

**POLICY DEVELOPMENT COMMITTEE MEETING
DECEMBER 5, 2023**

Large Boardroom at 6:30 p.m.

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

Chairperson: Joshua Glover

Trustees/Members who are unable to attend the meeting
are asked to please notify Amy McLeod,
Administrative Assistant at amcleod@pvnccdsb.on.ca.

A. Call to Order

- a. Opening Prayer
Jenny Leahy
- b. Land Acknowledgement
Joshua Glover
- c. Approval of Agenda
- d. Declarations of Conflict of Interest
- e. Approval of the Minutes of the Meeting on Tuesday, October 17, 2023
- f. Business Arising from the Minutes

Page 3

B. Recommended Actions/Presentations

1. R.A.: Revised Directional Policy– DP #1300, Student Transportation.
Sean Heuchert, Superintendent of Business and Finance.
 - a) Report (p. 9)
 - b) R.A. (p. 10)
 - c) Draft DP (p. 11)
 - d) Presentation (p. 18)
 - e) Draft AP (p. 48)
2. R.A.: Revised Administrative Procedure – AP #1003, Catholic School Council.
Stephen O’Sullivan, Director of Education.
 - a) Report (p. 58)
 - b) R.A. (p. 59)
 - c) Draft AP (p. 60)
3. R.A.: Revised Administrative Procedure – AP #904, Lockdown.
Jonathan Di Ianni, Superintendent of Special Education.
 - a) Report (p. 65)
 - b) R.A. (p. 66)
 - c) Draft AP (p. 67)

4. R.A.: Revised Administrative Procedure – AP #206, Admission to Catholic Schools. a) Report (p. 75)
b) R.A. (p. 76)
c) Draft AP (p. 77)
Julie Selby, Superintendent of Learning.
5. R.A.: Revised Administrative Procedure – AP #810, Confirmed Cases of Fifth Disease. a) Report (p. 84)
b) R.A. (p.85)
c) Draft AP (p. 86)
Darren Kahler, Superintendent of Human Resource Services.
6. R.A.: Revised Administrative Procedure – AP #507, Disability Management. a) Report (p. 91)
b) R.A. (p. 92)
c) Draft AP (p. 93)
Darren Kahler, Superintendent of Human Resource Services.

C. Information Items

D. Next Meeting

- a) Policy Development Committee meetings for 2023-2024:
- Tuesday, February 6, 2024, 6:30 p.m.
 - Tuesday, April 30, 2024, 6:30 p.m.
 - Tuesday, June 4, 2024, 6:30 p.m.

7. Conclusion

- a) Closing Prayer
Kathleen Tanguay
- b) Adjournment



A.5 Minutes

The Minutes of the Policy Development Committee Meeting held on Tuesday, October 17, 2023, at 6:30 p.m., in person at the Catholic Education Centre.

Present:

Trustees: John Connolly, Loretta Durst (Committee Chairperson), Madelyn Gaskell (Senior Student Trustee), Joshua Glover, Claire Heitzner (Junior Student Trustee), Jenny Leahy, Kevin MacKenzie (Board Chairperson), Mary Ann Martin, and Kathleen Tanguay.

Administration: Jeannie Armstrong, Jonathan Di Ianni, Darren Kahler, Sheila Piggott, Julie Selby, Stephen O'Sullivan, Galen Eagle, Kevin Hickey and Teri Smith.

Recorder: Amy McLeod

Regrets: Sean Heuchert

A. Call to Order:

1. Opening Prayer.

Loretta Durst, Committee Chairperson, called the meeting to order at 6:30 p.m. Loretta acknowledged that Director Stephen O'Sullivan would be stepping in for Superintendent Sean Heuchert who was unable to attend. Loretta then invited Trustee Mary Ann Martin to lead the committee in opening prayer.

2. Land Acknowledgement.

Loretta Durst respectfully acknowledged that the Policy Development Committee Meeting was taking place on the treaty and traditional territory of the Mississauga Anishinaabeg.

