareness Resources](#) within this school year (either through school or through my amateur competitive sports organization), prior to participation in the board sponsored interschool sport activity.

Parent/Guardian Name: _____
(Please Print)

Signature: _____

Date: _____

Student Name: _____
(Please Print)

Signature (grade 9-12 only): _____

Date: _____

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Parent/Guardian Code of Conduct & Concussion Resource for Interschool Sports

Please sign and return to the school

This code of conduct is to be completed by all parents of students under the age of 18 participating in board sponsored interschool sports.

As a parent/guardian of _____ who is attending
(Student's Name)
_____ for the 20 ____ - 20 ____ school year, I am committed to:
(School Name)

Maintaining a safe learning environment

- I will encourage my child to bring potential issues related to the safety of equipment and the facilities to the attention of the coach/supervisor.
- I will ensure the protective equipment that we provide is properly fitted as per the manufacturer's guidelines, in good working order, and suitable for personal use.

Fair play and respect for all

- I will follow the school board's fair play and will support it by demonstrating respect for all students, coaches, officials, and spectators.
- I will encourage my child to demonstrate respect for teammates, opponents, officials, and spectators and to follow the rules of the sport and practice fair play.
- I will not pressure my child to participate in practices or games/competitions if they are injured.
- I will encourage my child to learn and follow the rules of the sport and follow the coach's/supervisor's instructions about prohibited play.
- I will support the coach's/supervisor's enforcement of consequences during practices and competition regarding prohibited play.
- I will respect the decisions of officials and the consequences for my child for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will encourage my child to follow their coach's/supervisor's instructions about the proper progression of skills and strategies of the sport and to ask questions and seek clarity regarding skills and strategies of which they are unsure.

Concussion recognition and reporting

- I will encourage my child to participate in discussions/conversations related to concussions, including signs and symptoms, with the coach/supervisor or caring adult.

- I will encourage my child to talk to their coach/supervisor/caring adult if they have any concerns about a suspected or diagnosed concussion or about their safety in general.
- I have read and am familiar with the Board's Concussion Policy and Support Document found on the Board [website](https://www.pvnccdsb.on.ca/our-schools/school-safety/concussion-resources/) (https://www.pvnccdsb.on.ca/our-schools/school-safety/concussion-resources/).
- I understand that if my child receives a jarring impact to the head, face, neck, or elsewhere on the body that is observed by or reported to the coach/supervisor my child will be removed immediately from the sport, and:
 - I am aware that if my child has signs or symptoms of a suspected concussion they must be taken to a medical doctor or nurse practitioner for a diagnosis as soon as reasonably possible that day and I will report any results to appropriate school staff.
 - I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and in these cases my child must stop physical activities and be monitored at home and at school for the next 24 hours.
- If no signs or symptoms emerge after 24 hours, I will inform the appropriate school staff and I understand my child will be permitted to resume participation.
- If signs or symptoms emerge, I will have my child assessed by a medical doctor or nurse practitioner as soon as reasonably appropriate that day and will report the results to appropriate school staff.
- I will inform the school principal, coach and/or other relevant school staff when my child experiences signs or symptoms of a concussion, including when the suspected concussion occurs during participation in a sport outside of the school setting.
- I will inform the school principal, coach and/or other relevant school staff any time my child is diagnosed with a concussion by a medical doctor or nurse practitioner.
- I will encourage my child to remove themselves from the sport and report to a coach or caring adult if they have signs or symptoms of a suspected concussion.
- I will encourage my child to inform the coach or caring adult when they suspect a teammate may have sustained a concussion.
- I will share with the coach, school staff, and/or staff supervisor of all sport organizations with which my child has registered if/when my child has experienced a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to Learn Plan for students with a concussion diagnosis

- I understand that if my child has a suspected or diagnosed concussion, they will not return to full participation, including practice or competition, until permitted to do so in accordance with the School Board's Return to Learn Plan.
- I will ensure my child receives a Medical Clearance as required by the Return to Learn Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".
- I will follow the recovery stages and learning strategies proposed by the collaborative team for my child as part of the Return to Learn Plan.

I have reviewed the board approved [Concussion Awareness Resources](#) within this school year (either through school or through my child's amateur competitive sports organization) prior to participation in the board sponsored interschool sport activity.

Parent/Guardian Name: _____
(Please Print)

Signature: _____

Date: _____

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Coaches/Supervisor/Other Team Officials Code of Conduct for Interschool Sports

Please sign and return to the school

This is a Concussion Code of Conduct for coaches/supervisor/other officials of inter-school activities. Items marked with an asterisk * are mandatory by O.Reg. 161/19: General.

Name: _____

School: _____

Sports Team(s): _____

Maintaining a safe learning environment

- I will review and adhere to the School Board's safety standards for physical activity and concussion protocol, as they apply to my sport prior to taking on the responsibility as Coach/Team Trainer
- I will check the facilities and equipment, take necessary precautions and bring potential hazards to the attention of the students.
- I will provide and maintain a safe learning environment for my students and uphold a culture of safety-mindedness.
- I will inform students and their parent(s)/guardian(s) (for students under the age of 18) about the risks of a concussion or other potential injuries associated with the sport and ways to minimize those risks.

Fair play and respect for all

- I will demonstrate a commitment to fair play and will respect my students, opponents, officials, and spectators.*
- I will not pressure a student to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will teach students the rules of the sport and will provide instructions about prohibited play.
- I will strictly enforce, during practice and competition, the consequences for prohibited play.
- I will accept and respect the decisions of officials and the consequences for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will instruct students in training and practices using the proper progression of skills and strategies of the sport.
- I will encourage students to ask questions and seek clarity regarding skills and strategies of which they are unsure.

Providing opportunities to discuss potential issues related to concussions

- I will provide opportunities by creating an environment for student discussions/conversations related to suspected and diagnosed concussions, including signs and symptoms, questions, and safety concerns, throughout the day, including before and after practice and competition.*

Concussion recognition and reporting

- I have read and am familiar with an approved Concussion Awareness Resource identified by the school board [link to awareness resources].
- I will emphasize the seriousness of a concussion to my students along with outlining the signs and symptoms of a concussion.
- I will provide instruction to students about the importance of removing themselves from the sport and reporting to a Coach/Team Trainer or caring adult if they have signs or symptoms of a concussion.*
- I will provide instruction to students about the importance of informing the Coach/caring adult when they suspect a teammate may have a concussion.
- I will immediately remove from play, for assessment, any student who receives a jarring/significant impact to the head, face, neck, or elsewhere on the body and adhere to the School Board's concussion protocol prior to allowing return to physical activity.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will support and adhere to a process for communication to take place between myself and the student, parent/guardian, and relevant school staff.
- I will promote the importance of communication about a suspected or diagnosed concussion between the student, parent/guardian, and all sport organizations with which the student has registered.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I will support the implementation of the Return to School Plan for students with a diagnosed concussion.

Prioritizing a student's return to learning as part of the Return to School Plan

- I understand the need to prioritize a student's return to learning as part of the Return to Learn Plan.
- I will follow the Return to Learn Plan and make sure a student diagnosed with a concussion does not return to training, practice, or competition until permitted to do so in accordance with the Return to Physical Activity Plan.*

I acknowledge that I have fully reviewed and committed to this Concussion Code of Conduct.

Coach/Supervisor Name: _____
(Please Print)

Signature: _____

Date: _____

Principal Signature: _____

Date: _____

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Receipt of Review of Concussion Awareness Resources for Coaches/Supervisor/Other Team Officials

Thank you for completing your review of the Concussion Awareness Resource.

Under *Rowan's Law*, the school that you are coaching for will ask you to confirm that you reviewed one of the Concussion Awareness Resources in this website (Ontario.ca/concussions) before you can register/participate in a sport.

You must review one of the resources once a year, and then confirm that you have completed the review every time you will coach for a school. Please use this form to show that you have reviewed the concussion awareness resource. You can provide the completed form to the school you will be coaching for.

Please keep a record of your review of the concussion awareness resource. You can make a copy of this form and keep it as a receipt to remind you of the date on which you reviewed it.

Once you complete this form, you can save it (to your personal device/computer) or print this page to share with your school and/or to serve as a reminder of when to review the Concussion Awareness Resources again next year.

Receipt of Review

I, _____ confirm that I have reviewed a Concussion Awareness Resource.
(Print Name)

Signature: _____

Date: _____

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USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Return to Learn/Return to Physical Activity Plan Tracking Sheet

Student Name: _____

Date of Injury: _____

Principal/Vice Principal Signature: _____

Return to Learn/ Return to Physical Activity Stages	Parent/Guardian Action	Date Completed
<p>Stage 1- Relative cognitive and physical rest at home</p> <ul style="list-style-type: none"> • Activities of daily living (moving around home, basic hygiene). • Cognitive: Limit screen time/reading. Keep usage brief. • Physical: Light physical activity (e.g., walking) permitted if tolerated. • Symptom Rule: Mild symptoms are acceptable. If symptoms increase significantly, stop and rest. 	<p><i>Parent/Guardian returned the Appendix C to the school-completion of Stage 1</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	
<p>Stage 2 - Return to Learn - No Symptoms or Improved Symptoms</p> <ul style="list-style-type: none"> • Student returns to learn with individualized learning plan as needed, including quiet location, gradually reducing accommodations as tolerated. • Student returns to light aerobic activity only as tolerated, 	<p><i>Parent/Guardian returned the Appendix C to the school-completion of Stage 2</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	
<p>Stage 3 - Return to individual light physical activity</p> <ul style="list-style-type: none"> • Student may gradually begin sport-specific activities that can be done individually without any risk of head impact. (e.g. skating, exercise programs, non-contact drills, play structures. Sport Specific). 	<p><i>Parent/Guardian returned the Appendix C to the school-completion of Stage 3, with a signature from a medical practitioner</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	

Medical Examination required before returning to physical activities with contact		
Return to Learn/Return to Physical Activity Stages	Parent/Guardian Action	Date Completed
<p>Stage 4-Return to moderate physical activity</p> <ul style="list-style-type: none"> Student may begin activities where there is no body contact (e.g., dance, badminton, light resistance/weight training; non-contact practice; and non-contact sport-specific drills. 	<p><i>Parent/Guardian returned the Appendix C to the school-completion of form - completion of Stage 4.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	
<p>Stage 5 Return to full contact physical activities (non-competitive)</p> <ul style="list-style-type: none"> Student may resume regular physical education/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports. e.g. sport team practices, track and field, fitness games, Frisbee 	<p><i>Parent/Guardian returned the Appendix C to the school-completion of Stage 5.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	
<p>Stage 6 -Return to full contact activities (competitive sports)</p> <ul style="list-style-type: none"> Student may resume full participation in contact sports with no restrictions. e.g. soccer, rugby, hockey, basketball, dodgeball 	<p><i>Parent/Guardian returned the Appendix C to the school-completion of Stage 6.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	

There must be a minimum of 24 hours symptom free between each stage. If at any point symptoms return, the student must return to the previous stage. If symptoms appear after Medical Clearance (Stage 4, 5, or 6), the student must return to Stage 3 and be reassessed: Appendix C

Information Collection Authorization: Notice of Collection — In accordance with Section 29(2) of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA). This information is collected under the legal authority of Section 265(1)(d) of the *Education Act* (R.S.O. 1990 c.E.2) as amended and may be used as necessary for administrative purposes related to: the Board's operation, school programs and educational services, student records (OSR), and requirements of the Ministries of the Government of Ontario.

The Board's 'Notice of Collection, Use and Disclosure' and 'Privacy Policy' may be viewed on the Board's website at www.pvnccdsb.on.ca. Questions about the privacy of student information should be directed to your school Principal or the Board's FOI and Privacy Officer at 705-748-4861 or via email at communications@pvnccdsb.on.ca.

USER: PRINCIPAL, TEACHERS, SPECIAL EDUCATION RESOURCE TEACHER, COACHES

ORIGINAL: OSR, COPIES: 1. PARENT/GUARDIAN/STUDENT, IF OVER THE AGE OF 18

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera

Open

Presented for:

Information

Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Darren Kahler, Superintendent of Human Resource Services

Subject: AP 509 - Workplace Violence Prevention

Background: This Administrative Procedure is up for review on its annual review cycle. The Occupational Health & Safety Act requires employers to review its workplace violence programs on an annual basis.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

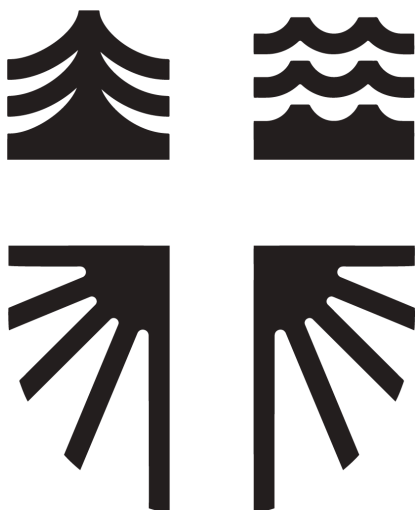
- Revised Directional Policy alignment;
- Revised MYSP alignment;
- Under section 2 - revised paragraph to provide clarity on supervisor action required;
- Under section 3 - confirmed who the incident of workplace violence must be reported to;
- Under section 3 - clarified consultation must happen immediately.
- Revised name of HR005 - throughout document;
- Included process to address how a complaint against the Superintendent of Human Resource Services or Director of Education;

- Section 7 - timing of debrief - to consider nature, severity and circumstances when determining when debrief should take place;
- Under Superintendent of Human Resource Services responsibilities - added responsibility to ensure AP509 is available in a readily accessible digital format;
- Under Principal, Vice Principal, Manager or Supervisor responsibility - removed Posting this Administrative Procedure at a conspicuous place in the workplace.
- Updated Appendix B to ensure resources are up to date.

Attachments:

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





PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure Workplace Violence Prevention	Administrative Procedure Number 509
Directional Policy 500 - Employee Relations	

Title of Administrative Procedure:

Workplace Violence Prevention

Date Received:

June 23, 2026

Projected Review Date:

2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Employee Relations Directional Policy by identifying the expectations and requirements that employees will follow in relation to matters of workplace violence.

Alignment with Multi-Year Strategic Plan:

The Workplace Violence Prevention Administrative Procedure supports the Board’s Multi-Year Strategic Plan and the values of Wellness and Community by ensuring workplace violence issues are addressed, leading to safer communities and employees whose well-being at work is supported.

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

Action Required:

The Occupational Health & Safety Act defines workplace violence as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

1.0 What to do if you Experience Workplace Violence

Summon Immediate Assistance - If an employee is involved in a violent incident, the immediate steps they should take to reduce the risk of injury are:

- 1.1 Where possible, remove oneself and others under your care (i.e. students) from the situation;
- 1.2 Summon assistance from a supervisor, principal or designate, or a nearby staff member;
- 1.3 If needed, call 911 or request that a colleague call 911 when faced with imminent danger; and
- 1.4 Report the incident to the supervisor, principal or designate at the earliest possible opportunity.

Refer to Section 3, Reporting and Investigating Incidents of Workplace Violence, for further details.

2.0 Domestic Violence Awareness and Response

- 2.1 Employees are encouraged to inform their Principal/Supervisor if they are experiencing domestic violence outside of the workplace or become aware of domestic violence that may create a risk to themselves or others in the workplace (whether the notifying employee is the victim or not).
- 2.2 When a Principal/Supervisor becomes aware that an employee may be experiencing domestic violence that could expose a worker to physical injury in the workplace, the Principal/Supervisor shall assess the nature and extent of the risk and, in consultation with their Superintendent and Human Resource Services, take every precaution reasonable in the circumstances to protect employees and students. Actions may include, but are not limited to:
 - 2.2.1 A [Notification of Potential Risk form \(HR32\)](#) to the appropriate employees

- 2.2.2 Informing Police
- 2.2.3 Requesting restraining orders/ trespass orders
- 2.2.4 Provision/development of an employee safety plan
- 2.3 When possible, Principals/Supervisors are to make available to all employees information about supports available for victims of domestic violence (i.e. Employee and Family Assistance Plan, community counselling, support groups, shelters, and the Police). When possible, Principals/Supervisors will remind potential victims of domestic violence in the workplace of these resources. See Appendix B for a list of resources.
- 2.4 In all circumstances, a Principal/Supervisor must tell the victim that if they feel at risk of physical harm, whether inside or outside the workplace or at home, the employee should contact the Police.
- 2.5 Additionally, the Principal/Supervisor shall ensure that the workplace violence program is reviewed with the employee when the Principal/Supervisor becomes aware of the risk of domestic violence.

3.0 Reporting and Investigating Incidents of Workplace Violence

- 3.1 By an Employee against another Employee of the Board
 - 3.1.1 All incidents of workplace violence by an employee against another employee must be immediately reported to the Principal/Supervisor of the employee who experienced the workplace violence.
 - 3.1.2 The Principal/Supervisor will determine if immediate action is necessary and shall immediately consult with their Superintendent or the Superintendent of Human Resource Services.
 - 3.1.3 The employee reporting the matter will be required to complete an [HR-005 - Employee Incident/Injury/Workplace Violence Form](#).
 - 3.1.4 Upon receipt of the HR5, the Principal/Supervisor will investigate the allegations in consultation with Human Resource Services. Such an investigation may include interviewing and/or obtaining statements from individuals with knowledge of the events in question and reviewing any other relevant supporting materials. The employee being accused of workplace violence will be made aware of, and provided the opportunity to respond to, the allegations against them during the course of the investigation.
 - 3.1.5 If the employee has concerns with respect to their Principal/Supervisor subjecting them to workplace violence, the employee will contact the Superintendent of Human Resource

- Services to report the incident. In the event that the employee has concerns with respect to their Principal/Supervisor, alternative arrangements with respect to the investigation process outlined above will be undertaken.
- 3.1.6 In a case where the Superintendent of Human Resource Services is the subject of the complaint, the complaint must be sent to the Director of Education. In such a case, the employer will refer the investigation to an external investigator to conduct an impartial investigation.
- 3.1.7 In a case where the Director of Education is the subject of a complaint, the complaint must be sent to the Chair of the Board of Trustees. In such a case, the employer will refer the investigation to an external investigator to conduct an impartial investigation.
- 3.2 By a Student against an Employee of the Board:
- 3.2.1 All incidents of workplace violence by a student against an employee must be immediately reported to the employee's Principal/Supervisor.
- 3.2.2 The employee reporting the matter will be required to complete an [HR-005 - Employee Incident/Injury/Workplace Violence Report Form](#) to report the matter. The employee may also be required to complete a Safe Schools Form 20.
- 3.2.3 The Principal/Supervisor will investigate the specifics of the reported incident and respond to the HR5 with any steps taken to prevent a recurrence. This may include the creation/amendment of a student safety plan, use of personal protective equipment, creation/communication of a [Notification of Potential Risk form \(HR32\)](#), debriefing with the employee, or other action as deemed necessary by the Principal/Supervisor or other appropriate action outlined in Board [AP 912 Supporting Positive Student Behaviour - Safety for All](#).
- 3.2.4 It is recognized that enhanced measures may be required for students identified with special needs presenting symptomatic behaviours where there is a risk of injury for employees. When a violent incident occurs, the staff may be involved with reviewing and altering the Safety Plan as per Board [AP 912 Supporting Positive Student Behaviour - Safety for All](#).

- 3.3 By a Third Party (e.g. parent, visitor, contractor, etc.) against an Employee of the Board:
- 3.3.1 All incidents of workplace violence by a third party against an employee must be immediately reported to the employee's Principal/Supervisor.
 - 3.3.2 The Principal/Supervisor will determine if immediate action is necessary and shall consult with their Superintendent or the Superintendent of Human Resource Services.
 - 3.3.3 The employee reporting the matter will be required to complete an [HR-005 - Employee Incident/Injury/Workplace Violence Report Form](#) to report the matter.
 - 3.3.4 When a threat of workplace violence exists, the Principal/Supervisor or designate will convene a meeting with appropriate stakeholders to ensure the safety of an employee from workplace violence. Actions to mitigate the risks posed to the employee could include, but are not limited to, the creation of a [Notification of Potential Risk form \(HR32\)](#), contacting police, limiting access to the workplace and establishing a work alone plan.

4.0 Notification of Potential Risk from a person with a History of Violent Behaviour

The Principal/Supervisor will ensure that employees have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:

- 4.1 The worker can be expected to encounter that person in the course of their work, and
- 4.2 The risk of workplace violence is likely to expose the worker to physical injury.

The Principal/Supervisor will use the [Notification of Potential Risk form \(HR32\)](#), attached as Appendix A, to ensure appropriate disclosure to affected employee(s) of persons with a history of violence posing a potential threat to employee safety as soon as they become aware of a potential risk.

A record of the [Notification of Potential Risk form \(HR32\)](#) is to be completed and stored in a confidential manner in the school office. Each employee meeting the criteria set out in the paragraph above must review the form annually and sign off that they are aware of the information identified on the form. This may include occasional/supply staff, and Board office staff who may be expected to encounter

the person while on premises. It will be the Principal/Supervisor's responsibility to ensure this disclosure is made to each affected employee.

5.0 Workplace Violence Risk Assessments

5.1 Risk Assessments:

The Board will ensure each work location completes a risk assessment respecting the potential for violent incidents at that work location and during work activities within the Board's jurisdiction during employment-related events and activities.

During this process, an assessment will be made of the risks of workplace violence that may arise from:

5.1.1 The nature of the workplace

5.1.2 The type of work

5.1.3 The conditions of work

The assessment will consider circumstances common to other school boards and circumstances specific to the PVNC Catholic District School Board.

The results of risk assessments and risk reassessments will be shared with the members of PVNC Catholic's Multi-Site Joint Health and Safety Committee.

5.2 Risk Reassessments:

A reassessment of the risks of workplace violence will be undertaken as often as is necessary to ensure that the workplace violence policy and program continue to protect workers from workplace violence. Changes or events within the Board that may warrant a reassessment may include: an increase in the number, frequency or severity of workplace violence incidents for that specific workplace; a change in the physical environment of the workplace; a change in the student population of a school or a change in curriculum or scheduling, to determine if such a change could impact the potential for workplace violence.

Risk reassessments will be completed a minimum of once every three (3) years. Consideration should be given to a risk reassessment being completed when a new Principal/Supervisor is appointed to the school/department.

Completed risk assessments will identify workplace violence risks as well as measures and procedures taken to control the identified risks within the workplace.

The results of risk assessments and risk reassessments will be shared with the members of the PVNC Catholic's Multi-Site Joint Health and Safety Committee.

5.3 Controlling the Risk of Workplace Violence:

Measures and procedures to control the risks of workplace violence could include (but are not limited to):

- 5.3.1 Identifying a means to summon immediate assistance, if required. Measures and procedures to summon immediate assistance should be appropriate given the specific circumstances.
- 5.3.2 Video Surveillance in accordance with Administrative Procedure AP 1208
- 5.3.3 Violence Threat Risk Assessment Process (Police School Board Protocol)
- 5.3.4 Maintaining community policing relationships
- 5.3.5 Work Alone Procedures
- 5.3.6 HR 32 Notification of Potential Risk of Injury from a Person with a History of Violence
- 5.3.7 Workplace Violence Risk Assessments and Reassessments
- 5.3.8 Adherence to Safe and Accepting Schools Administrative Procedures and other applicable school board policies, regulations or programs
- 5.3.9 Employee training in Workplace Violence Prevention (including domestic violence)
- 5.3.10 Establishing and maintaining controlled access to school buildings
- 5.3.11 Provision and maintenance of communication systems such as phones, walkie-talkies and public address systems
- 5.3.12 Regular maintenance and repairs of facilities
- 5.3.13 Consideration of barriers and other measures

6.0 Work Refusals

The *Occupational Health and Safety Act* (the "OHS") allows workers the right to refuse work where the worker has reason to believe that workplace violence is likely to endanger themselves. Should a situation of work refusal arise, the requirements of the OHS (process outlined in the [PVNCCDSB Work Refusal Process](#)) will apply.

Regulation 857- Teachers, made under the *OHSA*, states that Part V of the *OHSA* (Work Refusals) does not apply to teachers, as defined in the *Education Act*, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.