3. Approval of the Agenda.

MOTION: Moved by Kevin MacKenzie, seconded by Jenny Leahy

that the agenda be approved.

Carried.

4. Declarations of Conflicts of Interest.

There were no conflicts of interest declared.

5. Approval of the Minutes of the Policy Development Committee Meeting, May 30, 2023.

MOTION: Moved by Mary Ann Martin, seconded by Jenny Leahy that the minutes of the Policy Development Committee Meeting held on Tuesday, May 30, 2023, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising out of the minutes.

B. Presentations/Recommended Actions:

1. Revised Administrative Procedure – AP #503, Workplace Accommodation

Superintendent of Human Resource Services, Darren Kahler, gave a presentation about the revised administrative procedure which was up for annual review. After some prior trustee consultation, Darren had made some minor amendments to the proposed procedure which was discussed.

MOTION: Moved by Kathleen Tanguay, seconded by Mary Ann Martin that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #503, Workplace Accommodation, with minor amendments, be received and posted under Directional Policy #500, Employee Relations.

Carried.

2. Revised Administrative Procedure – AP #507, Disability Management.

Darren Kahler, Superintendent of Human Resource Services, brought forward the revised administrative procedure for review. There was extensive discussion amongst

the committee on various points of the administrative procedure including proposed timelines, clarification of roles as well as some suggested verbiage changes and amendments.

MOTION: Moved by Kathleen Tanguay, seconded by Mary Ann Martin that the proposed motion regarding Administrative Procedure – AP #507, Disability Management be deferred until Superintendent Darren Kahler makes an attempt to obtain a letter of understanding from OECTA and CUPE unions, which will be discussed/reviewed at the next policy meeting.

Carried

3. Revised Directional Policy – DP #1200, Records and Information.

Manager of Communications, Galen Eagle provided a slide show presentation to the committee on the revised directional policy. Galen outlined the minimal changes to the policy. A few questions were asked and an amendment to include environmentally friendly practices was suggested.

MOTION: Moved by Joshua Glover, seconded by Kevin MacKenzie that the Policy Development Committee recommend to the Board that the revised Directional Policy #1200, Records and Information Management, with minor amendments, be received and posted.

Carried.

4. Revised Administrative Procedure – AP #825, Anaphylaxis.

Darren Kahler, Superintendent of Human Resources presented the proposed revisions for the administrative procedure #825, Anaphylaxis. Darren highlighted much of the policy is driven by PPM 161. There was discussion around having extra EpiPens on hand at each school for emergency purposes. Darren is going to look into the cost and feasibility of this suggestion.

MOTION: Moved by Mary Ann Martin, seconded by Kevin Mackenzie that the Policy Development Committee recommend to the Board that Administrative Procedure #319, Anaphylaxis - Reducing the Risks be deleted and that

the revised Administrative Procedure #825 Anaphylaxis - Reducing the Risk, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.

Carried.

5. R.A.: Revised Directional Policy – DP #600, Stewardship of Resources.

Teri Smith, Chief Financial Officer gave a presentation on the minimal proposed changes for the directional policy #600, Stewardship of Resources which was up for its annual review.

MOTION: Moved by Mary Ann Martin, seconded by Kathleen Tanguay that the Policy Development Committee recommend to the Board that the revised Directional Policy #600, Stewardship of Resources, be received and posted.

Carried.

6. Revised Administrative Procedure – AP #601, Community Use of Board Facilities.

Manager of Purchasing, Planning and Facility Administration, Kevin Hickey, reviewed the proposed changes to the administrative procedure #601. There were a couple clarifying questions around the administrative procedure which Kevin answered.

MOTION: Moved by Jenny Leahy, seconded by Joshua Glover that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #601, Community Use of Board Facilities, be received and posted under Directional Policy #600, Stewardship of Resources.

Carried.