7.0 Support for Employees

The Board recognizes the trauma that may come from a violent incident in the workplace. The Board is committed to the health and well-being of our employees. Principals and Supervisors will ensure debriefs happen as soon as possible, and employees are provided with information so they can access necessary support. See [Appendix B](#) for a list of resources available.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring this Administrative Procedure aligns with the Employee Relations Directional Policy.
- Reviewing the Workplace Violence Prevention Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Ensuring an annual review of this Administrative Procedure to ensure compliance with the provisions of the Occupational Health and Safety Act

Superintendents of Human Resources Services is responsible for:

- Consulting with Principals/Supervisor when evaluating workplace violence incidents.
- Ensuring the Joint Health & Safety Committee is informed if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence.
- Ensuring the Joint Health and Safety Committee is advised of the results of any workplace violence assessment/ reassessment and provided a copy if it is in writing.
- Ensuring a copy of this Administrative Procedure is available to all staff in a readily accessible electronic format.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring that the relevant employees under their direction have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - The employee can be expected to encounter that person in the course of his or her work, and
 - The risk of workplace violence is likely to expose the employee to physical injury.

This is accomplished by ensuring [HR Form 32 Notification of Potential Risk \(Appendix A\)](#) is completed and disclosed to affected employees.

Principals and Vice-Principals are responsible for:

- Reassessing the risk of workplace violence as required by this Administrative Procedure
- Identifying and providing the means by which employees may summon immediate assistance.
- Determining if immediate action is necessary to address a workplace violence report through consultation with their designated Superintendent or Human Resource Services
- Liaising with the Superintendent of Human Resource Services with respect to workplace violence incident reports.
- Addressing and attempting to resolve disputes in a timely fashion.
- Maintaining confidentiality in the investigation process.
- Imposing discipline as appropriate and consistent with the circumstances.
- Ensuring that the relevant employees under their direction have been provided with sufficient information, which may include personal information related to a risk of workplace violence, if:
 - The employee can be expected to encounter that person in the course of his or her work, and
 - The risk of workplace violence is likely to expose the employee to physical injury.

This is accomplished by ensuring [HR Form 32 Notification of Potential Risk \(Appendix A\)](#) is completed and disclosed to affected employees.

- Reviewing [HR Form 32 Notification of Potential Risk \(Appendix A\)](#) annually with affected employees.

The Joint Health and Safety Committee is responsible for:

- Review this Administrative Procedure on an annual basis.
- Receiving and reviewing the results of an assessment of workplace violence risks or the results of a reassessment.

All Board employees are responsible for:

- Ensuring they advise their Principal/Supervisor if they are victims of workplace violence.
- Completing assigned training on Workplace Violence Prevention (including domestic violence)
- Adhering to the Employee Relations directional policy and conducting themselves and performing their duties with integrity and professionalism by refraining from any act of workplace violence
- Completing an SS20 - Staff Report of a Safe Schools Incident, where applicable.

Progress Indicators:

- Workplace violence reports will be addressed and resolved in a timely fashion.
- Employees will complete assigned training in workplace violence prevention.
- Workplace violence risk assessments and reassessments will be completed at required frequencies and shared with the Joint Health and Safety Committee
- Employees will have a means to summon immediate assistance for workplace violence incidents
- HR 32 Notification of Potential Risk forms will be completed and communicated to affected workers as required by this administrative procedure.

Definitions:

- **Conditions of the Work:** The conditions of work refer to other aspects, such as the time of work, whether workers move from location to location, work alone, or work in isolated or remote workplaces.
- **Nature of the Workplace:** The nature of the workplace refers to the physical aspects of the workplace and may include, but is not limited to, schools, school yards, school board offices, field trip locations, non-traditional classrooms, third-party spaces, and any other place that a worker performs work for the school board.
- **Type of Work:** The type of work refers to the activities workers perform and the type of people with whom workers interact, such as students, co-workers, agencies, parents, volunteers, and other members of the community, either individually or in groups. Activities could include, but are not limited to, classroom teaching, assisting students outside the classroom, non-academic work, recess, lunch support and field trips. These are a few examples of the different settings where work is performed, and school boards must assess all types of work for the risk of workplace violence.

- **Workplace:** any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this Administrative Procedure.
- **Workplace Violence:** is the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Related Documents:

- Appendix A - HR Form #32 – Notification of Potential Risk of Injury
- Appendix B- List of Resources for Victims of Workplace/ Domestic Violence
- Appendix C PVNCCDSB Work Refusal Process
- [AP 912 Supporting Positive Student Behaviour - Safety for All.](#)

References:

- [Ontario Human Rights Code, R.S.O. 1990, c.H.19](#)
- [Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
- [PVNCCDSB Joint Protocol for Enhancing Positive Relationships in the Workplace](#)
- [Workplace Violence in School Boards: A Guide to the Law](#)

NOTIFICATION OF POTENTIAL RISK OF INJURY

Identifying Information

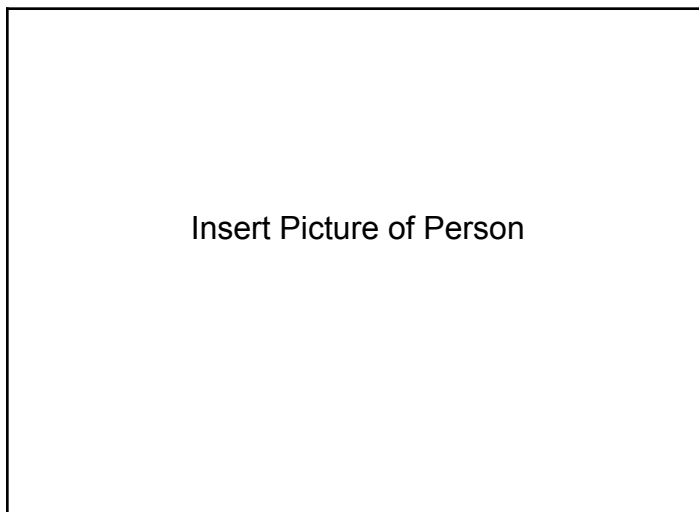
Name: _____

Classroom: _____

Location: _____

School: _____

Location: _____



Brief Description of Behaviour That Presents A Risk

Safety Strategies and Triggers

Do

Do Not

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

Emergency and Intervention Strategies

Persons Consulted In Development of Notification:

School Staff

- School Administrator(s)
- Teacher(s)
- EA/ASD(s)
- Guidance Counsellor(s)
- Other

Board Office Staff

- Psychologist
- Special Education Consultant
- SERT
- Other

Notification of Potential Risk of Injury Record

Employees signature indicates that the employee has reviewed this form: (Principal/Designate has checked all that apply)

- the risk of injury with respect to the above person
- incident reporting procedures
- the nature of the behaviour that may present a risk of immediate assistance if injury
- procedures to ascertain necessary
- safety strategies and triggers of behaviour
- a safety plan is on file in the OSR
- emergency and intervention strategies

Date	Employee Name	Position	Employee Signature	Principal Signature

- Additional list of names attached

INFORMATION COLLECTION AUTHORIZATION:
 The personal information contained on this form has been collected under the authority of the Occupational Health and Safety Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Privacy Act, and will be used to prevent and investigate incidents of workplace violence. This form will be used by the Supervisor of the department, Legal Counsel and the Ministry of Labour staff. The form will be handled with the strictest confidence, stored in a locked and secure file cabinet in the School Administrator's Office and retained for a three year period. Questions pertaining to the collection of this information should be directed to the Superintendent of Human Resources.

COPIES: 1. School Administrator 2. Superintendent of School

Community Resources for Victims of Violence

Board Employee & Family Assistance Program - telushealth.com - 1-833-787-4051

Federal - [Stop Family Violence](#)

Provincial - [Getting Help if you are experiencing Violence](#)

Peterborough and County - [Canadian Mental Health Association - Community Resources](#)

City of Kawartha Lakes - [Kawartha Haliburton Victim Services](#)

Northumberland - [Victim Services Peterborough, Northumberland](#)

Durham Region/Clarington - [Domestic Violence Resources](#)

Help Lines

Assaulted Women's Helpline - <http://www.awhl.org/> - 1-866-863-051

Talk4Healing Aboriginal Women's Helpline - <http://www.talk4healing.com/> - 1-855-554-4325

THE WORK REFUSAL PROCESS Page 78

PRE-STEP: Worker reports to his or her employer or supervisor

- a) The absence of or defect in any equipment or protective device of which the worker is aware and which may endanger himself, herself, or another worker.
 - b) Any contravention of the Occupational Health and Safety Act or Regulations or the existence of any hazard of which he or she knows.
- Occupational Health and Safety Act Section 28(1)(c) and (d)*

IF A FAVOURABLE AND TIMELY SOLUTION CANNOT BE REACHED THEN WORKER PROCEEDS WITH THE FOLLOWING WORK REFUSAL STEPS.

For additional detail see Occupational Health and Safety Act Section 43

NOTE: This section of the Act does not apply to a teacher where the circumstances are such that the life, health, or safety of a pupil is in imminent jeopardy.

O.Reg. 857 (3)(3)

Worker refuses to work because he/she has reason to believe that:

- a) Equipment or devices the worker is to use or operate are likely to endanger;
- b) The physical condition of the workplace is likely to endanger himself or herself;
- c) Workplace violence is likely to endanger himself or herself; or
- d) Equipment or devices the worker is to use or operate or the physical condition of the workplace is in contravention of the Occupational Health and Safety Act and is likely to endanger himself or herself, or another worker.

Occupational Health and Safety Act Section 43(3)(a, b, b.1, c)

Worker reports circumstances of the work refusal to his/her supervisor or employer.

Occupational Health and Safety Act Section 43(4)

Designated Certified Worker Representative is called in.

Occupational Health and Safety Act Section 43(4)(a, b, c)

Worker remains in safe place near work station.

Occupational Health and Safety Act Section 43(5)

Employer or supervisor investigates in the presence of the worker and Designated Certified Worker Representative. Additional assistance may be requested from the Board Office.

Occupational Health and Safety Act Section 43(4)

Does the supervisor or employer agree that the work is likely to endanger the worker's health or safety?

YES

NO

Supervisor takes corrective action.

Worker returns to work.

See Occupational Health and Safety Act Section 43 on further appeals

Does the worker still have reasonable grounds to believe the work endangers health or safety?
Occupational Health and Safety Act Section 43(6)

NO

Worker returns to work.

YES

Ministry of Labour Inspector is called. Worker may be assigned reasonable nearby alternative work.

Occupational Health and Safety Act Section 43(6&10)

Another worker may be asked to complete the work in question, however they must be advised in the presence of the Designated Certified Worker Representative of the other workers refusal and reasons for refusal.

Occupational Health and Safety Act Section 43(11&12)

Inspector investigates in consultation with the worker, supervisor or employer and Designated Certified Worker Representative.

Occupational Health and Safety Act Section 43(7)

Written decision is issued by Inspector.

Occupational Health and Safety Act Section 43(9)

Not likely to endanger?
Worker returns to work.

Likely to endanger?
Corrective action as ordered.



**PVNC
Catholic**

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera

Open

Presented for:

Information

Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Julie Selby, Superintendent

Subject: AP 702 - Religious and/or Creed Accommodations

Background: Administrative Procedure 702: Religious and/or Creed Accommodations is being reviewed as part of its customary cycle.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

1. Addition of “Creed” throughout, which is in alignment with the *OHRC* (2015) updated documents and references on this topic.
2. Addition of language throughout to be inclusive of Indigenous spirituality and ceremony.
3. Directional Policy alignment (inclusion of link to DP 700) (p.1).
4. Addition of new quote from Pope Leo XIV (p.1/2).
5. Revised reference to new Multi-Year Strategic Plan, focused on the ‘Connect’ pillar (p.3).
6. Addition of additional relevant section of the Canadian Charter of Rights and Freedoms (p. 3)
7. Addition of MultiFaith Calendar link (p.8)

8. Revision of the Kirpan guideline to include “no sharp edges” (p.11)
9. Addition of Indigenous Spirituality (Section 7.0, p. 12)
10. Replacing “The Board” with “PVNC Catholic” throughout.
11. Revised numbering/formatting to align with the new AP template throughout.
12. Revised definitions to utilize current language.

Attachments:

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




PVNC CATHOLIC ADMINISTRATIVE PROCEDURE

Administrative Procedure

 Religious *and/or* Creed
Accommodations

 Administrative
Procedure Number

702

Directional Policy

700 - Equity and Inclusive Education

Title of Administrative Procedure:

Religious and/or Creed Accommodations

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

This Administrative Procedure aligns with the Equity and Inclusive Education Directional Policy - 700 by acknowledging that freedom of religion is an individual right and a collective responsibility. The Peterborough Victoria Northumberland and Clarington Catholic District School Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion and/or creed, consistent with the exercise of PVNC Catholic's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.

As Pope Leo XIV recently emphasized, "the right to religious freedom is not optional but essential. Rooted in the dignity of the human person, created in God's image and

endowed with reason and free will, religious freedom allows individuals and communities to seek the truth, to live it freely and to bear witness to it openly. It is therefore a cornerstone of any just society, for it safeguards the moral space in which conscience may be formed and exercised.” (Pope Leo XIV, 10 October 2025, Speech to members of the pontifical foundation Aid to the Church in Need).

PVNC Catholic is committed to providing an environment that is inclusive and free of barriers. Accommodation will be provided in accordance with the principles of the [Equity and Inclusive Education Policy 700](#) and in a spirit of respect with all partners in the accommodation process.

Alignment with Multi-Year Strategic Plan:

The Religious Accommodation Administrative Procedure supports PVNC Catholic’s Multi-Year Strategic Plan ‘Connect’ pillar goal to advance equity and inclusion by upholding human dignity, celebrating diversity, and building school communities where every student and staff member feels seen, safe, and valued.

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

Action Required:

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

1.0 Introduction

PVNC Catholic believes in the dignity of all people and their equality as children of God. We recognize the importance of freedom of religion and strive to recognize, value and honour the many customs, practices, traditions, beliefs and observances that make up the Catholic community.

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

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

2.0 Legislative and Policy Context

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

The Canadian Charter of Rights and Freedoms (Section 2(a) and Section 15) guarantees freedom of religion. The Ontario Human Rights Code (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion and/or creed. Consistent with this legislation is The Education Act, its Regulations and policies governing Equity and Inclusion in Schools:

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

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

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

3.0 Accommodation Guidelines

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

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

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

3.1 Accommodation Based on Request

- 3.1.1 PVNC Catholic will take all reasonable steps to provide accommodation to individual members of a religious group or belief system to facilitate their religious beliefs and/or spiritual practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.
- 3.1.2 PVNC Catholic will base its decision to accommodate by applying the Code's criteria of undue hardship, PVNC Catholic's ability to fulfill its duties under Board policies and the Education Act.
- 3.1.3 When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, community and/or religious community is needed in order to develop appropriate accommodation. It is the role of PVNC Catholic and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the

school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, for example, ensuring a head covering is worn is not a responsibility.

4.0 General Procedures for Religious and/or Creed Accommodation

4.1 Staff

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible. The absence of employees due to religious and/or creed observances should be granted as determined by this policy and the appropriate collective agreement.

4.2 Students

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

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

5.0 Areas of Accommodation

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

- 5.1.1 School opening and closing exercises;
- 5.1.2 Leave of Absence for Religious Holy Days
- 5.1.3 Leave of Absence for Cultural/Spiritual Ceremonial Events
- 5.1.4 Prayer;
- 5.1.5 Dietary requirements;
- 5.1.6 Fasting;
- 5.1.7 Religious or Ceremonial dress;

- 5.1.8 Modesty requirements in physical education; and
- 5.1.9 Participation in daily activities and curriculum.

6.0 General Guidelines and Procedures

6.1 School Opening and Closing Ceremonies

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 (“Memorandum No. 108”), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs and/or creed, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

Policy/Program Memorandum No. 108 states the following:

- 6.1.1 All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. “God Save the Queen / King” may also be included.
 - 6.1.2 The inclusion of any content beyond “O Canada” in opening or closing exercises is to be optional for public school boards.
 - 6.1.3 Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
 - One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular Writings;
 - A period of silence.
 - 6.1.4 Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right. These requirements will be interpreted in accordance with the Code, and PVNC Catholic will consider other requests for accommodation as may be made.
- ### 6.2 Absence for Religious Holy Days or Cultural/Spiritual Ceremonial Events
- PVNC Catholic affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

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

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

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

Indigenous	A ceremony marking a big life moment A Spiritual Ceremony A Day of Significance OHRC Guideline for Indigenous Spirituality Days of Significance pg.113.
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Please visit the following [MultiFaith ecalendar](#) link which denotes a variety of Holy Days, Days of Significance.

6.2.1 Guidelines for Administrators

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

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

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

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

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

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

6.2.2 Unresolved Requests

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

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

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

6.3 Prayer

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

6.4 Dietary Restrictions

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

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

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

6.5 Fasting

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

6.6 Religious Dress and Ceremonial Dress

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

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

- 6.6.1 Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- 6.6.2 Crucifixes, Stars of David, etc.
- 6.6.3 Items of ceremonial dress

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

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

PVNC Catholic seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious or ceremonial attire. Schools should be aware that harassment about religious or ceremonial attire is one of the most common types of harassment and bullying. PVNC Catholic and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an

individual's religious or ceremonial attire and there will be appropriate consequences for individuals who violate this rule.

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

6.7 Modesty Requirements for Dress in Physical Education Classes

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

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

6.8 Participation in Daily Activities and Curriculum

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

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

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

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

7.0 Indigenous Spiritual Practices

7.1 Legislation

The Ontario Human Rights Code, Canadian Human Rights Act, Canadian Constitution, Charter of Rights and Freedoms and United Nations Declaration of the Rights of Indigenous Peoples include legal protections for the fundamental right of Indigenous peoples to freely practice their religious and spiritual traditions, and to be treated equally and with dignity. ([Ontario Human Rights Commission Policy on preventing discrimination based on creed \(2015\) pg.5](#)). The inclusion of Indigenous cultures and practices in our schools play a powerful role in supporting and engaging Indigenous students and families as well as educating all students about Indigenous cultural beliefs and practices.

7.2 Ceremonial Practices and Customs

Organizations under provincial jurisdiction have a duty to accommodate Indigenous peoples' spiritual beliefs and practices – including ceremonies and sacred customs – under the Code, where rules, practices, standards, or requirements negatively impact these in employment, services, housing, contracts, unions or professional or vocational associations. ([Ontario Human Rights Commission Policy on preventing discrimination based on creed \(2015\) pg. 109](#)).

7.2.1 Smudging

In accordance with the [Smoke-Free Ontario Act, 2017](#), PVNC Catholic will permit smudging and the use of sacred medicines in connection with Indigenous cultural practices at cultural and educational events, meetings, and relevant classroom presentations. Smudging is the burning of sage and other sacred

medicines such as sweet grass, cedar and tobacco and is meant to purify, cleanse, and protect physical, emotional, and spiritual spaces and create harmony and balance.

Smudging is a common practice among many Indigenous people and therefore it is important for schools to accommodate those who wish to participate in this practice. Considerations for the practice of smudging may include:

- the most appropriate location (i.e. classrooms, gyms, atriums, teachers' lounge, offices, outdoor spaces, etc.).
- the location of fire alarms and smoke detectors as well as HVAC systems. (i.e. Fire alarms should not be a deterrent for smudging).
- participation in smudging is completely voluntary. (i.e. it is completely acceptable for a person to indicate that they do not wish to participate in a smudge. That person may choose to stay in the room and refrain from smudging or leave the room during the smudge).
- respect for all as the guiding principle in any Indigenous tradition.

8.0 Limitations to Religious Accommodation

PVNC Catholic supports freedom of religion and an individual's right to manifest their religious beliefs, spiritual practices and observances. The right to freedom of religion, however, is not absolute and religious accommodation in PVNC Catholic is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

PVNC Catholic, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.

8.1 Chapels

Chapels in Catholic schools are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open

to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.

8.1.1 It is therefore required:

- that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions; and,
- that Catholic school boards consult with their respective local Ordinary on such accommodations.

Responsibilities:

The Board of Trustees is responsible for:

- ensuring alignment with the Equity and Inclusive Education directional policy; and
- reviewing the Religious and Creed Accommodation Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

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

Principals and Vice-Principals are responsible for:

- implementing school wide practices to ensure religious and creed accommodations are taken into account;
- investigating all complaints related to religious accommodations and reporting these to the appropriate FOS Superintendent;
- implementing processes as outlined in the Peterborough Victoria Northumberland Clarington Catholic District School Board Equity and Inclusive Education Policy,

Staff are responsible for:

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

Students are responsible for:

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

Parents/Guardians are responsible for:

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

Progress Indicators:

- The Religious and/or Creed Accommodations Administrative Procedure is applied consistently within all PVNC Catholic educational settings;
- All employees report serious student incidents to the respective principal as soon as reasonably possible;
- School-based discipline data reflects positive trends in student behaviour;
- School climate, staff census and student census surveys indicate that staff and students feel accepted and safe in their respective learning and work environments.

Definitions:

- **Accommodation:** School boards, under the Code, have a legal duty to accommodate people's sincerely held creed beliefs and practices to the point of undue hardship (Policy on Preventing Discrimination Based on Creed, Ontario Human Rights Commission, September 17, 2015 pg. 5). The most appropriate accommodation is the one that most:
 - Respects dignity (including autonomy, comfort and confidentiality);
 - Responds to an individual's individualized needs; and Allows for integration and full participation.

The duty to accommodate is about more than providing the most appropriate accommodation in the circumstances (the substantive component). It is also about engaging in a meaningful, good-faith process to assess needs and find appropriate solutions (the procedural component).

Everyone involved in the accommodation process has a duty to cooperate to the best of their ability. While PVNC Catholic is ultimately responsible for putting in place solutions and leading the process, individuals requesting religious accommodation must cooperate in the process. The OHRC's Policy also recognizes that there are limits on rights based on creed, as there are on all grounds protected under the Ontario Human Rights Code. Limits can, for example, arise if creed rights interfere with the human rights of others.

- **Creed:** Creed may include religious beliefs and spiritual practices. The revised and updated Ontario Human Rights Commission's 2015 [Policy on Discrimination Based on Creed](#) finds that "Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life".

The following characteristics are relevant when considering if a belief system is a creed under the Code. A creed:

- Is sincerely, freely and deeply held,

- Is integrally linked to a person's identity, self-definition and fulfilment,
- Addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a creator and/or a higher or different order of existence,
- Has some "nexus" or connection to an organization or community that professes a shared system of belief.

Religion or creed includes the spiritual beliefs and practices of Indigenous cultures.

Creed does not include secular, moral, or ethical beliefs or political convictions. This

administrative procedure and its accompanying policy, Equity and Inclusive Education,

does not extend to practices and observances that are hateful or incite hatred or violence against other individuals or groups, or contravene criminal law (Policy on Preventing Discrimination Based on Creed, Ontario Human Rights Commission, September 17, 2015 pg. 6). Exemption from religious studies due to creed will be made in accordance with procedures outlined in the Education Act 42 (13).

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

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

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. Such written notice will be issued by the Superintendent responsible for Equity and Inclusive Education.

The accommodation seeker shall be informed of their recourse under the Ontario Human Rights Code.

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

- **Dress Code:** It is the policy of PVNC Catholic that all schools adopt a student dress code that is consistent with our philosophy, vision statement, and Catholic social teaching. All secondary schools shall have a school dress code.

References:

- [Canadian Charter of Rights and Freedoms](#)
- [Catechism of the Catholic Church](#) Equality Rights, Chapter 15 (1), (2), 29
- [EWTN Vatican. \(2025 October 13\). Pope Leo XIV: Religious freedom essential ACN.](#)
- [The Code of Canon Law](#), Can. 793 (1), 795, 796 (1), 803 (2)
- [Ontario Human Rights Commission Policy and Guidelines on Disability and the Duty to Accommodate](#)
- [Ontario Human Rights Commission Policy Primer: Guide to Developing Human Rights Policies and Procedures](#)
- [Ontario Human Rights Commission Policy on preventing discrimination based on Creed \(2015\)](#)
- [Ontario Human Rights Commission Religious Rights Fact Sheet](#)
- [Ontario Human Rights Commission Policy statement on religious accommodation in schools](#)
- [PVNC Catholic Directional Policy 700: Equity and Inclusive Education](#)
- [PVNC Catholic Administrative Procedure 701: Equity and Inclusive Education](#)
- [PVNC Catholic Administrative Procedure 705: Indigenous Education](#)
- [PVNC Catholic Administrative Procedure 312: Dress Code - Students](#)
- [Smoke-Free Ontario Act, 2017](#)



Kirpan Guideline

A Kirpan is a ceremonial sword that must be worn by all baptised Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a Kirpan under the following conditions as follows:

- o At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- o The Kirpan is six inches or less.
- o The Kirpan has no sharp edges.
- o The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- o The Kirpan will not be worn visibly, but under the wearer's clothing.
- o There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- o Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Darren Kahler, Superintendent

Subject: AP 809 - Occupational Health and Safety

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:

- Revised MYSP alignment;
- Replaced 'The Board' with PVNC Catholic

Attachments:

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



PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure Occupational Health and Safety	Administrative Procedure Number 809
Directional Policy 800 - Healthy Schools and Workplaces	

Title of Administrative Procedure:

Occupational Health and Safety

Date Received:

June 23, 2026

Projected Review Date:

2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy. The Board recognizes that the health and well-being of our staff is foundational to their success. A healthy environment involves being respectful of one another's social, emotional, spiritual and physical well-being. We all have a collective responsibility to create healthy work environments to keep our staff safe.

Alignment with Multi-Year Strategic Plan:

The Occupational Health & Safety Administrative Procedure supports the Board's Multi-Year Strategic Plan and the values of Wellness and Community by ensuring Occupational Health & Safety and the internal responsibility system are well understood

by staff, leading to safer communities and employees whose well-being at work is supported.

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

Action Required:

PVNC Catholic will take every precaution reasonable to protect the health and safety of employees. This shall be accomplished by ensuring the development of health and safety policies, procedures and programs to support this objective.

As workplace health and safety is a joint responsibility, the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) and all of its employees are to act in compliance with the requirements of the Occupational Health and Safety Act.

PVNC Catholic recognizes and endorses the Internal Responsibility System philosophy, whereby all workplace parties share the responsibility for health and safety. The Occupational Health and Safety Act defines responsibilities for the employer, the supervisor, employees, and the Multi-workplace Joint Health and Safety Committee.

Responsibilities:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

- Designating resources for the implementation of and compliance with this Administrative Procedure;
- Reviewing this Administrative Procedure annually;
- Providing a semi-annual report on health and safety issues at a regular meeting of the Board.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;

- Ensuring the appointment of 'competent persons' as principals, managers and supervisors as defined under the Occupational Health and Safety Act and required within Section 25 (2)(c) of the same;
- Ensuring the provision of health and safety orientation sessions for all new hires or those transferring to new roles;
- Maintaining and supporting the Multi-Workplace Joint Health and Safety Committee (hereinafter referred to as the JHSC);
- Ensuring the JHSC establishes a Terms of Reference and maintains Ministry of Labour, Training and Skills Development approval of such.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring compliance with health and safety training, legislation, policy, procedures and programs;
- Receiving health and safety concerns, investigating the concerns, and responding with appropriate corrective actions;
- Advising staff of potential hazards in their place of employment;
- Investigating accidents and taking steps to prevent recurrence.

Workers are responsible for:

- Protecting personal health and safety by working in compliance with legislation and with safe work practices and procedures established by the board;
- Immediately reporting to their supervisor any safety hazards of which they become aware.

Joint Health and Safety Committee is responsible for:

- Adhering to the responsibilities delegated under the Occupational Health and Safety Act and contained within the Multi-Site JHSC Terms of Reference approved by the Ministry of Labour, Training and Skills Development.

Progress Indicators:

- Ensuring the JHSC reports periodically to Director as defined in the Terms of Reference;
- Addressing and resolving Occupational Health and Safety concerns in a timely fashion.

Definitions:

- **Competent Person:** as defined in the Occupational Health and Safety Act, a Competent person means a person who,
 - is qualified because of knowledge, training and experience to organize the work and its performance,
 - is familiar with the (Occupational Health and Safety) Act and the regulations that apply to the work, and;
 - has knowledge of any potential or actual danger to health or safety in the workplace.
- **Worker:** as defined under the Occupational Health and Safety Act.

References:

- [Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)
Terms of Reference – Joint Health and Safety Committee

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Wayne Clark, Superintendent

Subject: AP 913 - Delegation of Authority

Background:

Delegation of Authority comes from PPM 145.

The Principal assumes all authority, responsibility and power in accordance with applicable Board Policies, Administrative Procedures, the Education Act and its regulations.

When the Principal is absent from a school where a Vice Principal is appointed to the school, the Principal shall delegate their authority to the Vice Principal. Accordingly, the Vice Principal shall assume the authority, responsibility and power in accordance with Board Policies, Administrative Procedures, the Education Act and its regulations.

When the Principal is absent from a school where no Vice Principal is appointed or if both the Principal and Vice Principal are absent from the school, the Principal shall delegate their authority as outlined in the Education Act, Part XIII, Behaviour, Discipline and Safety, to a teacher.

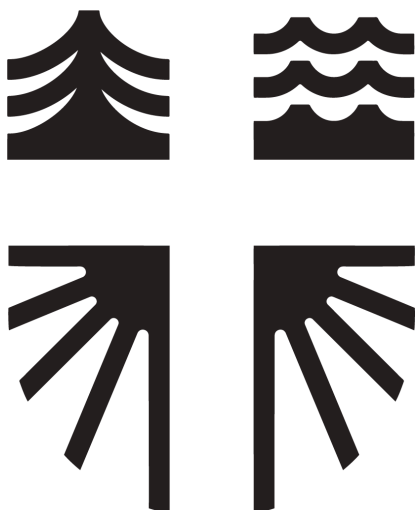
Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- added new Mission, attached new Strategic Priorities,
- updated reference links
 - [Education Act, Sections 265 and 264](#)
 - [Education Act, Part XIII, Behaviour, Discipline and Safety](#)
 - [Ontario Regulation 298: Operation of Schools, Sections 11 and 12](#)
 - [Bill 157 Education Act Amendment - Keeping Our Kids Safe at School Act](#)
 - [PPM 144 Bullying Prevention and Intervention](#)
 - [PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

Attachments:

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



PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure Delegation of Authority	Administrative Procedure Number 913
Directional Policy 900 - Safe and Accepting Schools	

Title of Administrative Procedure:

Delegation of Authority

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

This Administrative Procedure aligns with the [Safe and Accepting Schools Directional Policy - 900](#) by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Delegation of Authority Administrative Procedure supports the board's Mission to educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body, and spirit of all. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to value relationships, ensure equity and maximize resources.

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

Purpose:

The Delegation of Authority Administrative Procedure ensures that the Peterborough Victoria Northumberland and Clarington Catholic District School Board maintains positions of consistent leadership and authority at all of its schools to ensure safety and proper order - through appointments to positions of responsibility and the delegation of authority when such permanently appointed persons are not on site.

Background:

The Principal assumes all authority, responsibility and power in accordance with applicable Board Policies, Administrative Procedures, the Education Act and its regulations.

When the Principal is absent from a school where a Vice Principal is appointed to the school, the Principal shall delegate their authority to the Vice Principal. Accordingly, the Vice Principal shall assume the authority, responsibility and power in accordance with Board Policies, Administrative Procedures, the Education Act and its regulations.

When the Principal is absent from a school where no Vice Principal is appointed or if both the Principal and Vice Principal are absent from the school, the Principal shall delegate their authority as outlined in the [Education Act, Part XIII, Behaviour, Discipline and Safety](#), to a teacher.

Action Required:

- 1.0** Whenever possible, the board will ensure that at least one school administrator is present on school property.
- 2.0** Where the school administration is not present on site, the Principal will delegate their authority in accordance with Board policy and its administrative procedures.
- 3.0** A Principal has the authority to delegate their powers, duties and responsibilities to a Vice Principal in accordance with the Education Act, Part XIII, Section 300.1. The delegated authority to a Vice Principal will include the Education Act, Part XIII, as well as the duties, powers and responsibilities of Principals as described in Board Policy and Administration Procedures; the Education Act and its regulations; and Ministry of Education Policy and Program memoranda.
- 4.0** Where the Principal delegates authority to the Vice Principal, the delegation will include all authority of the Principal with these two exceptions:

- 4.1. The Vice Principal may not suspend for a period of more than 5 school days without approval from a supervisory officer; and
 - 4.2. The Vice Principal may not make a recommendation to the board to expel a student.
- 5.0** A Principal has the authority to delegate their powers, duties and responsibilities to a teacher in accordance with the Education Act, Part XIII, Section 300.1. The delegation of authority to a teacher is limited to the Education Act, Part XIII, Behaviour, Discipline and Safety.
- 6.0** Where the Principal delegates authority to a teacher, the teacher will assume the following duties and responsibilities from the Education Act, Part XIII, Behaviour, Discipline and Safety.
- 6.1. The delegation of authority will be detailed in writing by completing the appropriate Safe Schools Form every school year.
 - 6.2. The Safe Schools Form will be filled in, copied and given to the Principal, Vice Principals, teachers who are delegated authority, the Family of Schools Superintendent and the Superintendent of Safe Schools.
 - 6.3. The delegation of authority will respect the collective agreement.
 - 6.4. The delegation of authority to a teacher will include the authority to initially deal with situations involving activities that occur, which must be considered for suspension or expulsion, with due consideration for the safety of those involved. Any initial investigation must be undertaken according to board direction. The teacher must report all details of the incident to the Principal or Vice Principal as soon as possible.
 - 6.5. The delegation of authority does not include administering suspensions or making recommendations to the Board for expulsion. However, the teacher who has been delegated with authority must report to the Principal or Vice Principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence.
 - 6.6. The delegation of authority provides the teacher with limited authority to contact the parents of a student who has been harmed as a result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
 - 6.7. The delegation of authority to a teacher does not include the authority to discuss the nature of any discipline measures taken in response to a behaviour transgression.

- 6.8. If the teacher is not sure whether they should call the parents, the teacher will contact the Principal/Vice Principal, Family of Schools Superintendent or another member of senior administration for direction.
- 7.0** The delegation of authority form will include the following information.
- 7.1. A list of three to five staff members, including the Vice Principal, where assigned in order of delegated authority;
- 7.2. Elementary Schools larger than 400 pupils and Secondary Schools will name five staff members, including the Vice Principal (if applicable), on the delegation of authority form;
- 7.3. Anticipated times of regular absence from the school for scheduled meetings;
- 7.4. The duration of the delegation of authority.
- 7.5. How to contact the Family of Schools Superintendent or the senior administration of the Board; and
- 7.6. A copy of this Administrative Procedure.
- 8.0** When a Principal's absence is unplanned, the notice of delegation of authority will be made verbally.
- 9.0** In the event of an emergency where the Principal and Vice Principal are absent from the school site, the Principal may delegate authority verbally to any teacher. In the event of an emergency where the Principal/Vice Principal and all teaching staff are absent from the school site, the Principal may delegate authority verbally to any Board-employed staff member.
- 10.0** A decision pertaining to the allocation of supply coverage in the event of a Principal or Vice Principal's absence shall be made by the Principal in consultation with Senior Administration.
- 11.0** Replacements for longer-term absences of the Principal and/or Vice Principal shall be made by Senior Administration.
- 12.0** Teachers who are delegated with limited authority are covered by the Board's liability policy while conducting duties as outlined herein.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this Administrative Procedure with the Safe and Accepting Schools Directional Policy.
- Reviewing the Delegation of Authority 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 that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.
- Ensuring Principals are consistent with the application of and in alignment with this Administrative Procedure.

Principals are responsible for:

- Providing leadership and support for staff in their knowledge, understanding, and implementation of this Administrative Procedure.
- Ensuring the Delegation of Authority Administrative Procedure is implemented at their school.
- Completion of the Delegation of Authority - Safe Schools Form, each school year.
- Ensuring the Delegation of Authority Administrative Procedure is implemented when absent from the school.

Vice - Principals are responsible for:

- Providing leadership and support for staff in their knowledge, understanding, and implementation of this Administrative Procedure.
- Assuming the authority, responsibility and power in accordance with Board Policies, Administrative Procedures, the Education Act and its regulations when the Principal is absent from the school.

Teachers are responsible for:

- Ensuring they are knowledgeable about the directions and requirements under this Administrative Procedure.
- Complying with the outlined direction and requirements of this Administrative Procedure when acting under the Delegation of Authority.

Progress Indicators:

- Schools develop and complete the Delegation of Authority – Safe Schools Form and;
- Schools implement the Delegation of Authority Administrative Procedure when the appointed person(s) are not on site.

Definitions:

- **Principal:** means a teacher with an undergraduate degree, five years of teaching experience, certification in three of four teaching divisions (primary, junior, intermediate, senior), two Specialist or Honour Specialist additional qualifications or a master's degree who has completed the Principal's Qualification Program and is appointed to the position of Principal.
- **Vice Principal:** means a teacher with an undergraduate degree, five years of teaching experience, certification in three of four teaching divisions (primary, junior, intermediate, senior), two Specialist or Honour Specialist additional qualifications or a master's degree who has completed the Principal's Qualification Program and is appointed to the position of Vice Principal.
- **Teacher:** means a person with an Ontario Teacher's Certificate who is licensed to teach in the province of Ontario.
- **Delegation of authority to teachers:** means the assignment of powers and responsibilities as described in Part XIII, Behaviour, Discipline and Safety of the Education Act.
- **Absence:** means that the person appointed to the position of authority is not present due to illness, meetings at another site or approved leaves.

References:

- [Education Act, Sections 265 and 264](#)
- [Education Act, Part XIII, Behaviour, Discipline and Safety](#)
- [Ontario Regulation 298: Operation of Schools, Sections 11 and 12](#)
- [Bill 157 Education Act Amendment - Keeping Our Kids Safe at School Act](#)
- [PPM 144 Bullying Prevention and Intervention](#)
- [PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Mark Giunta, Manager of Communications

Subject: AP 1201 - Records and Information Management

Background: This Administrative Procedure is being brought forward as part of the regular five year review cycle.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

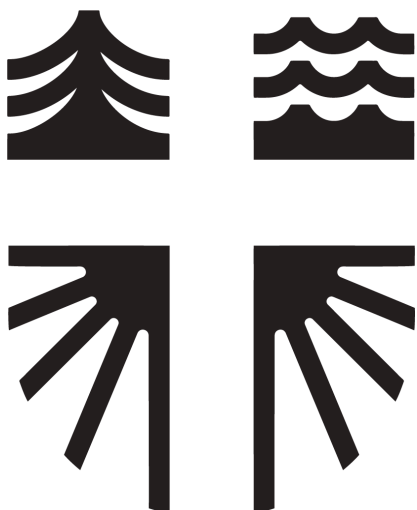
- **Strategic Realignment with the 2025-2030 MYSP:** Updated the foundational guidelines to map directly onto the pillars of the Board's current Multi-Year Strategic Plan (*Inspire. Thrive. Connect.*).
- **Modernized Branding:** This AP is now reflective of current PVNC Catholic branding.
- **Transition to the General Records and Retention System (GRRS):** Formally retired the legacy "Classification and Retention Schedule (CRS)" terminology. The procedure now establishes the General Records and Retention System (GRSS) as the single, authoritative data-lifecycle standard for the Board.
- **Modernized Dashboard Access:** Stripped out all references to the Board's obsolete "HUB" and the retired "Records Lookup" tool. The procedure now

directs all staff to access the live, master version of the GRRS via the newly deployed internal employee dashboard.

- **Strengthened MFIPPA & FOI Compliance:** Revised all language to align stringently with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).
- **Introduction of Corporate Litigation Holds:** Added a critical legal freeze clause. The procedure now explicitly dictates that all automated and manual system deletions must immediately cease the moment a lawsuit, investigation, or FOI dispute is active or anticipated.
- **Appendices:**
 - **Appendix A:** Updated to reflect the classification of the GRRS.
 - **Appendix B:** Added new Appendix B - the Records Transfer List - which was listed as an unlinked form before.
 - **Appendix C:** Added new Appendix - Disposition Log - which was listed as an unlinked form before.

Attachments:

- [Draft Administrative Procedure for consideration.](#)
- [Appendix A](#)
- [Appendix B](#)
- [Appendix C](#)
- [Link to previous version of the Administrative Procedure.](#)



PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure Records and Information Management	Administrative Procedure Number 1201
Directional Policy 1200 - Records and Information	

Title of Administrative Procedure:

Records and Information Management

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

This Administrative Procedure operationalizes Directional Policy 1200 – Records and Information Management. It establishes standard operating procedures to ensure the systematic creation, capture, organization, retrieval, security, tracking, and final disposition of all Board information assets.

Alignment with Multi-Year Strategic Plan:

This procedure supports the Board’s vision—“Rooted in community, formed in faith, ready to change the world”—by ensuring the integrity, security, and accessibility of the data that documents Board transactions, academic progress, and operational decisions.

Modern, compliant information management directly advances the core pillars of our Multi-Year Strategic Plan:

- **Inspire:** By leveraging secure, integrated digital platforms and innovative data practices that cultivate critical thinking and collaborative administrative excellence.
- **Thrive:** By establishing fair expectations, consistent data workflows, and corporate accountability to maintain safe, respectful, and legally compliant information environments.
- **Connect:** By promoting well-being, data privacy, and digital equity, ensuring that staff and student information is securely handled and valued in mind, body, and spirit.

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

Background:

At the foundation of the Board's records management program is the General Records and Retention System (GRRS). The GRRS acts as the definitive legal and operational authority governing Board data lifecycles. It maps out a systematic, functional arrangement of information assets and dictates the mandatory minimum periods a record must be maintained based on federal and provincial statutes, fiscal requirements, and administrative utility.

All staff can access the master digital version of the GRRS via the internal employee dashboard.

Action Required:

1.0 General

- 1.1 The Board shall maintain a comprehensive records and information management program that complies with the *Education Act* and its accompanying regulations, the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and all other applicable federal and provincial legislation governing data preservation, security, and retention periods for all Board information holdings.
- 1.2 This Administrative Procedure applies to all records within the custody or under the control of the Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board related to any and all Board business. This mandate applies regardless of the physical medium

or digital platform in which those records are created, stored, or maintained—explicitly including paper documents, on-premises servers, board-sanctioned cloud environments (e.g., Google Workspace, Microsoft 365), collaboration software, and portable devices.

- 1.3 All Board documents and data structures must be retained in strict accordance with the dynamically maintained General Records and Retention System (GRRS).
- 1.4 Individual departments and schools hold direct operational responsibility for the management, organization, and tracking of records and information relevant to their unique functions in full compliance with the GRRS. This responsibility extends to all data generated within specialized, department-specific software applications and cloud-hosted platforms.
- 1.5 The Records and Information Management Department—acting in strategic coordination with Information Technology Services—is responsible for providing secure storage and retrieval infrastructures for inactive records. Together, they shall oversee corporate record-keeping systems, automated lifecycle configurations, and services that effectively maintain and retrieve information in compliance with the GRRS.
- 1.6 All Board records shall be efficiently and systematically disposed of or permanently purged in accordance with the timelines established by the GRRS. Disposal occurs upon the documented authority of the designated record owner once administrative, legal, and fiscal values have ceased. All legislative requirements must be fully met, while ensuring the permanent preservation of records possessing enduring archival, historical, or vital value to the Board.
- 1.7 All records scheduled for disposal that contain confidential or personal information must be destroyed in a secure, irreversible, and permanent manner. This requires the physical shredding of paper documents to prevent reconstruction, or the permanent cryptographic erasure, purging, or overwriting of digital data so it cannot be recovered or reconstructed.
- 1.8 Legal requirements, statutory obligations, and formal corporate Litigation Holds supersede any and all Board policies authorizing the destruction of records, including the authority normally granted via approved retention schedules. Upon issuance of a legal or litigation hold, all automated or manual disposal and deletion activities for affected records must immediately cease until the hold is formally lifted.

2.0 Records and Information Classification and Retention

- 2.1 The Board's General Records and Retention System (GRRS) is the authoritative management tool designed to enable staff to:
 - 2.1.1 Classify documents, data structures, and information for secure filing, tagging, and rapid retrieval based on business function, subject matter, and metadata;
 - 2.1.2 Ensure all information holdings are retained for the precise durations required to satisfy statutory, regulatory, legal, fiscal, audit, historical, or operational requirements;
 - 2.1.3 Systematically manage the lifecycle of records from active use to final disposition in strict accordance with the GRRS; and
 - 2.1.4 Securely delete, purge, or destroy records upon the expiration of their mandated retention periods, utilizing documented manual authorizations or approved automated system workflows from the designated record owner.
- 2.2 The authoritative master version of the GRRS is digitally maintained by the RIM Department. It is accessible to all Board staff via the internal employee dashboard.
- 2.3 The GRRS is a dynamic system that is continuously updated to reflect evolving provincial/federal legislation, regulatory amendments, and Board administrative directives. While Board staff are expected to reference the GRRS when organizing new files or systems, the RIM Department will actively work to integrate these retention rules directly into corporate digital repositories to automate compliance.
- 2.4 The RIM Department shall proactively notify affected departments and roles regarding critical updates, structural changes, or legislative shifts to the GRRS that directly impact their operational responsibilities. These notifications will be issued through formal board communications, targeted training updates, or system-wide release notes.

3.0 Management of Active Records

- 3.1 Active records are information resources currently required to support ongoing Board operations, academic programs, administrative workflows, or active transactions. While typically referenced on a routine daily, weekly, or monthly basis, a record remains "active" as long as the business matter, operational function, or school year to which it relates remains open, unresolved, or ongoing.
- 3.2 Active records must be classified by function, activity, and subject matter at the time of their creation or receipt, in full alignment with the GRRS. Where possible, staff shall utilize board-sanctioned digital repositories

configured to automatically apply these classification rules to ensure appropriate security controls and retention periods are established from the outset.

- 3.3 The Board's classification logic is designed to be functional, flexible, and scalable. It organizes information from broad corporate categories down into increasingly specific operational activities and record types. This structure allows electronic data to be effectively indexed, tagged, and retrieved across all Board platforms.
- 3.4 Staff shall consult Appendix A of this Administrative Procedure, which outlines the subject-based classification scheme configured to mirror the structure of the GRRS, to review the active classification categories, naming conventions, and organizational structures required for their specific school or department records.

4.0 Management of Inactive and Expired Records

- 4.1 Records and information are designated as inactive when their operational lifecycle concludes and the necessity for immediate, routine reference declines, yet they must be preserved to fulfill lingering fiscal, legal, or administrative obligations. Records are designated as expired strictly when the minimum retention period prescribed by the GRRS has been completely satisfied, and no active litigation holds or statutory extensions apply.
- 4.2 The organization, systematic tracking, and management of inactive records must adhere to the following protocols:
 - 4.2.1 **Format-Specific Retention:** Retention periods must be applied uniformly to both physical and digital records in compliance with the GRRS. Physical records must be properly indexed, boxed, and labelled to ensure rapid retrieval. Digital records must be organized within designated archival structures, or tagged with appropriate lifecycle metadata, to prevent data fragmentation. .
 - 4.2.2 **Secure Archival Environments:** Inactive physical records must be transferred to centralized, secure Board storage facilities. Inactive digital records must be maintained in secure, board-sanctioned central electronic repositories or cloud-archival tiers with restricted access controls.
 - 4.2.3 **Defensible and Authorized Disposition:** Obsolete and expired records must be eliminated using environmentally sound, legally compliant, and highly secure destruction or data sanitization methods. This disposal occurs only after all legislative, legal, fiscal,

and operational requirements are satisfied, and final authorization is documented using the designated Board appendix processes.

5.0 Records Disposition

5.1 Records and information holdings shall be handled and disposed of according to their lifecycle status as follows:

5.1.1 If Inactive (Operational Use Has Concluded):

- **Store (Physical):** Official paper records that are no longer regularly referenced but have remaining retention periods must be securely packed, indexed, and transferred to Central Storage facilities. This mandate strictly applies to all physical records designated as Permanent or Archival.
- **Archive (Digital):** Official electronic records that are inactive but possess remaining retention periods must be migrated out of active production environments (such as user inboxes or general shared drives). They must be placed into secure, restricted-access electronic archives or cold cloud storage environments to preserve data integrity and enhance cyber security.

5.1.2 If Expired (Retention Period Completed):

- **Shred (Physical):** Official paper records must be securely shredded once their mandated retention period has expired and the designated record owner has authorized the destruction via written or authenticated digital signature. Stored and shredded physical records must be formally logged, tracked, and audited using the Records Transfer List located in Appendix B.
- **Purge/Sanitize (Digital):** Official electronic records must be permanently purged, cryptographically erased, or overwritten when their retention period is complete so that they cannot be recovered. System-wide deletions and electronic purges shall be permanently tracked and audited using the Disposition Log located in Appendix C to maintain a legally defensible audit trail of destruction.