7. Revised Administrative Procedure – AP #306, Home Schooling.

Julie Selby, Superintendent of Learning introduced the administrative procedure #306, Home Schooling and reviewed proposed changes. Additional information was added to the AP to provide greater clarity on the home schooling process for administrators and

parents. Principal responsibilities were also expanded on to ensure relevant legislative requirements were captured. The response form of the home schooling process, previously listed as one of the appendices, was also removed. The committee asked a few process related and funding questions around the revised AP which Julie answered. It was noted that secondary students have been advised in the past that a signed response form was required from the Superintendent in order for students to register for Independent Learning Centre courses. Julie advised she will reach out to the local ILC's to ensure this practise, which the centres would have instituted, does not interfere with students' access to this learning option.

MOTION: Moved by Jenny Leahy, seconded by John Connolly that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #306, Home Schooling, be received and posted, with minor amendments, under Directional Policy #300, Student Achievement and Well-Being.

Carried.

8. Revised Administrative Procedure – AP #807, Supporting Students with Epilepsy in Schools.

Darren Kahler, Superintendent of Human Resources, provided an overview of changes to AP #807 which was up for its regular review. Similar to other AP's he presented this evening, a lot of the procedure is derived from the relevant PPM. There was discussion and a couple of questions raised about the AP which Darren answered.

MOTION: Moved by Kevin Mackenzie, seconded by John Connolly that the Policy Development Committee recommend to the Board that Administrative Procedure #323, Supporting Students with Epilepsy in Schools be deleted and that the revised Administrative Procedure #807, Supporting Students with Epilepsy in Schools, with minor updates, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.

Carried.

C. Information Items:

D. Next Meeting:

1. Policy Development Committee meetings scheduled for 2023-2024.

The following dates were noted as scheduled times for the Policy Development Committee to meet during the 2023-2024 school year in compliance with the committee's terms of reference.

- a) Tuesday, December 5, 2023, 6:30 p.m.
- b) Tuesday, February 6, 2024, 6:30 p.m.
- c) Tuesday, April 30, 2024, 6:30 p.m.
- d) Tuesday, June 4, 2023, 6:30 p.m.

E. Conclusion:

1. Closing Prayer:

The Committee Chairperson invited Trustee Kevin MacKenzie to conclude the meeting with prayer.

2. Adjournment:

MOTION: Moved by Kathleen Tanguay, seconded by John Connolly that the meeting be adjourned at 8:22 p.m.

Carried.



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

Report to the Policy Development Committee

Meeting Date: December 5, 2023

Presented by: Sean Heuchert, Superintendent of Business and Finance

Subject: Directional Policy 1300 - Transportation

Background:

Directional Policy 1300, Transportation underpins our commitment to the safe, efficient and effective transportation of eligible students to and from school.

The Board has extensively reviewed Ministry funding, other Ontario Board policies and review of research to arrive at the recommended changes. This was followed by a month long community consultation on the proposed changes.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Revising Alignment to Strategic Priorities, Background and Trustee Responsibilities
- Moving to an Opt-in process for Transportation
- Aligning Eligibility Distance with KPRDSB
- Incorporating Active School Travel considerations
- Moving “General Parameters” Items to Student Eligibility AP

Attachments:

- Draft Directional Policy for consideration
- Presentation on Proposed Changes and Consultation
- [Link to Previous version of the Directional Policy](#)
- Draft Administrative Procedure 1301 - Student Eligibility

Policy Development Committee

B. 1 b)

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Directional Policy #1300, Transportation, be received and posted and that the general parameters be moved to AP #1301, Student Eligibility.



BOARD DIRECTIONAL POLICY

DIRECTIONAL POLICY TITLE

**STUDENT
TRANSPORTATION**

DIRECTIONAL POLICY NUMBER

1300

TITLE OF DIRECTIONAL POLICY:

STUDENT TRANSPORTATION

DATE APPROVED:

December 5, 2023

PROJECTED REVIEW DATE:

2028

POLICY:

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

PURPOSE:

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

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

The administrative procedures and practices that emerge from this policy will clearly identify the Board's procedural requirements regarding eligibility for transportation,

registration for transportation, appeal processes, student safety, route operation, safety and conduct on school buses, reporting on bus accidents and other transportation matters.