5.2 **Confidential and Personal Information Records:** Records containing confidential, proprietary, or personal information must be treated with the highest level of security during storage, maintenance, transfer, and final disposal. In strict compliance with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), these records must be destroyed or sanitized using specialized methods that guarantee the data cannot be

read, interpreted, intercepted, or reconstructed. Any disposal of physical hardware or digital storage media containing such data must be coordinated with Information Technology Services to ensure absolute data sanitization.

6.0 Historical Archives

- 6.1 A historical archive is a curated collection of historically significant records, data, and memorabilia that document and preserve the rich history, decisions, and evolution of Catholic education within the communities served by the Board.
- 6.2 The GRRS identifies specific record series deemed to possess long-term historical significance. The RIM Department, in collaboration with designated record owners, shall evaluate and assign archival value to records that merit permanent preservation.
- 6.3 Archival records must possess enduring administrative, fiscal, legal, evidential, or cultural values that justify their permanent retention. The archival program ensures that once operational utility ceases, these valuable assets are protected against accidental destruction.
- 6.4 Format-Agnostic Preservation:
 - 6.4.1 **Physical Archives:** Staff must exercise care when handling, indexing, and boxing physical archival materials. Items must be stored in climate-controlled environments with adequate structural descriptions to permit access while minimizing degradation.
 - 6.4.2 **Digital Archives:** Historically significant digital records (including executive minutes, landmark photography, and official publications) must be migrated to secure, long-term preservation formats to ensure they remain readable and uncorrupted as technology evolves.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Records and Information Management Directional Policy;
- Reviewing the Records and Information Management 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 any employee for whom they have supervisory responsibility are compliant with the requirements under this Administrative Procedure.

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

- Maintaining effective management of records created and/or used in the school or department in compliance with the GRRS as well as other documents not covered in GRRS.

Manager of Communications is responsible for:

- Overseeing and executing all Freedom of Information (FOI) Access and Correction Requests on behalf of the Director of Education (Head of the Board) in compliance with MFIPPA.
- Issuing formal Litigation Holds to freeze data destruction workflows when an FOI request or legal matter is anticipated or active.

Program Lead of Cybersecurity is responsible for:

- Overseeing the Records and Information Department, the implementation and ongoing operation of the Board's RIM program and compliance with the GRRS.

The Information Governance Specialist is responsible for:

- Maintaining and updating the GRRS.
- Providing relevant staff training on the Board's records and information management program.
- Overseeing the centralized secure storage facilities of board inactive records and the formal process of transferring inactive records from schools/departments to the storage facilities.
- Arrange for confidential destruction of records in accordance with the GRRS.

Staff are responsible for:

- Complying with this Administrative Procedure.
- Understanding their obligations to create and maintain accurate records within the operation of their roles.

Progress Indicators:

- **Reduction of Information Liability (Defensible Deletion):** Measurable annual reduction in the volume of expired digital data and legacy physical records securely purged from active networks and storage facilities, validated by system-generated platform disposition logs.
- **Audit and Compliance Readiness:** Successful completion of annual random RIM compliance reviews across various departments and schools, measuring adherence to the GRRS naming conventions, filing structures, and secure disposal workflows.
- **Litigation Hold Execution Efficiency:** 100% compliance with the immediate preservation and tracking of records whenever a formal corporate Litigation Hold or Freedom of Information (FOI) freeze is issued.
- **Archival Preservation Rate:** Ongoing, systematic transfer and indexing of historically significant physical and born-digital assets into secure, permanent archival environments, preventing historical data gaps.

Definitions:

- **Record:** Any recorded information, regardless of physical form or characteristics, created, received, or maintained by the Board as evidence of its operations, academic programs, legal obligations, or transactions. Records serve as corporate assets and proof that the Board is operating as intended. Recorded formats include paper documents, emails, cloud-hosted files, databases, and audio/visual recordings.
 - **Official Record:** The authoritative, master, or original version of a record (as opposed to a duplicate or convenience copy) to which the retention periods specified in the GRRS must be strictly applied.
 - **Transitory Record:** Information required only for a limited time to complete a routine action or prepare a subsequent record (e.g., working drafts, convenience copies, or temporary notes). Transitory records do not document Board decisions or operations and may be destroyed without formal authorization once their utility ceases.
- **Active Record:** An information asset currently required to support ongoing Board business operations, academic programs, or administrative workflows that is frequently referenced or modified.

- **Inactive Record:** A record that is no longer required for day-to-day operations but must be legally or fiscally preserved for a remaining duration prescribed by the GRRS.
- **Expired Record:** A record that has successfully fulfilled its minimum mandated retention period under the GRRS and is eligible for final disposal or secure purging, provided no active legal restrictions apply.
- **General Records and Retention System (GRRS):** The authoritative master digital system managed by the RIM Department and accessed via the internal employee dashboard. It organizes Board information holdings into functional categories and prescribes the mandatory minimum and maximum timeframes that official records must be retained based on legal, fiscal, and operational requirements.
- **Litigation Hold (Legal Hold):** A temporary, legally mandated directive issued by the Board to freeze regular data-retention schedules. A Litigation Hold strictly prohibits the destruction, deletion, altering, or purging of any physical or digital records relevant to an ongoing or anticipated lawsuit, investigation, or formal freedom of information request.

Appendices:

- **Appendix A (Subject-Based Classification Scheme):** Outlines the organizational and filing logic configured to mirror the structure of the GRRS, assisting staff in correctly indexing and naming records at the point of creation or capture.
- **Appendix B (Records Transfer List):** Establishes the mandatory auditing, tracking, and approval workflow required when transferring inactive physical records to centralized storage or certifying the destruction of expired physical documents.
- **Appendix C (Disposition Log):** Serves as the official corporate audit trail for tracking and verifying the permanent deletion, purging, or cryptographic erasure of expired electronic datasets.

References:

- [Education Act, R.S.O. 1990, c. E.2](#), section 171 (38) (Powers of Boards: Maintenance and Destruction of Records)
- [Ontario Regulation 298 \(Operation of Schools - General\)](#), under the Education Act (governing Ontario Student Records)

- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56 \(MFIPPA\)](#), Section 4(1) (Right of Access) and Section 48(1) (Regulations regarding security and disposal of personal information)
- [Archives and Recordkeeping Act, 2006, S.O. 2006, c. 34, Sched. A](#)
- [Limitations Act, 2002, S.O. 2002, c. 24, Sched. B](#) (governing legal timelines for retaining records subject to potential litigation)
- [Ontario Government Cyber Security Guidelines](#)
- [Directional Policy 1200 – Records and Information Management](#)
- [Administrative Procedure 1202 – Protection of Privacy](#)
- [Administrative Procedure 1207 – Freedom of Information](#)

PVNC Catholic General Records and Retention Schedule (GRRS) Scheme

The use of subject-based classifications is a standardized means of organizing records based on subject and function so that periods of retention can be applied.

This classification scheme is the basic foundation of the Board’s General Records and Retention Schedule (GRRS), which can be accessed by all Board staff on the online employee Dashboard under “Records Lookup.”

This classification scheme is hierarchical and flexible. This means the classification begins with broad subject codes, e.g. Administration, then becomes increasingly more specific e.g. Meetings, Staff Meetings.

It is a flexible scheme in that it can be used in many different ways to best organize information.

The following ten subject codes are the first step in organizing records and information.

The subject codes are available as labels to adhere to file folders, binders and file dividers. Subject codes are also used to organize online documents and email messages.

ADM - Administration

COM - Communications & Public Relations

CUR - Curriculum Programs

FAC - Facilities Management

FIN - Finance

GOV - Governance

HUM - Human Resources

LEG - Legal Matters

PLN - Planning and Research

STU - Student Services

The retention period is also recorded. Retention periods have been determined to ensure records are kept for the right amount of time based on statutory (i.e. Education Act), operational, or other needs. Refer to the General Records and Retention Schedule (GRRS).

Example:

Primary Subject	Secondary Subject	Responsibility	Min. Retention Period	Disposition
COM	Media Inquiries	Communication Services	Current Year + 1	Delete

Disposition Log

Approval for Records Destruction

The records listed on the attached have satisfied their period of retention and can now be approved for destruction.

“I approve the destruction of these records”

Name of Manager/Supervisor:

Signature of Manager/Supervisor:

Date:

Please return to Records and Information Management once signed.

“These records were destroyed”

Name of Information Governance Supervisor:

Signature of Information Governance Supervisor:

Date Destroyed:

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Sheila Piggott, Superintendent and Mark Giunta, Manager of Communications

Submitted by: Sheila Piggott Superintendent and Mark Giunta Manager of Communications

Subject: AP 1203 - Ontario Student Record (OSR) Management

Background: AP did not match current practices

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

5.0 Responding to requests for student records

Adjusted to match practice in board - schools facilitate access requests for students actively enrolled in school. Secondary schools process access requests for any graduated or retired students for up to 5 years post graduation. Schools refer access requests for students who graduated or retired more than 5 years ago to the RIM services at the board

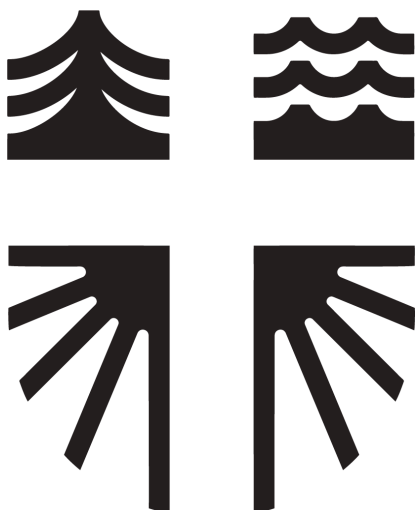
Deleted resources that were no longer relevant

Deleted Appendix D - no longer relevant - was for sped ed to access OSR

Attachments:



- [Draft Administrative Procedure for consideration.](#)
- [Appendix A](#)
- [Appendix B](#)
- [Appendix C](#)
- [Appendix D](#)
- [OSR-002](#)
- [OSR-003](#)
- [OSR-004](#)
- [OSR-005](#)
- [OSR-006](#)
- [OSR-007](#)
- [Link to previous version of the Administrative Procedure.](#)



PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure OSR (Ontario Student Record) Management	Administrative Procedure Number 1203
Directional Policy 1200 - Records and Information	

Title of Administrative Procedure:

Ontario Student Record (OSR) Management

Date Received:

June 23, 2026

Projected Review Date:

2029

Directional Policy Alignment:

The Ontario Student Record (OSR) Management Administrative Procedure aligns with Directional Policy 1200 – Records and Information Management by establishing a consistent procedure to manage Ontario Student Records in accordance with relevant provincial legislation.

Alignment with Multi-Year Strategic Plan:

The Ontario Student Record (OSR) Management Administrative Procedure supports the Board's Multi-Year Strategic Plan, through the THRIVE pillar which prioritizes efficient communication.

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

Action Required:

1.0 Background

- 1.1 An Ontario Student Record (OSR) is a collection of records documenting a student's academic career for elementary and secondary education in Ontario. One OSR will be established for every enrolled student including international, out of province, and exchange students.
- 1.2 The Education Act and the Ministry of Education's Ontario Student Record Guideline, 2000 obligates school boards to create and maintain an OSR for every student. These authorities set out the policies of the Ministry of Education with regards to the establishment, maintenance, use, retention, transfer and disposal of the OSR.
- 1.3 Additionally, these authorities set out minimum content for OSRs and direct school boards to identify further student information "conducive to the improvement of instruction and other education" to be retained in the OSR.
- 1.4 Actions impacting the collection, access or use, disclosure or destruction of student information contrary to federal or Ontario legislation and this Administrative Procedure are prohibited.

2.0 Content

- 2.1 OSR content is personal and subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and, in some cases, the Personal Health Information Protection Act (PHIPA)
- 2.2 Ministry Directed Content:
 - 2.2.1. OSR Folder
 - 2.2.2. Report Cards
 - 2.2.3. Ontario Student Transcript
- 2.3 Documentation File (when records exist)
- 2.4 Office Index Card (an associated record not filed in the OSR)
- 2.5 Accumulated instruction in French as a Second Language in elementary School.
- 2.6 Behaviour, Discipline and Safety
- 2.7 Board Directed Content:
 - 2.7.1. Achievement/Assessment
 - 2.7.2. Biographical information
 - 2.7.3. Communications/Consents
 - 2.7.4. Enrolment

2.7.5. Scheduling

2.7.6. Program

2.8 The [OSR Retention Quick Reference](#), a supporting document of this Administrative Procedure, includes the complete list of records to be retained in the OSR, should they exist, and prescribes the organization, retention, format and transferability of the records. The content of this directory is also recorded in the Board's Records Classification and Retention Schedule (CRS). The OSR content directory may be subject to change and significant changes will be communicated to appropriate staff through a Board memo.

3.0 Security

3.1 Mechanisms for the security and confidentiality of OSRs must be adhered to such as:

3.1.1. Storing OSRs in locked cabinets or rooms

3.1.2. Logging out of online platforms
(e.g. the student information system when not in use)

3.1.3. Adhering to a sign-out procedure for OSR access

3.1.4. Returning all OSRs to locked storage at the end of each work day

3.1.5. Restricting access as described in this procedure

3.1.6. Transporting OSRs using mechanisms that ensure security and Confidentiality (e.g. carefully sealing mailing envelopes and marking them "confidential")

4.0 Access

4.1 Every person shall preserve confidentiality in respect of the content of all student information, including the OSR and other student information that comes to the person's knowledge in the course of the person's duties or employment and no such person shall communicate any such knowledge to any other person except where right of access is determined.

4.2 The Board will provide parents and legal guardians with access to information about a child's education, health and welfare while at school unless a written separation agreement, parenting order or other court document to the contrary has been provided by either parent or legal guardian or if another law does not permit it. Right of access to OSRs is established in Ontario acts of legislature, Board procedure and Ministry directives.

4.3 Right of access:

4.3.1. In the school:

- Student

- Parents/legal guardians (if student is a minor), unless a parenting order or other court issued document or other law that does not permit it, e.g. MFIPPA s.38, revokes access to information. Where no court orders or agreements exist and parents live separate and apart, access by both parents will continue as if they were still living together until such time as documentation states otherwise
 - Principals, teachers, secretaries, early childhood educators, and special education consultants and safe schools teachers assigned to the school
- 4.3.2. Within the Board:
- Superintendents
 - Board staff with responsibilities associated with the management of student information such as information technology, records and information management, freedom of information and protection of privacy and administrative assistants
 - Board staff who have a signed form OSR-4-Consent to Access the OSR in place
- 4.3.3. External:
- The police can access a student's OSR in exigent circumstances without a warrant, under section 487.1.1 of the Criminal Code. Section 32 (g) of MFIPPA expressly permits a school board to disclose confidential information to the police to aid in an investigation undertaken with a view to where a law enforcement proceeding is likely to result.
 - Children's Aid Society
 - The Office of the Information and Privacy Commission of Ontario
 - In response to a court order, subpoena or search warrant and as outlined in s.266 of the Education Act
 - The Medical Officer of Health with respect to certain information as outlined in s.266 of the Education Act
 - Lawyers representing the Office of the Children's Lawyer
- 4.3.4. Access with Written Permission:
- Parents and legal guardians of students aged 18 or older. The parent or guardian of a pupil who is not mentally capable will retain the right to access the records relating to that student after they have reached 18 years of age

- Parents and legal guardians when a pupil, between the ages of 16 to 18, has withdrawn from parental control.
- Special educational support staff of the board (e.g. social workers, educational assistants, speech and language pathologists and psychometrists).
- Anyone granted permission by a legal guardian who has court assigned decision-making responsibility.

4.3.5. No Right to Access:

- Parents or guardians of a student over the age of 18, unless the student has provided consent.
- Parents or guardians where a court assigned parenting order has revoked access to information rights.
- Foster parents unless confirmed as legal guardians
- Volunteers
- Trustees

4.3.6. Age of Majority:

When a student turns 18, the age of majority, they are legally considered an adult, and they have the right to control access to their personal information. This means that the school must obtain the student's explicit consent before sharing any information with their parents/guardians including the Ontario Student Record and other information collected by the school such as attendance and report cards.

To comply with MFIPPA when a student turns 18, schools shall take the following steps:

- Notification: Inform students and their parents/guardians before the student turns 18 about the changes in information sharing practices. [A sample letter is provided here.](#)
- Consent: When the student turns 18, direct the student to complete the form: [Consent for Information Sharing – Student at the Age of Majority](#). Should the student remove access to their parent/guardian, they must provide alternative contact information so that the school can update the student information system.
- Record: File signed consent form in the OSR and record it in the student information system.

5.0 Responding to requests for student records

5.1 Schools and the Board receive requests to access student records from both active students and retired students. The following guidelines should be followed in determining whether access should be facilitated at the school level or the central level (Records and Information Management Services).

5.1.1. Elementary and secondary schools are to facilitate access requests for all students actively enrolled in school.

5.1.2. Secondary schools are to process access requests for any retired/graduated students up to five years post-graduation. Schools shall refer access requests from students who have graduated more than five years ago to Records and Information Management Services.

6.0 Collecting Fees

6.1 Fees associated with processing student record requests are to be collected in accordance with the [Fees Guide for Student Record Requests](#).

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Records and Information Directional Policy.
- Reviewing the Ontario Student Record (OSR) Management Administrative
- Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirement and adhere to the confidentiality and security requirements afforded the OSR.
- Assist the school principal with responsibilities and duties as assigned.
- Rule on disagreements with respect to parent requests to alter OSR records.

Principals and Vice-Principals are responsible for:

- Overseeing the management of OSRs at the school as follows:
 - Ensure the creation, acquisition, maintenance, retention, transfer and disposition of OSRs is in accordance with legislation, Board procedure and Ministry instruction.
 - Ensure security, access and content of OSRs is in keeping with Ministry guidelines and this Administrative Procedure.
 - Delegate responsibilities as necessary to vice principals, teachers, guidance teachers and secretaries.
- Overseeing the accuracy of biographical information of each student as follows:
 - Delegate responsibility to verify date of birth, legal name, gender, and assigned identification numbers using appropriate identity documents and confirming the verification by initialing the OSR folder.
 - Delegate responsibility to update biographical information at the start of each school year. This includes home address, contact information, and parent information.
 - Accept a “repute” name where it is in the best interest of the student to do so, i.e. the student has been known by the repute name exclusively. The legal surname remains recorded on the OSR in parentheses following the repute name. Both names are recorded in the student information system. The Ontario Education Number (OEN) remains the same.
 - Accept a new legal name or change in gender designation when presented with new identity documentation from the Ontario Registrar General e.g. Birth Certificate. Keep a record of verification of documentation. Update the OSR and student information system accordingly; both the active and inactive record.
- Ensuring proper access as follows:
 - Permit access by those who have a right of access and deny access to those with no right of access. Refer to parenting order, separation agreement or other court document, where they exist, for direction. School Principals will notify their School Superintendent when requests for access are made by law enforcement or lawyers.
 - Enforce the use of the Consent to Access the OSR form when permission is required.
 - Make access to information decisions based on the best interests of student safety in all instances.
 - Communicate to students and parents about the OSR and their access rights as follows:

- Students or parents, once parental custodial rights have been confirmed (acquire and file a copy of the current court documents, where they exist, in the OSR), can examine the OSR under supervision by the principal or delegate so that content can be explained.
- Should parents or students request the removal or correction of a record, the principal will decide the request based upon the accuracy and date of the record, how the record assists in the improvement of instruction, what other policy obligations exist, and statutory retention requirements.
- Should the principal agree to remove or correct a record, both the OSR record and the electronic record (where it exists) must be equally adjusted.
- Should the principal disagree with the removal or correction of a record, the matter may be referred to the family of schools superintendent.
- If the superintendent rules that a record should remain in the OSR against the wishes of a student or parent, allow a statement of disagreement to be attached to any record that a student or parent wishes corrected or removed.
- Create and file in the OSR a notation of any copies taken of OSR content. Use Form OSR-6-OSR Copy Tracking Log.
- Contact the school superintendent when served with a search warrant or a court subpoena, prior to complying.
- Reviewing or delegate the review of the OSR to update and remove expired records:
 - At the end of each elementary division (primary and junior).
 - Upon transfer.
 - Prior to promotion to secondary school.
 - Five years post retirement before the OSR is transferred centrally to the Record and Information Management Office.
- Before Transferring an OSR - staff must pull the following documents from the OSR for audit purposes:
 - Student Registration form
 - Confirmation of Pupil Entry from another country
 - Record of Add/Drop form (secondary only)
 - Shred copies of any birth verification or residency documentation (should not have been retained).
 - These documents are filed at the school for 2 additional years

- Ensuring the confidentiality of the OSR is protected at all times and reporting breaches to Communication Services.
- Transferring single OSRs as follows:
 - **Within the Board:** upon receipt of a written request from the receiving school, the OSR can be transferred using the Board courier system in a sealed envelope marked “confidential.”
 - **Outside of the Board to another Ontario school board:** upon receipt of a written request from the receiving school and using a commercial courier.
 - **To a First Nation school,** a federally or provincially operated school (a demonstration school), or a private school (inspected by the Ministry of Education) upon receipt of written requests from the receiving school and the parents and using a commercial courier.
 - **Out of Ontario:** upon receipt of written requests from the receiving school and the parents, provide copies only. The original OSR must be retained. and further,
 - Record the transfer in the student information system.
 - Retain a record of the transfer for two full school years.
 - Transfer in hard copy form (do not fax or email).
 - Return an OSR to the sending school if the student does not arrive as expected.
 - Do not transfer the Office Index Card. Retain for five years, filed by year of retirement and then transfer to Records and Information Management central storage.
- **Transferring of OSRs for Grade 8 transition to secondary school** as follows:
 - In June, secondary schools send a list of students who have registered for September to feeder schools.
 - Elementary schools transfer the appropriate OSRs by the end of June.
 - The elementary school staff person will use the OSR Transfer label, filling it out completely and adhering one to each box.
 - Regular board courier will be used to deliver the boxes.
 - The elementary school staff person will advise the contact at the secondary school once the boxes have been picked up for delivery.
 - The contact at the secondary school will confirm receipt of the proper number of boxes with the sending elementary school by email. The OSR boxes will be placed in a secure, locked room until records can be filed in the school’s OSR cabinets.

- OSRs of students who do not begin classes by Friday of the first week of school in September are returned to the elementary school to await an official OSR request from the secondary school at which the student has registered.
- Education outside of the normal classroom setting:
 - When a student is actively enrolled in a PVNCCDSB day school and attends a Continuing Education program, the OSR remains with the PVNCCDSB day school. Information on credits completed is forwarded to the PVNCCDSB day school for inclusion in the Ontario Student Transcript (OST). The Continuing Education Program includes night school and summer school.
 - When a student has retired from a PVNCCDSB day school and registers in a program of continuing education offered externally to PVNCCDSB, the program will request in writing that the OSR be transferred. Schools and Central Records will transfer the OSR and maintain a record of the transfer.
 - When a student is provided with instruction out of school; receiving home schooling, or is attending New Leaf (a program for suspended or expelled students), the school at which the student is currently or last enrolled is responsible for the management of the OSR. When the student reaches secondary school age, the elementary school will transfer the OSR to the secondary school that the parent declares the home schooling status to each year. The OSR shall remain at the school until five years post retirement, at which point it shall be transferred centrally to the Record and Information Management Office.
- Overseeing the response to a lost OSR as follows:
 - Search thoroughly to confirm the OSR is lost.
 - Inform the parent/student of the loss and contact the Communications Manager.
 - Create a replacement OSR by:
 - Noting that this is a replacement OSR on the folder.
 - Referencing the Office Index Card for biographical data and completing the succession of schools attended.
 - Accessing the student information system for information for inclusion in the OSR.
 - Collecting special education and information from other sources in the Board.
- In the event of a school closure;
 - OSRs for active students are forwarded to the school(s) where the students enroll.

- OSRs for inactive students and Office Index Cards for all students will be sent to Records and Information Management central storage.
- Collecting fees in accordance with the [Fees Guide for Student Record Requests](#).
- **Transferring an OSR 5 year passed retirement / graduation:**
 - The ONLY items that should be sent to the Catholic Education Centre are
 - OSR folder
 - Transcript
 - Office Index Card

Staff are responsible for:

- Retaining and managing the content of each OSR in accordance with this procedure, the OSR Content Directory and as instructed by the school principal.
- Ensuring the confidentiality of OSR content and maintaining OSRs securely.
- Organizing retired OSRs chronologically by year of retirement in the school for five years. At the end of the five years, the OSR will be purged at the school and then transferred to Records and Information Management central storage for the remaining 50 years of legal retention.
- When a student moves out of province, recording the last date attended and that the student “moved out of province” in the retirement section of the OSR jacket and in the student information system and print a final office index card.
- When the right to access the OSR or other student information is uncertain, directing the requester to the school principal.
- Providing support in the management of active OSRs.
- Centrally storing inactive OSRs.
- Shredding purged OSR content under the authorization of the school principal.
- Returning an OSR to the appropriate school should a student re-enrol.
- Auditing the management of OSRs.

Information Technology Staff are responsible for:

- Maintaining electronic student records.

Progress Indicators:

- OSR Compliance Checklist

Definitions:

- **Ontario Student Record (OSR):** The Ontario Student Record is the official record required by the Ministry of Education that documents the educational progress of the student such as achievement results, credits earned, and other

information important to the education of the student. It is a legal record that can be used for identification purposes. It serves to guide instructional decisions and to provide the student, parents and educators with important information about the student's progress. For the purpose of access, the content of an OSR can be retained in paper and in electronic formats.

- **Active OSR:** The official student record maintained at the school while the student is actively enrolled at that school.
- **Inactive OSR:** The official student record retained by the school for five years after the student retires from school. Parts of the record are retained for a further 50 years in Records and Information Management central storage. After 55 years, the records are destroyed under written authorization by the school principal.
- **Legal Guardian:** A legal guardian is a person with legal custody of a person under the age of 18 which can be proven by the provision of a written court document. This includes biological parents where custody has not been revoked by a court of law; anyone granted legal custodianship by a court of law such as Power of Attorney for Personal Care; and child welfare agencies staff where the student is their legal ward. Custody and decision-making responsibility means full right to make decisions regarding the child's health, education and welfare and to have access to their information maintained by the school.
- **Legal Name:** A legal name is the full name given for the purpose of birth registration and which then appears on a birth certificate identifying a person for legal, and other official purposes. It includes given names (first and middle) and surnames. The legal name appears on all documents produced by the Board.
- **Repute Name:** A repute name is one by which a person is generally referred. It is not a legally changed name and does not legally or officially replace a legal name.
- **Retired:** A student is considered retired when they leave a publicly-funded school in Ontario. The OSR is retired when the student graduates, leaves Ontario, drops out of school or dies.
- **Demonstration School:** Provincial demonstration schools are unique facilities for learning by deaf, blind, deafblind and/or severely learning-disabled students that are operated by the Ministry of Education.
- **Student Information System:** The board's electronic database containing student information and achievement data.

References:

- [Education Act R.S.O. 1990, Chapter E.2](#)

- [The Ontario Student Record \(OSR\) Guideline 2000, Ontario Ministry of Education](#)
- [Municipal Freedom of Information and Protection of Privacy Act R.S.O. 1990, Chapter M.56](#)
- [Personal Health Information Protection Act S.O. 2004, Chapter 3, Schedule A](#)

Supporting Documents

- Appendix A Fees Guide for Student Record Requests
- Appendix B Consent for Information Sharing - Students at Age of Majority
- Appendix C OSR-Management Template Letter Communicating Age of Majority
- Appendix D OSR Content Directory Quick Reference
- Records Classification and Retention Schedule (GRRS)

Forms

- OSR-1 Consent to Transfer OSR (located in custom report section of student information system)
- OSR-2 Consent to Share Information with Third Parties
- OSR-5 Request to Alter an OSR
- OSR-6 OSR Copy Tracking Log

Related Policy and Procedures

- [Directional Policy 1200 Records and Information Management](#)
- [Administrative Procedure 1201 Records and Information Management](#)
- [Administrative Procedure 1202 Protection of Privacy](#)
- [Administrative Procedure 1207 Freedom of Information](#)

Fee Guide for Student Record Requests

Service:	Fee:
Ontario Student Transcript (OST)	\$20
Additional OST (applied for within same request)	\$5
<p>Note: One Diploma is provided to each student upon Graduation free of charge. Diplomas are considered a keepsake, not an official record and may not be replaceable.</p>	
Ontario School Record (OSR) copies/printouts from student information system	20¢ per page
Courier Costs	The costs associated with using a commercial courier to deliver OSTs or OSR records will be paid by the requester.
Proof of elementary school attendance for transfer to Quebec schools	No Charge

Collecting Fees and Ensuring Authorization:

- Schools shall collect fees from students and parents/guardians. Principals may use discretion in collecting fees if financial hardship is demonstrated.
- Schools shall collect fees, including the cost of courier services, from lawyers and recruiting agencies. Signed authorization must be received and verified prior to providing copies.
- Schools shall not collect fees from other educational institutions or medical professionals. Signed authorization must be received and verified prior to providing copies.
- Schools shall not collect fees from law enforcement (where there is a genuine investigation with intent to lead to a court proceeding), the medical officer of health or the Office of the Children's Lawyer. Further, fees cannot be charged when responding to a court order, search warrant or subpoena. Signed authorization is not required.

Consent for Information Sharing – Students at the Age of Majority

Complete and Deliver to the Main Office:

I, _____, a student at _____
(Student's Name) (Name of School)
have reached the age of majority (18 years of age) and can now retain full responsibility for my records including my Ontario Student Record (OSR) if I so choose.

Having reached the age of majority, I : Check ONE of the following:

- Consent to ongoing parent/guardian access to my school records
 Do not Consent to ongoing parent/guardian access to my school records

- I understand that if I do not consent, the school will contact me regarding unexplained absences.
- I understand that if I do not consent, in the case of an emergency and where my designated emergency contact cannot be reached, my parents/guardians will be contacted.
- Emails will be sent to the student's board-issued email account.

Phone messages are to be sent to:

(Primary Contact Phone Number)

Emergency Contact:

(Name of Emergency Contact)

(Contact's Telephone Number)

(Student's Signature)

Date: _____
(Day/Month/Year)

(Print Name)

Date of Birth: _____
(Day/Month/Year)

File: OSR Retain: 5 years post retirement

Personal information, collected pursuant to the Education Act, as amended, will be used to provide access to student records as described. Please contact the Information Governance Software Support Specialist if more information is needed (705) 748-4861 .

Administrative Procedure: 1203 OSR Management



Template Letter: Communicating Age of Majority

Dear Parent/Guardian,

You are receiving this letter because (insert student name) will turn 18 years of age during the current school year.

When a student turns 18, the age of majority, they are legally considered an adult, and they have the right to control access to their personal information. This means that the school must obtain the student's explicit consent before sharing any information with their parents/guardians including the Ontario Student Record and other information collected by the school such as attendance and report cards.

We have included a copy of the Consent for Information Sharing – Student at the Age of Majority Form that (insert student name) may use to provide consent for information sharing upon turning 18 years of age.

Our goal is to encourage discussion between you and your child around this important issue, so when the time comes your family can make an informed decision.

If you have any questions, please don't hesitate to contact the school.

Sincerely,

Principal

Ontario Student Record (OSR) Retention Quick Reference

OSR RECORDS (must file in OSR)	GRADE	RETENTION PERIOD	FILED IN:
Authorization for Administration of Medication (form HEA-002)		1 year	DOCUMENTATION
Authorization for Administration of Special Services (form HEA-003)	K-12	5 years post retirement	DOCUMENTATION
Application for a Service Animal	K-12	1 year post end of service	DOCUMENTATION
CASA Application, Candidate Profile (SEOS form 30B) & Program Placement (SEOS form 51) Now discontinued	K-12	End of Service + 1 year	
Change of Legal Surname Order Confirmation	K-12	5 years post retirement	DOCUMENTATION
Change of Surname by Repute Request and Approval	K-12	5 years post retirement	DOCUMENTATION
Communications with Parents	K-12	To end of division	DOCUMENTATION
Community Involvement Log	9-12	5 years post retirement	DOCUMENTATION
Completion of the New Leaf Program (form SS33)	K-12	10 years post date of attendance	DOCUMENTATION
Compulsory Credit Substitution	9-12	5 years post retirement	DOCUMENTATION
Confirmation of CASA Program Placement (SPE form 051)	K-12	End of Service + 1 year	DOCUMENTATION
Confirmation of Pupil Entry from Another Country (form LSS-037)	K-12	5 years post retirement	REMOVED FROM OSR WHEN STUDENT TRANSFERS TO ANOTHER SCHOOL
Confirmation of Pupil Entry from Another Country Fee Paying and Exchange Students (form LSS-038)	K-12	5 years post retirement	DOCUMENTATION
Confirmation of Pupil Eligibility for ESL/Literacy Development Funding	K-12	5 years	
Cooperative Education - Work Education Agreement, any Addendums, Placement Schedule, Learning Plan, Assessment & Evaluation, Union MOA	9-12	Course completion + 1 year	DOCUMENTATION
Concussion forms LSS 33, 34, 35	K-12	5 years post retirement	DOCUMENTATION
Consent for Information Sharing - Students at the Age of Majority	Age 18	5 years post retirement	DOCUMENTATION
Consent for Observation and/or Consultation for Specialized Programs (SEOS form 52) Now discontinued	K-12	End of Service + 1 year	DOCUMENTATION
Consent to Access the OSR	K-12	to end of service	DOCUMENTATION
Consent to Release Information – Settlement Workers (form LSS-022)	K-12	End of service + 1 year	DOCUMENTATION
Consent to Share Personal Information (SPE form 014)	K-12	5 years post retirement	
Consent to Share Student Information with Third Parties	K-12	5 years post retirement	DOCUMENTATION
Course Failure – Recommended Course Replacement	9-12	If approved, until the mark is entered in student information system. If NOT approved, 1 year from date signed.	DOCUMENTATION
Credit Counseling Summary	9-12		
Credit Deferral	9-12	5 years post retirement	DOCUMENTATION
Credit Recovery Learning Plan	9-12	If approved, retain until mark entered into student information system, if not approved retain 12 months	
Credit Recovery Profile	9-12		DOCUMENTATION
Custody, Access (copy)	K-12	5 years post retirement	DOCUMENTATION
Declaration of Withdrawal from Parental Control: Students Aged 16 & 17 (current)	9-12	5 years post retirement	DOCUMENTATION
Diploma (OSSD, OSSC, Certificate of Accomplishment)	12		ISSUED AT GRADUATION NOT FILED IN OSR
Educational Assessment (SEOS form 46) Now Discontinued	K-12	5 years post retirement	DOCUMENTATION

ELL Initial Assessment	K-12	Retain until Achievement Report is filed	DOCUMENTATION
ELL Achievement Report	K-12	5 years post retirement	OSR
Emergency Response Procedures for Medical Conditions (form HEA-005)	K-12	Update annually	DOCUMENTATION
English Language Learner Records (forms LSS-019, LSS-017)	K-12	5 years post retirement	DOCUMENTATION
EQAO Assessment – Individual Student Report	3, 6, 9, 10	5 years post retirement	DOCUMENTATION
Exemption and Accommodation Letters, Current (E.g. French, EQAO)	K-12	1 year	DOCUMENTATION
Experiential Learning	9-12	5 years post retirement	DOCUMENTATION
Expulsion Hearing: Notice to Parents (Form SS44)	K-12	1 year post completion of suspension.	DOCUMENTATION
Expulsion Letter	K-12	Non-violent – 3 years post another suspension/expulsion Violent – 5 years post another suspension/expulsion	DOCUMENTATION
Expulsion: Readmission Request Notice (form SS34)	K-12	5 years	DOCUMENTATION
External Agencies Correspondence	K-12	5 years post retirement	DOCUMENTATION
Failure Analysis–Recommended Course Placement SEE: Credit Recovery Learning Plan	9-12	Not approved; 1 yr. Otherwise retain until final mark entered into edsembli	DOCUMENTATION
French Language Card	K-8	5 years post retirement	DOCUMENTATION
Guide/Service Dog Records	K-12	5 years post use	DOCUMENTATION
Home Schooling forms LSS 22, 23, 24	K-12	5 years post retirement	DOCUMENTATION
Incident Reporting (form SS20)	K-12	1 to 5 years See OSR Content Directory	DOCUMENTATION
Individual Education Plan	K-12	1 year post activity	DOCUMENTATION
Informed Consent for Student Participation & Acknowledgement of Risks	K-12	1 year post activity	DOCUMENTATION
In-school Team Record	K-12	5 years post retirement	DOCUMENTATION
IPRC: Notification of IPRC (SPE 016)	K-12	5 years post retirement	DOCUMENTATION
IPRC: Minutes of IPRC meeting (SPE 020)	K-12	5 years post retirement	DOCUMENTATION
IPRC: Parental Notification of decision of IPRC (SPE 021)	K-12	5 years post retirement	DOCUMENTATION
IPRC: Annual Review of IPRC (Waiver) (SPE 023)	K-12	5 years post retirement	DOCUMENTATION
Kindergarten Communication of Learning & Initial Observations	K yr 1 & 2	5 years post retirement	DOCUMENTATION
Linkage Program (Includes SWTO and Ontario Youth Apprenticeship Program)	9-12	5 years post retirement	DOCUMENTATION
Legal Correspondence	K-12	5 years post retirement	DOCUMENTATION
Letter of Concern regarding Equipment Use (SEOS form 45) (Now Discontinued)	K-12	5 years	DOCUMENTATION
Letters of Reference from Educators	9-12		NOT FILED IN OSR
Mature Credit Assessment	9-12	5 years post retirement	
Medical Documentation in the case of a medical absence (form Health 6)	K-12	3 years	DOCUMENTATION
Modified School Day Approval (SPE 038)	K-12	1 year from date signed	
Native Language Card	K-8	5 years post retirement	DOCUMENTATION
New Leaf Program – Record of Academic Achievement & Teacher Report (forms 37, 38)	K-12	5 years	DOCUMENTATION
Notice of Long Term Illness	K-12	Term of Illness + 1 year	DOCUMENTATION
Notice of Threat Assessment	K-12	5 years post retirement	DOCUMENTATION
Ontario Secondary School Literacy Test OSSLT	9-12	5 years post retirement	DOCUMENTATION
Ontario Student Transcript	9-12	55 years post retirement	OSR
Ontario Youth Apprenticeship Program (OYAP)	9-12	5 years post retirement	DOCUMENTATION
OSR Content Copy Tracking Log (form OSR-6)	K-12	5 years post retirement	OSR
OSR Documentation Summary (SEOS form 05) (Now Discontinued)	K-12	5 years post retirement	DOCUMENTATION
OSR Folder	K-12	55 years post retirement	

Ontario Student Record (OSR) Retention Quick Reference

Out of Boundary Permission/Denial	K-12	5 years post retirement	DOCUMENTATION
Parent Consent for French Exemption (SEOS form 29b) (Now Discontinued)	k-12	5 years post retirement	DOCUMENTATION
Parent Consent for Psychological Assessment (linked to SPE form 116)	K-12	5 years post retirement	DOCUMENTATION
Parent Consent for Release of Equipment (SPE 048)	K-12	spec ed	
Parent Consent for Resource Assistance (SPE form 02)	K-12	5 years post retirement	DOCUMENTATION
Parent Consent for Social Work Services (linked to SPE 118)	K-12	5 years post retirement	DOCUMENTATION
Parent Consent for Speech-Language Services (linked to SPE 114)	K-12	5 years post retirement	DOCUMENTATION
Parent Notification of Computer Arrival (SPE 040)	K-12	5 years post retirement	DOCUMENTATION
Parent Permission for Snoezelen Room (SEOS form 12) (Now Discontinued)	K-12	End of Service + 1 year	DOCUMENTATION
Personalized Placement Learning Plan	9-12	5 years post retirement	DOCUMENTATION
Physician's Correspondence	K-12	5 years post retirement	DOCUMENTATION
Physical Intervention Report (SPE 032c)	K-12	1 year	DOCUMENTATION
Police Notification – Violent Incident (form SS17)	K-12	3 years if suspended, 5 years if expelled, 1 year if withdrawn	DOCUMENTATION
Positive Behaviour Support Plan (current) (SEOS form 32) (Now Discontinued)	K-12	1 year	DOCUMENTATION
Post Investigation Revised Suspension (forms SS10, SS11, SS12)	K-12	1 year	DOCUMENTATION
Post Investigation Referral to Expulsion Hearing (form SS13)	K-12	1 year	DOCUMENTATION
Principal's Report – Decision to Expel (form SS7)	K-12	5 years from expulsion; shred if expulsion does not occur	DOCUMENTATION
Pre-school Progress Reports/Profiles	Preschool	End of grade 1	DOCUMENTATION
Prerequisite Waiver	9-12	5 years post retirement	DOCUMENTATION
Prior Learning Assessment & Recognition (PLAR) Cumulative Tracking Record	10-12	5 years post retirement	DOCUMENTATION
Prolonged Absence (form ATT-01)	K-12	1 year post return	DOCUMENTATION
Psychological Assessment Report	K-12	5 years post retirement	DOCUMENTATION
Record of Documentation Review (SPE 015)	K-12	5 years post retirement	DOCUMENTATION
Re-entry Plan for Students from New Leaf Program (form SS16)	K-12	5 years post retirement	DOCUMENTATION
Report Cards & Progress Reports	K-12	5 years post retirement	OSR
Report of Case Conference (SPE 004)	K-12	student success	DOCUMENTATION
Request for Readmission (form SS32)	K-12	1 year from date of request	DOCUMENTATION
Request for Special Transportation (SPE 036)	K-12	1 year	DOCUMENTATION
Request to Alter an OSR Record (form OSR-5)	K-12	5 years post retirement	OSR
Retirement of a Student (Form ATT-003)	K-12	1 year post exit	DOCUMENTATION
Safety Plan (SPE 032a)	K-12	1 year	DOCUMENTATION
SAL Records Application and Approval (copies)	9-12	5 years post demission from program	DOCUMENTATION
School Entry (SPE 037)	K-12	1 year post entry	DOCUMENTATION
School Resource Team Report (SPE 001)	K-12	5 years post retirement	DOCUMENTATION
Schools Within A College (SWAC) Program	9-12	5 years post demission from program	DOCUMENTATION
SEA Computer Application (SPE 039)	K-12	spec ed	
Self-Administration of Medication (form HEA-004)	K-12	5 years post retirement	DOCUMENTATION
Social Work Summary (Part of SPE 118)	K-12	5 years post retirement	DOCUMENTATION
Special Education:Academic screeners Front Page 2 documents	K-12	5 years post retirement	DOCUMENTATION
Specialist High Skills Major (SHSM)	11-12	5 years post retirement	OSR
Speech/Language Pathology Assessment Report	K-12	5 years post retirement	DOCUMENTATION
Student Acceptable Use of Technology Agreement	K-12	5 years post retirement	OSR
Student Action Plan – New Leaf Program (form 14)	K-12	5 years	DOCUMENTATION
Student Medication Log (form HEA 004)	K-12	spec ed	
Student Observation Report (SEOS form 108) (Now Discontinued)	K-12	5 years post retirement	

Student Success Transition Profile / Transition Interview	8-9	spec ed	DOCUMENTATION
Student Withdrawal Form	K-12	5 years post retirement	DOCUMENTATION
Suspension Letter (forms SS2, SS3, SS4)	K-12	1 year post completion of suspension / shred if withdrawn.	DOCUMENTATION
Suspension Letter 20 Day (form SS5)	K-12	5 years	DOCUMENTATION
Temporary Excusal (form ATT-02)	K-12	5 years post retirement	DOCUMENTATION
Third Party External Report Storage (SEOS form 03) (Now Discontinued)	K-12	Attached to External Report and retained for its retention period	DOCUMENTATION
Wardship Confirmation	K-12	5 years post retirement	DOCUMENTATION

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Administration Management								
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES	
ADM-01	Associations and Organizations	Includes correspondence, minutes, agenda, notices and reports regarding organizations and associations to which staff members belong or with which they communicate in the course of their duties.	Calendar Year End Date	1 Year	Association/ Organization Name	Administration/Meetings Management/External Meetings: Associations/Organizations/Government		
ADM-02	Staff and Internal Committee Meetings	Includes records regarding the activities of staff and internal committees meetings. Includes notices of meetings, agenda, minutes, etc. May also include copies of staff activity reports.	Calendar Year End Date	4 Years **	Department, Division or Committee Name	Administration/Meetings Management/Internal Meetings: Administrative and Staff		
ADM-03	Office Services	Includes records regarding rates and services provided by courier, mail and postage firms. Also includes records regarding the inter-office mail system, internal printing, and management of forms and templates. May also include translation services.	File Closed Date	1 Year	Year	Administration/Office Services/Board Services Internal		
ADM-04	Travel and Accommodation	Includes records regarding travel and accommodation arrangements. Includes itineraries, maps, authorizations, reservations, rented vehicles and catalogues and brochures concerning hotels, convention sites and restaurants.	Calendar Year End Date	1 Year	Year	NEW		
ADM-05	Intergovernmental Relations	Includes correspondence and other records of a general nature regarding the relationship with all other levels of government (such as telephone numbers, contact names, etc.). May include correspondence to and from Boards. Where possible, these records should be filed by their subject, not the originator or recipient of the report and/or correspondence.	Calendar Year End Date	5 Years**	Year, Document Type	NEW		
Communication Management								
CLASSIFICATION CODE	SECONDARY HEADING	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION	EXCLUSION CONT'D
COM-01	Advertising	Includes records regarding public advertising in magazines, newspapers, radio, television, and transit.	Calendar Year End Date	1 Year**	Advertising Type	NEW		
COM-02	Ceremonies and Events	Includes records regarding events sponsored by the board or by schools (e.g. parents' night, school opening ceremonies, reunions, etc.). Includes memos, notices, correspondence with parents and all related materials.	Event Date	5 Years**	Ceremony or Event Name, Document Type	Communications & Public Relations/Event Management/Events		
COM-03	Charitable Campaigns/Fundraising	Includes records regarding the campaign for the raising of funds and donations such as the United Way or other community interest groups, etc. Excludes the management of the funds.	File Closed Date	1 Year	Charitable Organization	NEW		
COM-04	Commendations, Awards & Recognition	Includes commendations received from the general public and parents regarding various programs and the treatment of students, certificates of appreciation, and awards a recognition of staff.	File Closed Date	5 Years**	Received Date	Communications & Public Relations/Media & Public Relations/Commendations, Awards & Recognition		
COM-05	Complaints	Includes records related to general complaints about the board/school and its activities. Includes correspondence, investigations, findings, and related reports regarding resolution. Complaints about a specific project or program may be contained within the program. Excludes complaints specific to an individual student or staff member.	File Closed Date	5 Years **	Received Date	Communications & Public Relations/Media & Public Relations/Complaints		
COM-06	News Reports	Includes clippings from newspapers, information from journals and other printed media. May also include information related to online media coverage, radio or television clips.	Calendar Year End Date	1 Year**	Year	Communications & Public Relations/Media & Public Relations/News Reports		
COM-07	Media Relations & News Releases	Includes background notes and final versions of news, press and information releases issued. Includes messages for inclusion in special event programs.	Calendar Year End Date	3 Year**	Year, Topic	Communications & Public Relations/Media & Public Relations/Media Relations & News Releases		
COM-08	Publications	Includes typed manuscripts, artwork, printed copies and related records regarding the publication of information about schools, etc. May include annual reports of a non-financial nature as well as copies of social networking sites (website, Facebook, etc.).	Published Date	3 years** if publication is subject to copyright or trademark	Published Date, Publication Type	Communications & Public Relations/Media & Public Relations/Publications		
COM-09	Speeches and Presentations	Includes background notes and final versions of speeches and presentations prepared for delivery by Board/school staff and elected officials.	Calendar Year End Date	3 Years**	Audience	Communications & Public Relations/Media & Public Relations/Speeches and Presentations		
COM-10	Visual Isignia and Branding	Includes board and school records regarding branding and the standards which apply to graphic designs as part of a Visual Identity Program. Includes trademarks, logo and letterhead design, signage, flags, vision statement, colours, mascot, etc.	Superseded or Obsolete	5 Years**	Document Type	NEW		
COM-11	Website and Social Media Content	Includes records of website content and copies of web pages created for general public use. Also includes information on social media sites such as Facebook & Twitter.	Superseded or Obsolete	2 Years**	Social Media Type (Facebook, Instragra, Twitter), Date Posted, Year	NEW		
COM-12	Public Relations	Includes recorded information regarding the Board's relations with the public as well as recorded information relating to the production and distribution of information to the public, outside agencies, and schools.	Calendar Year End Date	5 years**	Topic	Communications & Public Relations/Media & Public Relations/Public Relations		