Administrative procedures and practices that emerge from this policy will encourage partnerships/collaborations with municipalities and Non-profit groups with a mandate for Active School Travel in a community to encourage sustainable travel (e.g. transit, walking and cycling) while maintaining safety.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

This Directional Policy is informed by priorities in the [2021-2025 Strategic Plan, Vision and Mission; Building a Community that Accompanies](#); particularly the priorities of Maximizing Resources, Nurturing Mental Health and Well-being and Protecting the Environment.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

- providing leadership regarding adherence, implementation and operational details in the Student Transportation Policy and associated administrative procedures.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Student Transportation Policy.
- aligning human and financial resources with the Board priorities and by demonstrating professionalism and accountability for high standards of practice in all Board operations.
- adhering to the transportation consortium joint agreement outlining Director of Education responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).

Superintendent of Business and Finance is responsible for:

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

Superintendents are responsible for:

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

Principals, Vice-Principals are responsible for:

- providing leadership, management and support for the members of their schools and departments in the knowledge, understanding, implementation and

adherence of the Student Transportation Policy and associated administrative procedures.

- working collaboratively with parents, the Transportation Authority and Board administration in implementing the administrative procedures.

Staff are responsible for:

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

Transportation Authority is responsible for:

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

PROGRESS INDICATORS:

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

DEFINITIONS:

Transportation Authority:

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

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

REFERENCES:

- Education Act and Regulations

Everything below this point to be reviewed by Policy Development Committee and moved to AP 1301 - Student Eligibility

GENERAL PARAMETERS

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

Eligibility Distances for Transportation

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

<i>Kindergarten (Y1 & Y2)</i>	<i>1.0 km</i>
<i>Grades 1-8</i>	<i>1.6 km</i>
<i>Grades 9-12</i>	<i>3.2 km</i>

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:

<i>Kindergarten (Y1 & Y2)</i>	<i>1.0 km</i>
<i>Grades 1-8</i>	<i>1.0 km</i>
<i>Grades 9-12</i>	<i>1.6 km</i>

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

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

Out-of Boundary Students

Each school shall have a defined attendance boundary. A student's primary residence in relation to a defined attendance boundary determines the designated school for a student. Under certain circumstances, permission may be granted to a student to attend a school outside their defined attendance boundary (*see Administrative Procedure 206 - Admission to Catholic Schools*). Transportation for out-of-boundary/out-of-board students is the responsibility of the parent(s) or guardian(s).

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

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

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

Transportation for Temporary Medical Reasons

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

Length of Time on Buses

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

Junior Kindergarten to Grade six (6): one hour

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

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

Efficient Use of Transportation Resources

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

Directional Policy 1300 Student Transportation

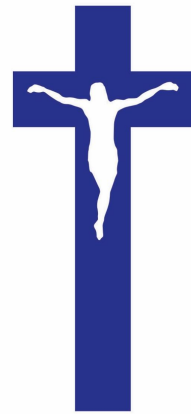
5 December 2023

Sean Heuchert, Superintendent of Business and Finance



*Peterborough Victoria
Northumberland and Clarington
Catholic District School Board*

Strategic Priorities 2021-2025



being **CREATIVE**



being **WELL**



being **COMMUNITY**



Vision

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

Mission

To accompany our students as we strive for excellence in Catholic Education.

We educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.



Main Changes for DP1300

- Revise Alignment to Strategic Priorities and Background
- Move to an Opt-in process for Transportation
- Align Eligibility Distance with KPRDSB
- Incorporate Active School Travel considerations
- Move “General Parameters” Items to Student Eligibility AP 1301



Invitation to Consultation

- Central invites to consultation sent via SchoolMessenger to all parents to launch platform on October 24
- Internal emails sent to all staff on October 24 and November 17
- Reminders sent via SchoolMessenger reminders sent to all parents on November 3 and November 17
- Social Media pushes on November 2 and November 21
 - Twitter - 1949 Impressions across Board and school posts



PVNCCDSB · Follow

21 November at 18:55 · 🌐

Consultation wraps up this Friday on proposed changes to our Transportation Directional Policy which will affect all bus riders in our Board. For more information and to provide input, visit our new engagement platform and register today:



ENGAGEPVNC.CA

Transportation Directional Policy

PVNC Catholic Transportation Directional Policy is up for renewal The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board is reviewing how it delivers transportation to families...