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Administration Management							
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COM-13	Memorabilia	Includes records regarding school program department and/or Board memorabilia, collectibles and other historical items which reflect the individual nature of the schools, programs and departments such as informal school histories, school logos and crests, songs, names colours, equipment, reference materials, etc. Includes class photos, yearbook photos and official/Trustee group photos	Calendar Year End Date	5 Years**	Memorabilia Type	Communications & Public Relations/School Personal Collections/ Memorabilia	
Facilities Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION CONT'D
FAM-01	Property Deeds and Titles	Includes records related to original deeds of any board owned property.	File Closed Date	10 Years - Property disposed	Property Title	Governance and Legal/ Agreements/ Real Property Management/ Deeds & Titles	
FAM-02	Property Acquisition and Sales	Records include correspondence, reports and backup documentation relating to the acquisition or sale of lands. Includes land purchase agreements, development agreements, property appraisals, valuations and quotes concerning land owned by the board or under consideration for purchase.	File Closed Date	10 Years - Property disposed	Date of Sale	Governance and Legal/ Agreements/ Real Property Management/ Property Acquisition & Sales	
FAM-03	Building and Property Maintenance	Includes records related to support the maintenance and operations of buildings.	File Closed Date	5 Years File Closed Date = as long as building remains Board property	Building Name	Facilities Management/Assets & Property Management & Maintenance/Maintenance and Operations: Physical Plant and Equipment	
FAM-04	Grounds and Parking Maintenance and Operations	Includes records related to maintenance and operations of school grounds and parking such as: requisitions, work orders, logs and reports showing actions taken re grounds keeping, snow clearance, and cleaning.	File Closed Date	3 Years - completion of inspection of completion of maintenance		Facilities Management/Assets & Property Management & Maintenance/Maintenance and Operations: Grounds	
FAM-05	Construction and Renovation Projects	Includes records for the planning of construction and renovations of buildings such as: budgets, estimates, project plans and schedules, progress reports, project meeting minutes, certificates of clearance, project drawings and correspondence regarding the building of schools and other properties.	File Closed Date	Project finished and no outstanding issues + 6 Years**	Project Document Type (meeting notes, report, design document, inspection document), Responsible Department	Facilities Management/Assets & Property Management & Maintenance/Facilities Construction Projects	
FAM-06	Building Structure Systems	Includes records regarding building systems that are part of the building structure such as HVAC, ventilation, fire and life systems, electrical safety, elevators, furnace, and emergency lighting. Includes manufacturer's operation/technical manuals and warranties; inspection and testing reports; approved life safety studies, approved compliance equivalencies, inspection log books and remedial action for building systems.	Superseded Date or life of system/ asset	Dispose	Building Name	NEW	
FAM-07	Drawings and Specifications	Includes technical specifications for a project or property, e.g., mechanical, electrical and structural. Includes building and fire code requirements and architect's instructions. Includes all drawings and plans of schools and offices, such as master drawings and floor plans, site plans, aerial plans, and plans for additions and alterations.	File Closed Date	15 Years File Closed Date = as long as building remains Board property	Building Name	Facilities Management/Assets & Property Management & Maintenance/Drawings and Specifications	
FAM-08	Office Equipment and Furniture	Includes records regarding the maintenance of owned and leased office equipment and furniture. Includes chairs, desks, tables, photocopiers, printers, scanners, etc.	Disposal Date	2 Years	Equipment Name	Facilities Management/Assets & Property Management & Maintenance/Maintenance and Operations: Physical Plant and Equipment	
FAM-09	Environmental Assessments and Studies	Includes information relating to soil, tree preservation and mitigation, geotechnical infrastructure expansion, water, air, and other environmental issues.	File Closed Date	Dissolution of Board + 5 Years		Facilities Management/ Assets & Property Management & Maintenance/ Environment Assessments & Studies	
FAM-10	Facilities Planning	Includes records regarding the allocation of classroom and workspace to staff and students. Records include correspondence, proposed enrolment studies and reports, facilities use plans, facilities designs and layouts, furniture layouts, etc.	Calendar Year End Date	7 Years		Facilities Management/ Assets & Property Management & Maintenance/ Facilities Planning	
FAM-11	Land Surveys	Records include land survey information such as legal property surveys, construction layout and control surveys, and field notes.	File Closed Date (Board no longer owns property)	5 Years**		Facilities Management/ Assets & Property Management & Maintenance/ Land Surveys	
FAM-12	Permits/Facility Bookings	Records includes copies of permits issued by the board for the use of school property for purposes such as polling stations and community events. Also includes applications for permits, lists of permit holders and inter-jurisdictional permits.	Permit Expiry Date	2 Years	Permit Number	Facilities Management/ Assets & Property Management & Maintenance/ Permits/Facility Bookings	
FAM-13	Building and Site Approvals	Includes documentation such as site plan approvals, building permits, Life Safety Plan and municipal reports pertaining to the approval of building plans, Fire Marshal's Office, Ministry of Education, Ministry of Health and other government bodies.	File Closed Date	15 Years File Closed Date = as long as building remains Board property	Building Name	Facilities Management/Assets & Property Management & Maintenance/Building and Site Approvals	

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Administration Management								
FAM-14		Inspection Reports	Includes all documentation to support the inspection and testing of buildings, equipment, physical plant and property. Records include logs, inspection reports, year-end reports, equipment lists and locations. Includes water flushing logs, water testing reports, elevator logs, sanding and salting logs, playground equipment inspections logs, chemical treatment logs, underground storage tank inspections, playground inspections, physical education equipment inspections, technical program equipment, etc.	Calendar Year End Date	6 Years		Facilities Management/ Inspection and Testing/ Health and Safety Inspection Reports	
Financial Management								
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION	
FIN-01	Accounts Payable	Includes records documenting funds payable by the Board, such as paid invoices, receipts, copies of cheques issued to pay account, reports, telephone bills and membership fees.	Fiscal Year End Date	7 Years	Payment Date, Fiscal Year, Vendor	Financial Management/ Accounting Administration/ Accounts Payable		
FIN-02	Accounts Receivable	Records relating to the accounting for money owed to schools and boards. Records include invoices, cash receipts, correspondence, cash lists and statements of account.	Fiscal Year End Date	7 Years	Received Date, Fiscal Year	Financial Management/ Accounting Administration/ Accounts Receivable		
FIN-03	Financial Audits	Includes records regarding internal and external financial audits.	File Closed Date	7 Years	Fiscal Year	Financial Management/ Financial Reporting/ Audits - Financial		
FIN-04	Banking	Includes records regarding banking transactions and relationships with banks, bank statements, bank reconciliations, deposit records, cancelled cheques, returned cheques, and cheque stubs.	Fiscal Year End Date	7 Years	Fiscal Year, Financial Institution	Financial Management/ Accounting Administration/ Banking		
FIN-05	Budgets and Estimates	Includes departmental and board budgets and plans, both capital and operating. Includes all working notes, calculations and background documentation. Also includes Budget Variances.	Fiscal Year End Date	7 Years **	Fiscal Year, Quarter	Financial Management/ Financial Planning/ Budgets		
FIN-06	Assets	Includes records regarding current and fixed assets. Includes fixed asset inventory including records of initial expenditure, depreciation, amortization, and disposal.	File Closed Date (Asset Disposal Date)	10 Years **	Asset			
FIN-07	Financial Statements	Includes the Balance Sheet, Income Statement and Statement of Source and Application of Funds. Also includes audited financial statements.	Fiscal Year End Date	P	Fiscal Year	Financial Management/ Financial Reporting/ Financial Statement		
FIN-08	Grants, Loans and Subsidies	Includes records related to grants and subsidies for Federal, Provincial and Municipal bodies. i.e. SEA claims & reporting, SIP claims, Section 23 CCTC Reporting	File Closed Date (Loand Repayment Date)	7 Years	Fiscal Year, Grant Received	Financial Management/ Accounting Administration/ Grants & Subsidies		
FIN-09	Investments and Debentures	Includes records regarding the Board's investments, term deposits and promissory notes, records regarding the debentures issued, information on the initial issuance of the debenture and records of payments made to investors.	File Closed Date (Account Closure Date)	7 Years	Investment Type, Financial Institution	Financial Management/ Financial Reporting/ Investments & Debentures		
FIN-10	Subsidiary Ledgers and Registers	Includes all subsidiary ledgers and registers, completed journal voucher forms, input forms, and all background documentation used to substantiate journal entries. Also includes payroll registers, and debenture registers.	Fiscal Year End Date	7 Years **	Fiscal Year	Financial Management/ Financial Reporting/ Ledgers: Subsidiary Ledgers, Registers and Journals		
FIN-11	General Ledgers and Journals	Includes all records in the Books of Original Entry.	Fiscal Year End Date	P	Fiscal Year	Financial Management/ Financial Reporting/ Ledgers: General		
FIN-12	Payroll	Includes all records of payments of salary, wages and deductions to employees including vacation entitlement and pay, alternative vacation entitlements, notice of garnishment and termination or severance pay. Includes time sheets and vacation taken, pay lists, T4 Slips, Record of Earnings for pension contribution purposes, Records of Employment (ROE) and Statistics Canada reports.	Fiscal Year End Date	7 Years	Fiscal Year, Pay Period, Employee Name	Financial Management/ Financial Reporting/ Payroll		
FIN-13	Purchase Orders and Requisitions	Includes purchase orders and requisitions, blanket orders, and all background documentation authorizing the procurement of goods and services.	Fiscal Year End Date	7 Years	Fiscal Year, Vendor Name	Financial Management/ Procurement/ Purchase Orders & Purchase Requisition		
FIN-14	Quotations and Tenders	Includes records regarding quotations and tenders obtained from suppliers of goods and services. Includes Requests for Proposal, Invitations to Tender, Proposals, Tender Submissions, Pre-qualifications, and all documentation regarding the selection process.	File Closed Date (Unsuccessful bids - retain for 1 year from contract award)	7 Years **	Fiscal Year, Vendor Name	Financial Management/ Procurement/ Tenders & Quotations		
FIN-15	Scholarship Funds, Bequests and Donations	Records regarding the administering & setting up of scholarship funds & donations, including fund histories, correspondence & data sheets. Background information, copies of wills regarding the administration of the bequests & donations of monies & other materials to the Board.	File Closed Date	5 Years - Life of Board	Fiscal Year	Financial Management/ Accounting Administration/ Scholarship Funds, Bequests & Donations		
FIN-16	School Generated Funds	Includes records on funds allocated to or raised by the school/parent council, student council or other student, parent or community groups consisting of account receivable and payable documents such as invoices and vouchers.	Fiscal Year End Date	7 Years	Fiscal Year	Financial Management/ Accounting Administration/ Non-Board Funds		
FIN-17	Working Papers – Financial	Includes all working notes, calculations, reconciliations, end of year payment in lieu of taxes statements to school, and background documentation used to calculate financial statements such as the Monthly Trial Balance.	File Closed Date (Completion of Audit)	1 Year	Fiscal Year	Financial Management/ Financial Reporting/ Financial Working Papers		

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Administration Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
FIN-18	Enrolment & Financial Reporting	Includes all counts, summaries and projecting documenting enrolments in the school system and statistical reports required by the Ministry of Education as part of the funding process for the preparation of educational statistics, e.g. OnSis October and March school/board reports. Also school audits on enrolment and documentation determining a student's status.	Fiscal Year End Date	7 Years	Fiscal Year	Financial Management/ Financial Reporting/ Enrolment & Financial Reporting	
FIN-19	Funding Assessments	Includes records relating to the direction of school support, levies and related assessments. Also includes information on fee-paying, non-resident and international visa students.	Fiscal Year End Date	7 Years	Fiscal Year	Financial Management/ Financial Reporting/ Funding Assessments	
FIN-20	Capital Projects Financing	Includes records relating to the financing of capital projects. Includes quarterly reports, working papers, building monthly costs, capital payment vouchers, approvals, costing, capital expenditure forecasts and correspondence with architects and contractors.	File Closed Date (Project completion)	10 Years **	Fiscal Year	Financial Management/ Financial Planning/ Capital Projects Planning	
FIN-21	Taxation	Includes records documenting taxation such as gas surtax reports, income tax returns and sales tax tables. Also included Harmonized Sales Tax (HST), accounting and information on exemptions and refunds.	Fiscal Year End Date	7 Years	Fiscal Year	Financial Management/ Financial Planning/ Taxation	
FIN-22	Vendors and Suppliers	Includes records regarding vendors and suppliers of goods and services as well as information about these goods and services, such as catalogues, price lists, correspondence, and bidders' information sheets.	File Closed Date	2 Years	Vendor Name	NEW	
Governance							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION
GOV-01	Articles of Incorporation, By-Laws and Constitution	Includes records related to the operation of the School Board as a legal entity.	File Closed Date	5 Years - Life of Board	Document Type	Governance and Legal/ Board & Council Administration/ Articles of Incorporation, By-Laws and Constitution	
GOV-02	Policies, Procedures, Guidelines and Directives	Includes directive, policy and procedure manuals, work instructions, protocols, guidelines and directives relating to administrative, governance and operational processes.	Superseded Date	5 Years - Life of Board	Approval Date, Responsible Department	Governance and Legal/ Policies, Procedures, Directives/ Internal Guidelines, Policies, Procedures, Memoranda and Directives	
GOV-03	Administrative Council(s) Agenda and Minutes	Includes notices of meetings and agenda and minutes of Council meetings as well as working notes used in agenda preparation.	Meeting Date	5 Years - Life of Board	Meeting Document Type: Agenda, Minutes, Presentation	Governance and Legal/ Board & Council Administration/ Administrative Council(s)	
GOV-04	Board Agenda and Minutes	Records relating to Board minutes, agendas and reports, including all back-up material.	Meeting Date	5 Years - Life of Board	Meeting Document Type: Agenda, Minutes, Presentation	Governance and Legal/ Board & Council Administration/ Board Agendas, Minutes and Reports	
GOV-05	Standing and Ad Hoc Committees	Includes agendas, reports, and minutes of all Board committees established by statute (Special Education Advisory Committee, Parent Involvement Committee, Audit Committee, Supervised Alternative Learning Committee), or established by the Board of Trustees to consider, on an ongoing or limited basis, a specific fixed area of the Board's operation.	Meeting Date	5 Years - Life of Board	Meeting Document Type: Agenda, Minutes, Presentation	Governance and Legal/ Board & Council Administration/ Standing & Ad Hoc Committees	
GOV-06	Trustee Records	Includes records and relevant materials relating to position on Board.	File Closed Date	4 Years - end of term		Governance and Legal/ Board & Council Administration/ Trustee Records	
GOV-07	Trustees' Register	Includes a register of the names, addresses and occupations of trustees, including the dates on which each became or ceased to be a trustee.	File Closed Date	5 Years - Life of Board		Governance and Legal/ Board & Council Administration/ Trustees Register	
GOV-08	Code of Conduct	Includes records relating to Code of Conduct trustee complaints and related investigations, Integrity Officer appointments and reports (including Integrity Commissioner reports, Ombudsman investigations and reports), closed meeting investigations and initiatives., registry of lobbyists, etc.	File Closed Date	2 Years		NEW	
GOV-09	Strategic Planning	Includes all strategic and operational documents, mandates, as well as related correspondence, background and reference information. Management plans, School Improvement Planning, Business Budget Planning, and Integrated System Plan.	File Closed Date	10 Years **	Fiscal Year, Planning Document Type: School Improvement Plan, Business Budget Plan, Integrated System Plan	Planning and Research/ Research Design & Planning/ Strategic Planning	
Health and Safety Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION
HSM-01	Accessibility of Services and Information	Includes records relating to the accessibility of buildings, services and information to persons with disabilities. Also includes records that identify, remove and prevent barriers for persons who work, learn or volunteer in and/or use services in Board facilities.	Calendar Year End Date	6 Years	Building, Responsible Department	Facilities Management/ Health, Safety & Security/ Accessibility of Services and Information	
HSM-02	Confined Spaces	Includes records relating to the assessment of confined spaces and the written plan and procedures for the control of hazards in confined spaces.	File Closed Date	3 Years	Building, Responsible Department	Facilities Management/ Health, Safety & Security/ Confined Spaces	

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Administration Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
HSM-03	Emergency Planning	Includes records regarding emergencies and related plans to support the board/school in case of fire or other emergencies. Records include emergency plans and procedures including for lock-downs and business continuity plans.	File Closed Date	5 Years		Facilities Management/ Training & Skills Development/ Emergency Plans and Procedures	
HSM-04	Hazardous, Biological, Chemical or Physical Agents	Includes records regarding the monitoring of hazardous chemical & physical agents, and designated substances in accordance with the Occupational Health & Safety Act. Also includes air quality reports, and excludes exposure records.	File Closed Date	7 Years		Facilities Management/ Training & Skills Development/ Hazardous, Biological, Chemical or Physical Agents	
HSM-05	Designated Substances & Hazardous Materials – Waste Monitoring and Management	Includes records related to the management and disposal of chemical, biological or physical agents or substances.	File Closed Date	5 Years		Facilities Management/ Training & Skills Development/ Designated Substances & Hazardous Materials – Waste Monitoring and Management	
HSM-06	Employee Health and Safety Incident Reports	Includes general records relating to incidents that affect health and safety of staff. For example emergency response, school illness, infections, quarantines, etc. Records include reports, correspondence and summaries, information related to actions taken by staff.	File Closed Date	No further appeal + 3 years for adults	Incident location: Board Office, School	Facilities Management/ Training & Skills Development/ Health and Safety Incident Reports	
HSM-07	Occupational Health and Safety Committee	Includes information regarding the occupational health and safety of staff and students. Joint Health & Safety Committee minutes, inspections, WHMIS, quarantines, infestations, playground safety, Safety Data Sheets (formerly known as Material Safety Data Sheets), health and safety inspection reports, etc.	Calendar Year End Date	3 Years	Document type: Inspection, Report, Committee Minutes	Facilities Management/ Training & Skills Development/ Occupational Health & Safety	
HSM-08	Building Security Administration	Includes records regarding the security of office and school facilities and properties such as control of keys, trespassing, emergency telephone numbers/contacts, and police station locations. Also includes school visitor book and contractor logs, etc. Excludes video surveillance system records.	Calendar Year End Date	2 Years		Facilities Management/ Training & Skills Development/ Site Security Administration	
HSM-09	Video Surveillance	Includes reports and footage captured through the use of video surveillance in schools and buses.	Calendar Year End Date	1 Year		Facilities Management/ Training & Skills Development/ Video Surveillance Reports	
HSM-10	Fire Protection Systems and Emergency Power Systems	Includes records regarding the inspection and testing of emergency power systems, fire extinguishers and fire protection systems.	File Closed Date	2 Years	Inspection Date, Inspector	Facilities Management/ Inspection and Testing/ Fire Protection Systems and Emergency Power Systems	
Human Resources Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION
HRM-01	Attendance	Includes records regarding the planning of employee attendance. This includes dates and times of hours worked and as well as of on-call schedules and any changes made to on-call scheduling including cancellations Includes statements related to public holiday substitution dates.	File Closed Date	3 Years	Employee Name, Responsible Department	Human Resources Management/ Staff Management/ Attendance-Employee	
HRM-02	Benefits Program	Includes records regarding benefits offered to employees such as group insurance, dental plans, wellness & Employee Assistance Program (EAP). Includes brochures, rates, quotes, correspondence, explanatory documents, benefit rate changes & premium adjustments.	File Closed Date	1 Year **	Benefit Program Type (group insurance, dental plan, wellness, employee assistance program)	Human Resources Management/ Compensation & Benefit Administration/ Benefit Plans	
HRM-03	Employee Records	Includes records regarding the employment history of employees such as: resumes, performance appraisals, employee recognition, leave documentation, training reports and correspondence. May also include records related to agreements on hours of work. Includes employees that are full-time, part-time, student employees and volunteers. Includes records regarding individual employee certification, credentialing and mandatory training required by legislation or professional standards as a condition of employment.	File Closed Date (Employee Departure Date)	date employee ceased to be employed by employer + 10 Years	Employee Name, Department	Human Resources Management/ Staff Management/ Employee Records	
HRM-04	Human Resource Planning	Includes records of succession planning, executive placement, retirement program such as early retiremen incentive, staff turnover rates, staff mobility, staffing level plans, annual hire/promotion targets, recruitment freezes, pay equity plans, employment equity, performance management, volunteer plans, employee information reporting and related records.	Superseded Date	5 Years **	Year, Approval Date	Human Resources Management/ Compensation & Benefit Administration/ Pay Equity	Human Resources Management/ Organizational Planning/ Human Resources Planning
HRM-05	Job Descriptions	Records include job descriptions and specifications as well as background information.	Superseded Date	D **	Approval Date	NEW	
HRM-06	Labour Relations and Negotiations (Union and Non-Union)	Includes records related to collective bargaining, e.g. final offers, memoranda of settlement, mediations, arbitrations and data used in preparation for bargaining.	File Closed Date (Contract End Date)	P		Human Resources Management/ Labour/Employee Relations/ Labour Relations & Negotiations, Union/Non-Union	

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Administration Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
HRM-07	Organizational Design	Includes records regarding reporting relationships, reorganization, organizational analysis. Records include org charts.	Superseded Date	1 Year **	Department	Human Resources Management/ Organizational Planning/ Organization Structure	
HRM-08	Compensation Planning	Includes records regarding the planning and scheduling of salaries, such as job evaluations, job classification systems, compensation ranges, salary surveys and schedules. Also includes any reference material retained regarding issues related to pay equity and compliance.	Superseded Date	10 Years	Year, Approval Date	Human Resources Management/ Compensation & Benefit Administration/ Compensation Planning	
HRM-09	Pension Planning	Includes information and records relating to pension information such as: Annual Information Returns; General Information on OMERS and other Annuities; Ontario Teachers' Pension Plan; Teacher's Pension Plan Certification; Pension reconciliation balances.	File Closed Date	P		Human Resources Management/ Compensation & Benefit Administration/ Pension	
HRM-10	Recruitment	Includes records regarding the recruitment of staff. Includes job postings, copies of advertisements, records regarding competitions and unsuccessful applications.	File Closed Date	3 Years	Department, Date Posted	Human Resources Management/ Recruiting & Selecting/ Recruitment	
HRM-11	Training and Development	Includes records regarding courses and conferences facilitated by the board for staff development and information on career and professional development programs. Also includes conference proceedings and presentations, orientation materials and staff development calendars.	File Closed Date	3 Years**	Department	Human Resources Management/ Labour/ Training & Skills Development/ Professional Development Programs and Materials	
HRM-12	Grievances	Includes records regarding grievances filed by employees such as evaluation reports, notifications, correspondence with union concerning grievance initiators & legal opinions. Includes arbitrations.	File Closed Date (Resolution Date)	15 Years	Received Date	Human Resources Management/ Labour/Employee Relations/ Grievances	
HRM-13	Harassment and Violence Complaints, Allegations and Investigations	Includes records dealing with harassment and/or violence complaints by or against employees. It includes documents such as the initial complaint, investigation, reports and final resolution.	File Closed Date (Resolution Date)	P	Received Date	Human Resources Management/ Labour/Employee Relations/ Harassment Complaints, Allegations and Investigations	
HRM-14	Criminal and Vulnerable Sector Background Checks	Includes records listing any criminal code convictions that have not been pardoned for all existing and new employees, service providers and volunteers that come into direct contact with students on a regular basis. Includes Annual Offence Declarations.	File Closed Date (Employee Departure Date)	10 Years	Employee Name, Department	Human Resources Management/ Staff Management / Criminal Background Checks	
HRM-15	Employee Medical Records	Includes records related to employee's medical health such as: doctor's notes, correspondence, and health reports related to an employee's medical situation. Includes all records related to Long term disability, short- and long-term illnesses, WSIB, attendance management, workplace accommodations. Includes medical records, doctor's notes, correspondence, and health reports related to an employee's medical situation. Includes information and records relating to employee's illness or injuries that will assist the employee's return to the workplace (WSIB).	File Closed Date (Resolution Date)	Event + 40 years Event = Date first record created in personal exposure record And: Event + 20 years Event = Date last record added to personal exposure record	Employee Name, Department	Human Resources Management/ Health & Wellness/ Disability Management	
HRM-16	Equity Case Files	Includes information and records relating to all equity issues such as gender; questionnaires and plans; race relations; and strategies. Includes case files for staff, students, stakeholders.	File Closed Date	10 Years**		Human Resources Management/ Labour/Employee Relations/ Employee Equity Issues	
Information Management Services							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	RETENTION TRIGGER	RETENTION PERIOD	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION CONT'D
IMS-01	Records Management Program	Includes information regarding the management of corporate records, regardless of medium. Specific records include file listings, classification structures, feasibility studies, and records centre operations.	Superseded Date	Dispose	Year, Approval Date	Administration/ Records & Archives Management/ Archives Management	
IMS-02	Records Disposition	Includes records regarding the disposition of records. Includes the disposal method used and forms authorizing and describing the destruction of records.	Disposition Date	Life of the Board	Year, Approved By, Approval Date	Administration/ Records & Archives Management/ Records Disposition	
IMS-03	Access & Privacy Requests for Information	Includes requests and tracking sheets for Freedom of Information Requests made under the Municipal Freedom of Information Act. Requests for access to student/employee records and information. Includes routine disclosure requests and processing, notices of disclosure, responses to FOI requests, access request transfers, FOI requests. Also includes lists of Personal Information Banks (PIBs).	File Closed Date	2 Years	Year, Request ID	Administration/ Access & Privacy/ Access Requests for Information	
IMS-04	Information Breaches	Tracking sheets. Records relating to the resolution of breach.	File Closed Date	2 Years	Privacy Breach ID	Administration/ Access & Privacy/ Information Breaches	
Information Technology Services							
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CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
ITS-01	Software/Hardware Evaluation and Documentation	Includes records regarding systems development functional and technical specifications and requirements, such as background requests, requirement definitions, studies, surveys, stakeholder engagement information and business cases used to design/develop software/hardware. Also includes acceptance/compatibility criteria, modeling, final specifications and supporting documentation.	File Closed Date (life of system)	6 Years		Administration/Information Technology/Functional, Technical Specifications AND Administration/Information Technology/Information System and Architecture	
ITS-02	Telecommunications Systems	Includes records regarding all types of telecommunications systems. Includes telephone systems, facsimile machines, base and mobile stations, towers, antennae. Also includes configuration details.	Superseded Date	D	Responsible Department	Administration/Information Technology/Telecommunications Systems	
ITS-03	Access Control Passwords and Audit Logs	Includes records related to individual access, password management.	File Closed Date	3 Years	Program/Application, Username	Administration/Information Technology/ Access Control and Password Records	
ITS-04	System Backups	Includes backups of systems stored onsite or offsite.	Calendar Year End Date	1 Year		Administration/Information Technology/Backup Tapes	
ITS-05	Helpdesk Support Requests	Includes records regarding the performance of typical daily helpdesk functions for the board. Records include helpdesk submissions background documentation submitted by the user, scripts used by the helpdesk to respond to inquiries.	Calendar Year End Date	1 Year		Administration/Information Technology/ IT Helpdesk	
ITS-06	Cyber Security Logging	Firewall (Internet, Network, Email, VPN) Network infrastructure and security appliance access logs. Log files can be used for analysis, metrics and for investigations.	File Closed Date	2 Years	Calendar Year End Date	NEW	
ITS-07	Deactivated Student Accounts	Include Microsoft office suite, Google workspace accounts.	File Closed Date	1 Year	Student Number, Student Name	NEW	
ITS-08	Deactivated Employee Accounts	Include Microsoft office suite, Google workspace accounts.	File Closed Date	5 Years	Employee Number, Employee Name	NEW	
ITS-09	IT Project Management	Consists of project management records including project charter, budget, plans and schedules, communications materials for change management, progress reporting and draft or working versions of deliverables.	Project Completion Date	5 years	Project Document Type: budget, schedule, project charter, progress report	NEW	
ITS-10	Data Migration: Enterprise systems	Consists of project close-out report from large-scale data migration projects that verifies that the steps taken were sufficient to ensure data integrity. These records are used to demonstrate the integrity of data that has been migrated to another database or system.	Project Completion Date	2 Years **Excludes backup and migration of individual device data (e.g. individual laptops)**	Project Document Type: budget, schedule, project charter, progress report	NEW	
ITS-11	Asset Management: Disposition	Consists of records relating to the decommissioning of IT assets through sale to students, faculty, staff or another organization. Includes receipts, correspondence relating to the sale.	File Closed Date (Life of Asset)	2 Years		NEW	
ITS-12	Asset Management: Current Configuration	Consists of a record of the current configuration settings, installed software, users of each asset, along with a snapshot of configuration and assignment when it was first distributed. Created from combined data drawn from Heat and LANDesk.	File Closed Date	2 Years		NEW	
ITS-13	Asset Management: Inventory	Consists of inventory of hardware assets distributed to students, faculty and staff. For each asset, a record is kept of assigned configuration, software, individual it is assigned to and purchase orders.	File Closed Date	2 Years		NEW	
ITS-14	User Access: Audit	Consists of records of comparison of actual assigned access credentials within systems to requests submitted by users and records of proper credentials for users. Includes reports of audit results and actions taken to correct any discrepancies.	File Closed Date	2 Years		NEW	
ITS-15	User Access: Requests	Consists of requests for user access modifications submitted by authorized personnel.	Calendar Year End Date	1 Year		NEW	
Legal Services Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION CONT'D
LEG-01	Appeals and Hearings	Includes records of hearings conducted with regard to issues that affect the school/board. Records include correspondence, reports, discover findings, hearing proceedings and final decisions. Examples: SEAC, IPRC, suspensions and expulsions, boundary reviews.	Resolution Date (after resolution of appeal)	3 Years**	Date of Incident	Governance and Legal/ Agreements/ Risk Management/ Accident/Appeals and Hearings	
LEG-02	Legal Claims/ Litigation	Includes all litigation and insurance claims.	Resolution Date (after resolution of appeal)	3 Years**	Received Date	Governance and Legal/ Agreements/ Risk Management/ Legal Claims/ Litigation	
LEG-03	Contracts and Agreements	Records include contracts and collective agreements such as equipment rental and service contracts, vehicle lease, purchase agreements and consulting service agreements.	Contract End Date	10 Years **	Vendor	Governance and Legal/ Agreements/Contracts Administration/ Contracts & Agreements	
LEG-04	Insurance Policies	Includes records relating to policies to cover loss or damage to property or premises and to cover staff and general public against injury or death resulting from accidents on school/board premises, or otherwise occurring during employment. Documentation regarding the annual review of insurance policies, certificates, appraisals, and related correspondence.	File Closed Date (policy expiry)	Life of the Board + 5 Years	Policy Type	Governance and Legal/ Agreements/ Risk Management/ Accident/Insurance Policies	

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Administration Management							
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LEG-05	Opinions and Briefs	Includes copies of opinions and briefs prepared by internal or external legal counsel on specific issues.	File Closed Date	Life of the Board + 5 Years		Governance and Legal/ Agreements/ Risk Management/ Legal Opinions/ Precedents	
LEG-06	Precedents	Includes records regarding judgments and decisions which may affect position in actual or potential legal matters.	File Closed Date	Life of the Board + 5 Years		Governance and Legal/ Agreements/ Risk Management/ Legal Opinions/ Precedents	
LEG-07	Accident/Incident Claims and Reports	Includes reports related to student, volunteer, and visitor accidents that occur on board property, schools and the administration offices or on school trips. Records include claims, communications, investigations, reports, administration of first aid and action taken as a result of the accident. Includes reports to insurer.	Resolution Date	3 Years Note: resolution of claim or report No further appeal +3 years for adults Note: If student is under the age of 21, records must be kept until 21st birthday	Claim ID	Governance and Legal/ Agreements/ Risk Management/ Accident/Incident Claims and Reports	
LEG - 08	Property Damage/Trespassing Reports	Includes reports and general correspondence regarding property damage, theft, or loss. Also includes vandalism reports, copies of repair invoices, monthly & annually	File Closed Date	6 Years		Governance and Legal/ Risk Management/ Property Damage/Trespassing Reports	
Program Design and Development							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION CONT'D
PDD-01	Program and Curriculum Planning and Guidelines	Includes records regarding the planning and implementation of curriculum programs, program outlines, program reviews, curriculum guidelines and directives specifying curriculum and areas of study or courses of study that shall be taught in schools. Also includes procedures for the selection, approval, purchase, and distribution of school textbooks, learning materials, reference and library books and lists of these materials and books. Includes recorded information regarding proposals for new curriculum programs, either system-wide or at the school level; comparisons with programs in other school board, provinces, and countries; the planning of the overall curriculum or specific programs, such as meeting notes, objective, strategy reports and teaching strategies; program review reports and other evaluations of specific programs in the curriculum; and proposals, correspondence and monitoring of projects for the writing of special curriculum materials. Includes EQAO test results for schools/boards.	File Closed Date	3 Years**		Program Design and Development/ Curriculum Design & Planning/ Program/Curriculum Guidelines	
PDD-02	Courses of Study and Outlines	Includes outlines of available programs including courses of study.	File Closed Date	3 Years **		Program Design and Development/ Curriculum Design & Planning/ Courses of Study and Outlines	
PDD-03	Program Development and Design	Records include proposals, correspondence and curriculum development materials including writing projects, teaching units, lesson plans, blank examinations, testing ideas, songs, games, music sheets and other learning materials.	File Closed Date	3 Years		Program Design and Development/ Program Development and Design/ Program Development and Design	
PDD-04	Continuing Education Program	Records include: objectives, lesson units, principal reports, program reviews, teaching materials and related records used in continuing education programs for credit and also heritage awareness, second language, multicultural, seniors programs.	File Closed Date	3 Years		Program Design and Development/ Program Development and Design/ Continuing Education Program	
PDD-05	Community Programs and Services	Records related to programs and services to the community through school and board/authority facilities. Programs include general interest courses and services to the community. Generally refers to programs that are not part of day-school.	End of School Year	3 Years		Program Design and Development/ Program Development and Design/ Community Programs and Services	
PDD 06	Curriculum Projects, Programs, Planning Proposals & Review	Includes records information regarding proposals for new curriculum programs, either system-wide or at the school level; comparisons with programs in other school board(s), province(s) and other countries; the planning of the overall curriculum or specific programs, such as meeting notes, objective, strategy reports and teaching strategies, program review report(s), and other evaluations of specific programs in the curriculum, and proposals, correspondence and the special curriculum materials. Include EAQO test results for schools and boards	S/O + 3 years	S/O = last Min review of audit Last report 5 yrs post retirement		Program Design and Development/ Program Development and Design/ Curriculum Projects, Programs, Planning, Proposals, and Review	
Planning and Research Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION CONT'D	EXCLUSION CONT'D
PRM-01	Enrolment	Records include all counts and projections, including the Official Projected Enrolment, documenting enrolments in the school system.	10 Years		Planning and Research/ Research Design & Planning/ Enrolment		

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PRM-02	School Boundaries	Includes records related to the establishment of school boundaries for purposes of enrolment and facility use, including boundary descriptions, school attendance areas, and maps.	Life of Board + 5 Years		Planning and Research/ Research Design & Planning/ School Boundaries		
PRM-03	Student Demographics	Includes records such as: aggregate reports profiling the characteristics of the student population, such as age, grade, promotion, country of birth, religion, and other trend data.	10 Years		Planning and Research/ Research Design & Planning/ Student Demographics		
PRM-04	Municipal Planning and Development	Includes records regarding planning and development issues within the Municipality that may have implications on enrolments within the school system. General information and documentation regarding other municipal planning and development issues such as sewage and waste management, property acreages, subdivision plans, official plan amendments, zoning changes, Ontario Population Reports and traffic studies.	10 Years		Planning and Research/ Research Design & Planning/ Municipal Planning and Development		
PRM-05	Accommodations Planning	Includes records regarding the allocation of classroom and work space assignment to all staff and students. Includes planning of the effects of enrolment on accommodations, projected use of facilities and space utilization, the planning of the functional space and number of classrooms and the planning of the physical layout of the space.	10 Years		Planning and Research/ Research Design & Planning/ Accommodations Planning		
PRM-06	Research	Includes surveys, questionnaires and research dealing with a variety of topics such as Community and Parent research, Student research, Staff research, Curriculum & Program research, Student research and External research from external sources such as other institutions and graduate students.	10 Years**		Planning and Research/ Research & Outcomes Reporting/ Research		
PRM-07	Ministry Reports	Records includes statistical reports, September school reports, June Board reports or other reports required by or send to the Ministry of Education as part of the funding or process for the preparation of educational statistics.	10 Years		Planning and Research/ Research & Outcomes Reporting/ Ministry Reports		
Student Services							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	TOTAL RETENTION (# OF YEARS AFTER CURRENT YEAR)	SUGGESTED METADATA	GRRS REFERENCE	EXCLUSION CONT'D	EXCLUSION CONT'D
SSS-01	Student Admission, Registration and Enrolment	Records include: Registration forms, data verification forms, applications for school entry or special programs such as French Immersion.	2 Years		Student Services/ Student Admission/Registration/Enrolment/ Student Registration and Verification Forms		
SSS-02	International Students - Admission, Enrolment and Registration	Records include: Registration forms, applications for school entry, assessment information, admissions letters, visa information, guardian information (if available), immigration information, health information. Represents fee-paying and non-fee paying international students.	6 Years		Student Services/ Student Admission/Registration/Enrolment/ International Students - Admission, Enrolment and Registration		
SSS-03	Attendance & Enrolment Registers: Elementary	Includes records such as: printout of the year-end enrolment register Enrolment Summaries for Full-Time and Part-Time pupils that are certified as accurate by the principal, printout of the Monthly Enrolment Summaries for Full Time pupils for the October and March count dates and at year-end that are certified as accurate by the principal, enrolment Details Records, that are certified as accurate by the principal, Daily Attendance Records for each pupil The Daily Absence Report (Daily Telephone Contact List). Includes registers and reports concerning the enrolment/attendance of students, recording of daily attendance, and daily absence reports. Intent to be absent forms, supporting absence documentation. Also includes course calendars, class registers for non-school system programs such as continuing educations, driver education and heritage language programs.	2 Years		Student Services/ Student Admission/Registration/Enrolment/ Attendance & Enrolment Registers: Student		
SSS-04	Attendance & Enrolment Registers: Secondary	Pupil course timetables that were in effect on the last school day of October and March, or the 16th day of a quadmester or octomester (if applicable) • Support for FTE calculation for October and March count dates. • The period-by-period attendance check for all pupils in the school. • Where applicable, the Independent Study and Online Learning Register for Day School Pupils • Dated forms authorizing pupils to add or withdraw from courses, signed by the principal or by a school staff member designated by the principal. • School course calendars and student handbooks • A list of pupils enrolled in alternative programs. • A list of pupils enrolled in other specific programs. list of pupils enrolled in cooperative education courses. • Documentation required for the community placement component of cooperative education courses to support a minimum of 110 hours per credit (sum of classroom component and community placement component)	2 Years		Student Services/ Student Admission/Registration/Enrolment/ Attendance & Enrolment Registers: Student		
SSS-05	Attendance Counselling	Records for students who are referred for counselling on attendance problems. Includes referral, consents, meeting notes and a summary. Also includes Supervised Alternative Learning (SAL) records.	5 Years		Student Services/ Student Support & Wellness/ Attendance Counselling		Education Act
SSS-06	Career Counselling/Guidance Services	Records includes information concerning career counselling and guidance services. Also includes records of individual students who are referred for career assessment and guidance such as results of vocational interest tests and exercises, counselling records, interview notes, etc.	1 Year		Student Services/ Student Support & Wellness/ Career Counselling/ Guidance Services		

CLASSIFICATION CODE		ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
SSS-07		Guidance Materials	Records includes brochures, calendars, description sheets and catalogues relating to career opportunities, external school programs, post-secondary education, private schools, and scholarships to support students.	1 Year		Student Services/ Student Support & Wellness/ Guidance Materials		
SSS-08		Student Portfolio (IPP - Individual Pathways Plan)	IPP becomes the primary planning tool that students use as they proceed through school towards their initial postsecondary destination. Ongoing development of the IPP provides students a valuable archive of their learning and a catalogue of the resources they need for planning.	5 Years		Student Services/ Student Support & Wellness/ Student Portfolio Individual Pathways Plan (IPP)		
SSS-09		Child & Youth Counsellors/Workers	Records, correspondence and information relating to individual students who are referred for counselling/ behaviour management, such as referral forms, consent forms, notes.	10 Years		Student Services/ Student Support & Wellness/ Child and Youth Counsellors/ Workers		
SSS-10		Student Welfare	Information and records relating to correspondence and confidential reports regarding individual students where there is suspicion of child abuse, neglect or family violence. Student referral/action form for suspicion of child abuse to child protection agency.	1 Year		Student Services/ Student Support & Wellness/ Student Welfare		
SSS-11		Individual Education Plans (IEP)	An IEP is a written plan (hard copy and electronic) describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations. A signed hard copy of the IEP is retained in the student's OSR until superseded.	1 Year		Student Services/ Student Assessment & Progress/ Individual Education Plans (IEP)		
SSS-12		Student Exams/Province-wide Tests	Includes records regarding student exams and/or province-wide testing. Records include correspondence, exam day schedules, exam day attendance and originals of completed student examinations, and master copies of blank exams. Also includes OSSLC (Literacy Course) student portfolio.	1 Year		Student Services/ Student Assessment & Progress/ Student Exams/Province-Wide Tests		
SSS-13		Newcomer Student Assessments	Includes assessments of individual newcomer students to determine their language background, immigration status, educational history, test results and recommendations for level placement and subjects.	5 Years		Student Services/ Student Assessment & Progress/ Newcomer Student Assessments		
SSS-14		Student Support Services Case Files	Includes Psychological Services Records, Mental and behavioural Health, Speech & Language Student Services records and Social Worker services records. Such as assessments, referral forms, test results, recommendations and programming suggestions and reports.	10 Years		Student Services/ Student Assessment & Progress/ Speech & Language Student Services Student Services/ Student Assessment & Progress/ Psychological Services Records		
SSS-15		Specialized Equipment Needs (SEA)	Includes records related to the funding to assist boards with the costs of equipment essential to supporting students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with the accommodations that are required to enable them to access the Ontario curriculum and/or a board-determined alternative program and/or course, and/or to attend school. Eligibility criteria are outlined in the ministry document Special Education Funding Guidelines: Special Equipment Amount (SEA).	5 Years		Student Services/ Student Assessment & Progress/ Specialized Equipment Needs		
SSS-16		Student Health Records	Includes medical and health information regarding students required for the care and treatment of students in the school setting. Includes pediculosis, medical emergency plans - Plan of Care, administration of medication plans, referral for care and other health related materials.	1 Year		Student Services/ Student Assessment & Progress/ Student Health		
SSS-17		Ontario Student Records (OSR) - Active	Includes all content prescribed according to the Ministry of Education OSR Guidelines, board processes, and at the discretion of the principal. The following components of the OSR will be retained for five years after a student retires from school: Report cards, The documentation file, where applicable, Record of accumulated instruction in French/ Indigenous as a second language, Additional information that is identified by the school board as appropriate for retention	5 Years		Student Services/ Student Records Administration/ Ontario Student Record (OSR) - Active		
SSS-18		Ontario Student Records (OSR) - Inactive	Purged OSR, cover and transcript.	50 Years		Student Services/ Student Records Administration/ Ontario Student Records (OSR) - Inactive		
SSS-19		Office Index Card	Includes all office index cards containing personal information, as well as retirement/transfer information on individual students, which is available for immediate access and as OSR backup information.	55 Years		Student Services/ Student Records Administration/ Office Index Card		

Legend:
P – Permanent; Superseded or Obsolete – Replaced with; Event - Specified period after a particular event occurs
** - Subject to Archival Selection; D – Dispose

Subject to Archival Selection - Identifies records that may preserve history and may be of value for inclusion in archives. Where school boards do not have an official archive, consideration should be given to maintaining the records permanently.

Administration Management

Legend:				Subject to Archival Selection - Identifies records that may preserve history and may be of value for inclusion in archives. Where school boards do not have an official archive, consideration should be given to maintaining the records permanently.			
P – Permanent; Superseded or Obsolete – Replaced with; Event - Specified period after a particular event occurs							
** - Subject to Archival Selection; D – Dispose							
Administration Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
SSS-20	Experiential Learning Student Records	Includes records of individual students participating in cooperative education work assignments, such as copies of work education agreements, introductions cards for employer interviews, training plans and applications for programs. Also includes Supervised Alternative Learning (SAL) Records. Also includes (OYAP) Ontario Youth Apprenticeships Program records.	5 Years		Student Services/ Student Records Administration/ Co-operative Education Student Records Student Services/ Student Records Administration/ Experiential Learning Student Records		
SSS-21	Community Involvement Activities	Records regarding the completion of the required secondary school community service hours completed by students.	5 Years		Student Services/ Student Records Administration/ Community Involvement Activities Form 40 Hours		
SSS-22	Continuing Education Records	Includes mature student appraisals, marks and other student-centered records for continuing education courses. Includes Certificate of Program Completion, and Prior Learning Assessment (PLA).	55 Years		Student Services/ Student Records Administration/ Continuing Education Student Records		
SSS-23	Student Marks	Records relating to student marks (computer and/or manual registers) and related promotion meetings data, such as: course marks analysis, credits received, information of students' courses completed (including special education) and marks received.	5 Years		Student Services/ Student Records Administration/ Student Marks		
SSS-24	Student Expulsions	Includes records related to student expulsions. Also includes records related to the follow-up intervention plan (files with safe schools department or board equivalent)	5 Years		Student Services/ Student Discipline/ Expulsions		
SSS-25	Student Suspensions	Includes records related to student suspensions. Also includes records related to the follow-up intervention plan (files with safe schools department or board equivalent)	3 Years		Student Services/ Student Discipline/ Suspensions		
SSS-26	Incidents Not Resulting in Suspension or Expulsion	Includes records related to incidents not resulting in a suspensio or expulsion.	1 Year		Student Services/ Student Discipline/ Incidents Not Resulting in Suspension or Expulsion		
SSS-27	Threat Assessment Process Documentation	Includes records related to the Follow-up Intervention Plan (filed with safe schools department or Board equivalent), Case Conference Form (filed in the OSR).	1 Year **		Student Services/ Student Discipline/ Threat Assessment Process Documentation		
SSS-28	Nutrition	Includes records related to nutrition planning such as milk programs, breakfast programs and litterless lunch programs.	1 Year		Student Services/ Student Activities & Programs / Nutrition		
SSS-29	Student Bus Transportation Services	Includes records related to transportation/busing of students to and from schools, field trips and special programs. May include schedules, requests for transportations, bus routes, boundaries and student lists.	1 Year		Student Services/ Student Activities & Programs / Transportation: Student Bus Services		
SSS-30	Student Exchanges	Records include correspondence, plans, schedules and reports related to the student(s) participating in student exchange.	1 Year		Student Services/ Student Activities & Programs / Student Exchanges		
SSS-31	Student Extra-Curricular/Co-Curricular Activities	Includes records related to student activities that are part of school life such as field trips, school dances, competition, correspondence, plans and schedules. Also includes requests, consent forms, school field trips, festivals, track meets, tournament, and science fairs.	2 Years ** archival review		Student Services/ Student Activities & Programs / Student Extra-Curricular/Co-Curricular Activities		
SSS-32	Scholarships, Bursaries and Awards - Non-monetary	Record regarding names of awards, information on awards, such as engraving, selections criteria, candidate nominations and recommendations, names of candidates, and related records that document the selection process of awards and scholarships. Also includes Ontario Scholar lists.	1 Year ** archival review		Student Services/ Student Activities & Programs / Scholarships, Bursaries & Awards – Non-monetary		
SSS-33	Volunteer Programs	Includes records related to volunteer programs such as: Annual Receptions, After School Programs, Child Video Identification Program. Also includes recruitment workshops, Signed Application forms and Volunteers Assisting Teachers (VAT).	1 Year		Student Services/ Student Activities & Programs / Volunteer Programs		
SSS-34	Extended Day Administration	Includes records related to current year such as program planning, participant information such as attendance, demographics, emergency contact information, confirmation of extended day funding, extended day binder report, extended day binders and vacation tracker.	1 Year		Student Services/ Student Activities & Programs / Extended Day Administration		
SSS-35	Concussion Protocol Records	Includes records that demonstrate the school/board identification, and monitoring and management of a student with a concussion.	5 Years		Student Services/ Student Activities & Programs/ Concussion Protocol Records		
SSS-36	Student Exemptions and Accommodations	Records related to students exempted or accommodated from the following. • Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. • Opt out of Online learning graduation requirement. • religious accommodation • accommodation of gender/preferred name	5 Years		Student Services/ Student Activities & Programs / Student Exemptions and Accommodations		

Legend:				Subject to Archival Selection - Identifies records that may preserve history and may be of value for inclusion in archives. Where school boards do not have an official archive, consideration should be given to maintaining the records permanently.			
P – Permanent; Superseded or Obsolete – Replaced with; Event - Specified period after a particular event occurs							
** - Subject to Archival Selection; D – Dispose							
Administration Management							
CLASSIFICATION CODE	ACTIVITY	DESCRIPTION	SUGGESTED RETENTION TRIGGER	TOTAL RETENTION	SUGGESTED METADATA	GRRS REFERENCE	NOTES
SSS-37	Notice of Intent for Home Schooling	Signed form indicating a student will be withdrawn to be home-schooled.	2 Years		Student Services/ Student Records Administration/ Notice of Intent for Home Schooling		
SSS-38	Timetables	Includes course timetables for students, as well as course selection sheets for each semester. Also includes signed and dated forms authorizing students to add or withdraw from courses. Excludes School Course Calendars.	2 Years		Student Services/ Student Records Administration/ Timetables		
SSS-39	Supervised Alternative Learning (SAL) Records	Includes records of individual students who make application to a SAL program.	5 Years		Student Services/ Student Records Administration/ Supervised Alternative Learning (SAL) Records		
SSS-40	OYAP Participant Application Form	Form for co-op students whose placement is within an apprenticeship trade.	5 Years		Student Services/ Student Records Administration/ OYAP Participant Application Form		

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Sean Heuchert, Superintendent of Business and Finance

Subject: AP 1301 - Student Eligibility

Background: This Administrative Procedure is being brought forward as part of the regular review cycle.