St. Stephen C.S.S. @StStephenRoyal · Nov 2

PVNCCDSB is looking for your feedback on two important projects! Your contribution to the development of projects, policies and programs will help make sure our decision-making is well-informed. engagepvnc.ca #beingwell #beingcommunity #beingcreative #JulieA_Selby

Featured Projects



Transportation Directional Policy

[View Project](#)



Equity Action Plan

[View Project](#)

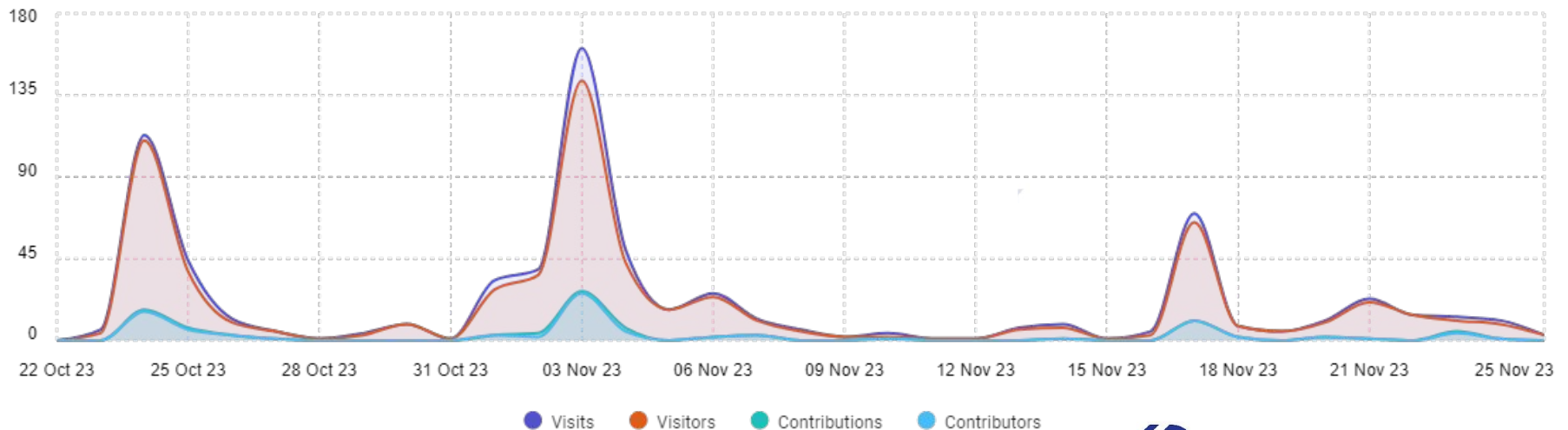


Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Consultation Engagement

- New tool used for consultation - EngagementHQ by Granicus
- Registration required by interested parties
- Engagement statistics for this consultation:
 - 727 Unique Visits to landing page
 - 210 Registrations for Consultation (28.9% of visitors)
 - 98 Contributions (13.5% of visitors)

Activity over time



Consultation - Other

Staff were alerted to a robust Facebook discussion (approximately 100 comments) on the Facebook group “Courtice Community Connect”. Membership in the group was secured, posts in the thread were downloaded and analyzed and will be included throughout this presentation.



Alignment to Strategic Priorities

“This Directional Policy is informed by priorities in the 2021-2025 Strategic Plan, Vision and Mission; Building a Community that Accompanies; particularly the priorities of Maximizing Resources, Nurturing Mental Health and Well-being and Protecting the Environment.”