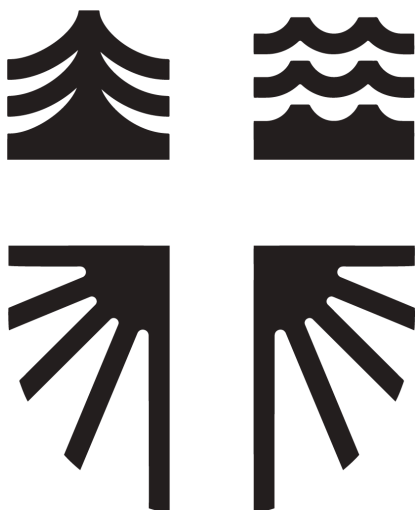
Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Updated alignment with new Strategic Priorities
- Minor grammar/spelling adjustment
- Added “guardian” where “parent” appeared without
- Added “one-way” to ride times for clarity
- Updated reference to forms that have been moved to web
- Deleted Appendix A and C - forms have been moved to web

Attachments:

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



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

Title of Administrative Procedure:

Student Eligibility

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

1300 - Student Transportation

Alignment with Multi-Year Strategic Plan:

The Student Eligibility Administrative Procedures support our Multi-Year Strategic Plan by establishing fair and transparent expectations for transportation eligibility. The consistent application of distance parameters and specialized supports models accountability and wellness.

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

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

1.0 Transportation to Specialized Programs

- 1.1 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.

2.0 Transportation for Students Enrolled in French Immersion Programs

- 2.1 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:
- 2.1.1 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 provided their primary residence is within the catchment.
 - 2.1.2 Transportation to the location of the French Immersion program

shall only be provided while the student is enrolled in the French Immersion program.

- 2.1.3 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.

3.0 Transportation to and From Childcare

- 3.1 Transportation may be provided between school and a childcare centre/babysitter address (referred to as childcare) in accordance with the following guidelines and procedures:
 - 3.1.1 The childcare is within the same school boundary/catchment as the child's primary residence and
 - 3.1.2 The childcare is beyond the walking distance of the home school which the student is registered to attend.
 - 3.1.3 A student may have only one alternate pick/up and/or drop/off stop
 - 3.1.4 The alternate transportation follows the same schedule five days per week;
 - 3.1.5 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.

4.0 Temporary Transportation for Medical Reasons

- 4.1 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:
 - 4.1.1 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.
 - 4.1.2 Parents/guardians will submit the form to the school principal for acknowledgement.
 - 4.1.3 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.
 - 4.1.4 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.

5.0 Temporary Transportation Due to Compassionate Family Medical Reasons

5.1 Consideration will be given to special circumstances by the Transportation Authority when a parent or guardian is critically ill/or injured and transportation is requested. The parent or guardian 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.

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

6.1 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. Parents/guardians who sign an application for variable transportation are claiming to have 'joint custody' of the student.

6.2 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/guardian for one (1) week and pick-up and drop-off from the residence of the other parent/guardian for the alternate week under the following conditions:

6.2.1 Both residences must be within the attendance boundary for the student's board-designated school and within the transportation boundary for said school.

6.2.2 Existing bus stops will be used if possible.

6.2.3 Only two (2) residences will be considered.

6.2.4 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.
- 6.2.5 Completion of prescribed form, signed by both parents/guardians, 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.
- 6.3 Exceptions, including for emergencies, must be approved by the school principal and superintendent.

7.0 Transportation for Out of Boundary Students

- 7.1 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.
- 7.2 Transportation may be considered, upon written request, where there is:
- 7.2.1 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.
 - 7.2.2 there is adequate space on the existing route,
 - 7.2.3 no (or minimal) route adjustments are necessary, and
 - 7.2.4 there will be no additional costs incurred by the Board or Transportation Authority.
- 7.3 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.
- 7.4 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.
- 7.5 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:

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

8.0 Eligibility Distances for Transportation

- 8.1 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:
- 8.1.1 Grades K-8 1.6 km
 - 8.1.2 Grades 9-12 3.2 km
- 8.2 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:
- 8.2.1 Grades K-8 1.0 km
 - 8.2.2 Grades 9-12 1.6 km
- 8.3 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.
- 8.4 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.

9.0 Request for Review of Distance Calculation

- 9.1 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.
- 9.2 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.
- 9.3 If a parent/guardian 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.

- 9.4 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.

10.0 Request for Reconsideration of Transportation Arrangements

- 10.1 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.
- 10.2 Reconsideration Procedure:
- 10.2.1 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.
- 10.2.2 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.
- 10.2.3 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.
- 10.2.4 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.
- 10.2.5 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.
- 10.2.6 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.
- 10.3 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.
- 10.4 At any time during the process, the local School Board Trustee may be contacted to assist with the process and the request submission.

11.0 Length of Time on Buses

- 11.1 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 (i.e. one-way), would not be longer than the following:
- | | | |
|--------|-------------|------------|
| 11.1.1 | Grades K-6: | 75 minutes |
| 11.1.2 | Grade 7-12: | 90 minutes |
- 11.2 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.

12.0 Efficient Use of Transportation Resources

- 12.1 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 the 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.

Superintendents 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 the 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 and Vice-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 the appropriate Transportation Authority.

Parents/Guardians 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:

- [Administrative Procedure 206 – Admission to Catholic Schools](#)
- [Appendix B: Student Eligibility: Request for Special Transportation – Medical Form](#)

STUDENT ELIGIBILITY: MEDICAL REASONS FORM

Parent(s)/Guardians complete this section:

Student Name:	Phone Number:
Address:	
Distance to Bus Stops or School: km. (Estimated)	Medical Reason for Request:
School:	Grade:
Parent Signature:	Date:

Principal(s) complete this section: Plan of Care added to Edsembli

Comments:

Signature:	Date:
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Physician complete this section:

Student Transportation is a costly undertaking. Students in Grades K-8 are expected to walk up to 1.6 km and students in Grades 9-12 are expected to walk up to 3.2 km to school. If, in your opinion, this student requires transportation, please complete this section, sign, and return to your patient.

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

Physician Signature:	Phone:	Date:
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Student Transportation Services: Approval: YES NO Signature: _____

Comments:	Date:
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Approved medical forms remain valid only for the current school year, unless the physician specifies a shorter duration. 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.

Administrative Procedure Report to the Policy Development Committee

Meeting: In Camera
 Open

Presented for: Information
 Approval

Meeting Date: Tuesday, June 23rd, 2026

Presented by: Sean Heuchert, Superintendent of Business and Finance

Subject: AP 1303 - Route Operation

Background: This Administrative Procedure is being brought forward as part of the regular review cycle.

Summary of Draft Administrative Procedure:

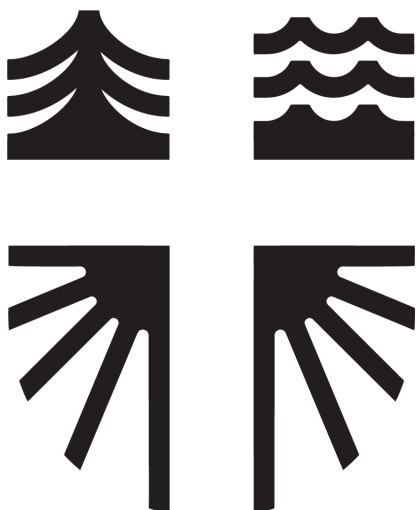
The key changes to this Administrative Procedure include:

- Updated alignment with new Strategic Priorities
- Changed “before school commencement” to “prior to the start of instruction” for clarity (para 1.3)
- Changed inclement weather notification language to better reflect process with approvals, software and automation (para 4.2)
- Also in para 4.2 - changed radio stations to media contacts
- Minor spelling corrections
- Added para 6.5.3 “Ensuring students respect private property (e.g. do not enter private property, do not block laneways)”
- Updated 6.8 for clarity
- Added regular review to Transportation Authority responsibilities with regards to hazard zones (para 7.1.3)

- Added bullet 7.2.1 - “Stops on highways with speed limits of 90 km/h or greater will not be considered by the Transportation Authority.”
- Added clarification on difference between professional GIS tools and free online tools in terms of distance measurement accuracy (para 8.2)
- Added “seasonal variation” to roadway suitability (para 8.4)
- Additional Parent Responsibilities:
 - Monitoring approved communication channels (e.g. STSCO website) to determine if transportation is cancelled or delayed
 - Providing and maintaining emergency contact information to support timely communication in the event of an emergency
 - Respecting bus drivers need to concentrate on traffic and students while at a bus stop location, extended conversations should be made by telephone with the bus company dispatch
 - Adding “including determining whether their child requires supervision and ensuring appropriate arrangements are in place” to the existing responsibility of “The safe conveyance of the student(s) to bus stop locations prior to pick-up and following drop-off”
- Added definitions for “region” and “area-wide”

Attachments:

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



PVNC CATHOLIC ADMINISTRATIVE PROCEDURE	
Administrative Procedure Route Operation	Administrative Procedure Number 1303
Directional Policy 1300 - Student Transportation	

Title of Administrative Procedure:

Route Operation

Date Received:

June 23, 2026

Projected Review Date:

2031

Directional Policy Alignment:

1300 – Student Transportation

Alignment with Multi-Year Strategic Plan:

The Route Operation Administrative Procedure aligns with the Multi-Year Strategic Plan by supporting the Thrive pillar, ensuring students and staff remain safe and supported through consistent and secure transportation environments. By establishing transparent and equitable processes for route management and inclement weather protocols, this procedure upholds the value of Responsibility and the commitment to system accountability.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)**Action Required:**

This administrative procedure provides guidance with respect to:

- Late Busing
- Summer School Busing
- Inclement Weather
- Use of Public Transportation
- Bus Pick-up/Drop Off Locations
- Hazard Zones
- Request for Review of a Bus Stop Location

1.0 General

- 1.1 The Board will work cooperatively with its coterminous school Boards in sharing routes and vehicles between students of the coterminous Boards where it can be demonstrated that the resulting routes are safe and financially efficient.
- 1.2 Except in special circumstances, bus routes will be arranged so that students are not transported for a length of time greater than that set out in the parameters of the Transportation Directional Policy. As well, transportation may be provided either within or outside of the defined walking distances, as set out in the parameters of the Transportation Policy, where the Transportation Authority has determined there is a hazard zone within the defined walking distance.
- 1.3 Buses operating on a single route basis are intended to arrive not earlier than fifteen (15) minutes prior to the start of instruction. However, buses operating on a double route basis are timetabled to arrive not earlier than necessary.
- 1.4 Where feasible, the Board will utilize staggered start/finish times to facilitate transportation cost efficiencies. School communities affected by a proposed change, where the change is greater than 10 minutes, will be offered an opportunity to comment and provide feedback in advance of a proposed change. Changes to hours must be mutually approved by the Director of Education, or designate, and the Transportation Authority. In the case of shared bus runs, the Transportation Authority will serve as intermediary in coordinating staggered school hours between the Board and other

boards involved.

- 1.5 Bus routes, including Board approved late bus runs, summer school busing, and board approved shared busing, are to be established by the Transportation Authority prior to the school year beginning in September, and no changes may be made by service providers without prior consultation with the Transportation Authority.

2.0 Late Busing

- 2.1 Late busing is an optional service for the Board and, where feasible, will be shared among coterminous Boards where there is shared busing. The intent of late busing is to provide a service, primarily to rural secondary students, to assist students that are participating in after school academic or extra-curricular activities. The parent/guardian is ultimately responsible for transporting students from school to home beyond the regularly scheduled bus route times.
- 2.2 Secondary school principals, with the approval of the Superintendent of Business & Finance, wishing to establish a limited number of late bus routes should submit their requests to the Transportation Authority in advance of the school year beginning. Secondary school principals will consult with the Transportation Authority to determine:
 - 2.2.1 When the buses will run and/or
 - 2.2.2 The routes to be traveled – designed to get students as close as possible to home (generally within 7 to 10 km)
 - 2.2.3 Whether there are sufficient students to warrant late busing (a minimum of one-third of a regular school bus on a consistent basis)
 - 2.2.4 The means by which the school will have a contact person available/on-call until late runs are completed in the event of a related emergency.

3.0 Summer School Busing

- 3.1 Summer school busing is an optional service provided at the discretion of the Board and, where feasible, will be shared among coterminous Boards where there is shared busing. When it is deemed necessary, appropriate routes and a corresponding budget will be determined by the appropriate superintendent responsible

for summer school and the Transportation authority.

4.0 Inclement Weather

- 4.1 Schools are open and operational on all instructional days, regardless of weather conditions, unless otherwise approved by the Director of Education or designate. Parents/guardians will use their discretion in addressing student attendance during inclement weather, as it is recognized that transportation services will be impacted during inclement weather. In those situations where transportation is not provided for bus students due to inclement weather, and a parent/guardian delivers their child(ren) to the school, the parent/guardian is responsible for the return transportation of the child(ren).
- 4.2 Where transportation services are impacted by inclement weather, the following applies:
 - 4.2.1 In the case of localized, individual route cancellations, the decision to cancel an individual morning bus run is the responsibility of the bus operator. The operator will inform the Transportation authority via the approved method. The Transportation Authority will notify the appropriate media contacts at their discretion.
 - 4.2.2 In the case of area-wide or single-school cancellation of routes, the bus operator or operators can elect to cancel all the routes in that area. The operator will inform the Transportation Authority via the approved method. The Transportation Authority will notify the appropriate media contacts at their discretion.
 - 4.2.3 In the case of regional cancellation of routes, operators will make recommendations to the Transportation Authority who (in consultation with the Superintendent of Business and Finance) will make the decision and communicate to the operators. The operator(s) will inform the appropriate media contacts and update the Transportation Authority website.
 - 4.2.4 In the case of a system-wide cancellation of buses, operators will make recommendations to the Transportation Authority who (in consultation with the Director of Education or designate) will make the decision and communicate to the operators. The operator(s) will inform the appropriate media contacts and update the Transportation Authority website.

5.0 Public Transportation

- 5.1 Wherever feasible, practical and cost-effective to do so in place of contracted school bus providers, the Board may utilize municipal public transportation to transport students from Grade 7 to 12 that are eligible for transportation services.

6.0 Bus Pick-Up/Drop-Off Locations

- 6.1 Pick-up/drop-off locations are designated by the Transportation Authority at safe and appropriate locations, with consideration for the number of students assigned to a stop, and are not to be changed, added, or deleted by bus operators without authorization from the Transportation Authority. Pick-up/drop-off locations will be established within the parameters established in the Transportation Policy, and shall not normally be designed to provide door-to-door services.
- 6.2 Each student is to have a consistent pick-up and drop-off point, within the student's school attendance boundary. Consistent student pick-up/drop-off transportation service shall be defined as one (1) fixed location for all school days for the school year. The location for pick-up for all school days for the school year may be different from the location for drop-off for all school days for the school year, but must be on the same route. Requests for access to a second (different) bus will be denied.
- 6.3 For further clarification, the pick-up/drop-off must be consistent five days a week for the school year. (see Administrative Procedure 1301: Student Eligibility regarding alternate arrangements for Child Care and Joint Custody Arrangements).
- 6.4 The bus operator's responsibility for the supervision of students transported on contracted vehicles will commence with the students' entrance onto the school bus/vehicle and will end with the students' exit from the vehicle at the designated stop location.
- 6.5 Parents/guardians are responsible for:
- 6.5.1 Ensuring the safe conveyance of students on their way to the stop location.
 - 6.5.2 Ensuring the safety and security of students while waiting at the stop location until boarding the vehicle.
 - 6.5.3 Ensuring students respect private property (e.g. do not enter private property, do not block laneways)
 - 6.5.4 Ensuring the safety and security of students after

disembarking the vehicle at the drop-off location when returning from school.

- 6.6 Students will not be allowed to disembark from a school bus at a stop that is not their regular drop-off point. Exceptions to this procedure may occur where written authorization from the Transportation Authority or the school principal has been provided to the bus driver in advance.
- 6.7 Primary students (those being in Grades JK to 3) will not be allowed to disembark at their designated stop if a parent/guardian is not there to meet them. In rare circumstances, and with the written direction of the parent/guardian, an older sibling can take the place of the parent/guardian.
- 6.8 If no parent/guardian is present at the designated stop, the bus driver will contact their operator for assistance. The operator (and the school when contact has been made), will attempt to locate the parent/guardian. If there is a considerable delay, the driver shall hold the student and complete the route, (and then return to the school). The Transportation Authority is to be notified at this time. If the operator and/or the school are unable to contact the parent/guardian by the time the driver has completed all other stops, then the police shall be contacted and arrangements made for the safe transfer of the student.

7.0 Hazard Zones

- 7.1 It is the responsibility of the Transportation Authority to:
 - 7.1.1 Identify hazard zones when planning for bus stops and
 - 7.1.2 Collaborate, when necessary, with municipal/provincial authorities when seeking input, confirmation or feedback related to hazard zone identification.
 - 7.1.3 Regularly review hazard zones for changes in suitability.
- 7.2 Hazard zone areas may necessitate a bus stop being placed at a location other than at or near a student address if it is deemed unsafe to stop in such close proximity to the address. The prime factor considered in assessing bus stops in relation to hazard zones is maintaining the safety of the students and the bus driver already on the bus prior to approaching a hazard zone.
 - 7.2.1 Stops on highways with speed limits of 90 km/h or greater will not be considered by the Transportation Authority.
- 7.3 Subject to the Transportation Authority's objective assessment, related stops will be placed at a safe location as close as may be

reasonable to student residence locations but not in the hazard zone area itself.

8.0 Request for Review of a Bus Stop Location

- 8.1 The Transportation Authority is responsible for selecting bus stop locations within the service area in accordance with walk-to-stop distance parameters. Door to door service is not typically provided. Whenever possible, community collector stops are used.
- 8.2 Community collector stops are located in areas accessible by a number of students. Students are assigned to the closest community stop based on their primary address. The distance is calculated on the geometrics planning software between the place of residence and the bus stop based on the shortest distance on a road network and may include municipal walkways. For clarity, online tools like Google Maps lack the road and walkway network detail required to accurately calculate walking distance.
- 8.3 Generally, school bus stops will not be located in areas such as cul-de-sacs or dead end streets. Nor do school buses enter private property and roads, such as long rural driveways, gated communities and townhouse/apartment complexes.
- 8.4 The Transportation Authority reserves the right to determine if the roadway is suitable for travel, given road conditions, seasonal variations and necessary space requirements factoring in turning radius of large school vehicles.
- 8.5 Parents/guardians are responsible for the safe conveyance of their children to and from their designated pick-up/drop-off location. Parents/guardians may submit a written appeal regarding the pick-up/drop off location established for their child under the following circumstances:
 - 8.5.1 Where special needs or medical circumstances for the student interfere with the student's ability to get to, or safely remain at, a designated stop.
 - 8.5.2 Where the Transportation Authority may not be aware of a hazard zone in the area of the designated stop.
 - 8.5.3 Where the Transportation Authority may not be aware of a hazard along the walking route to the designated stop.
- 8.6 When submitting a request for a review of a bus stop location to the Transportation Authority, parents/guardians must provide specific safety concerns. The request will be reviewed by the Transportation Authority, which may consult with various agencies

(local police force, Ontario Provincial Police, municipal officials, etc.). A review may also include a site inspection of the bus stop location and the walking route by the Transportation Authority with the parent/guardian if available. The Transportation Authority decision is final and not subject to further review.

- 8.7 The timeliness of the response from the Transportation Authority will be dependent on the volume of requests that are received at any one time. During high volume periods, like September and early October, parents/guardians can expect that the review and the communication of a decision to those requesting the change may take up to 4 weeks.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Transportation Directional Policy.
- Reviewing the Route Operation Administrative Procedure as part of its regular policy and procedures review cycle.
- Assisting parents/guardians with transportation concerns by receiving inquiries and forwarding to the Superintendent of Business and Finance or delegate for response.
- Making decisions regarding reconsiderations/appeals when a delegation comes forward after subordinate levels of the process have been completed.

The Director of Education is responsible for:

- Overseeing implementation of the Route Operation Administrative Procedure.
- Making decisions regarding reconsiderations/appeals when subordinate levels of the process have been completed.

Superintendents of Business and Finance is responsible for:

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

Superintendents are responsible for:

- Forwarding route operation related matters to the appropriate Transportation Authority or to the Superintendent of Business and Finance.

Principals and Vice-Principals are responsible for:

- Directing inquiries regarding transportation route operations to the appropriate Transportation Authority.
- Ensuring that the student information system contains up to date contact information for parents/guardians so that timely contact can be made for transportation concerns or emergencies.
- Establishing a mechanism to ensure staff coverage at the school for the time equivalent to the completion of the last bus route.
- Ensuring appropriate information regarding transportation is easily accessible in the event of emergencies, or inclement weather. This includes student emergency contact information, bus lists, route numbers, and operator contact information.

Parents/Guardians are responsible for:

- Monitoring approved communication channels (e.g. STSCO/Trillium Lakelands websites) to determine if transportation is cancelled or delayed.
- The safe conveyance of the student(s) to bus stop locations prior to pick-up and following drop-off including determining whether their child requires supervision and ensuring appropriate arrangements are in place.
- The safe conduct of the student(s) prior to pick-up and drop-off at bus stop locations.
- Updating their school administration on a timely basis if there are changes to the family status/situation that would impact provision of transportation services.
- Providing and maintaining emergency contact information to support timely communication in the event of an emergency.
- Completing appropriate documentation/communications (paper-based or electronically) where there is a review requested of a bus stop location.
- Respecting bus drivers need to concentrate on traffic and students while at a bus stop location, extended conversations should be made by telephone with the bus company dispatch.

Progress Indicators:

- Inquiries from parents/guardians and requests for reconsiderations are addressed in a timely manner
- Resolution of inquiries from parents/guardians are resolved by the Transportation Authority with minimal intervention by Board administration.

Definitions:

- **Area-wide:** A city, town or predefined zone that includes not more than 6 schools
- **Hazard Zone:** Factors assessed in considering a hazard designation include but are not limited to the following:
 - Railway crossings
 - Congested traffic at shopping and/or business areas
 - Requirement to cross multi-lane highway
 - Requirement to cross a municipal bridge that is deemed hazardous
 - Expected heavy traffic conditions at various times during the day
 - Presence or absence of traffic control signals
 - An uncontrolled intersection and areas with no sidewalks or shoulders
 - On-going construction within a new subdivision where construction traffic and the un-assumed nature of the roadways may warrant a concern.
- **Regional:** The traditional four regions of the Board, Peterborough (City and County), Kawartha Lakes, Northumberland and Clarington.
- **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:

- [Administrative Procedure 1301 – Student Eligibility](#)
- STSCO Customer Service Request:
Parent login required to access on www.stsco.ca
- TLDSB Service Request:
For guidance review info at FAQ at: www.tldsb.ca/parents/bus-information/