Trustee Responsibilities

Cleanup of bullet points from previous Directional Policy (Governance)

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic community supported by the Multi-Year Strategic Plan
- setting direction and policy that governs the PVNC Catholic District School Board



Move to an Opt-in process for Transportation

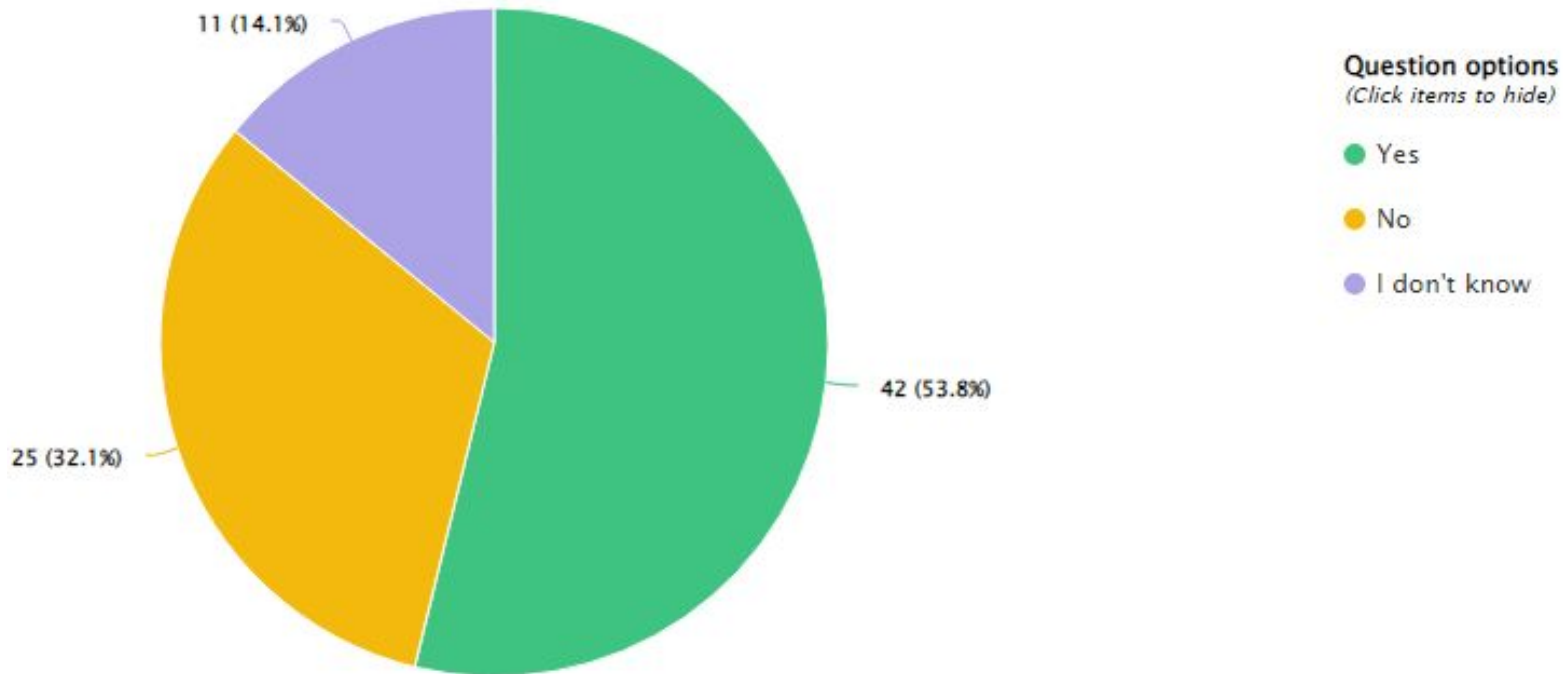
“Efficient Use of Transportation Resources

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



Consultation on Opt-in Process

To create better efficiencies for all families using transportation services, we are proposing to move from the current automatic registration process for eligible families to an opt-in process. We anticipate this change to save the Board 10% to 15% in transportation operation costs. Do you support this change?



Consultation on Opt-in Process - Themes Opposed

- Parental Burden: Some respondents express concerns about the additional burden on parents, citing the challenges of remembering to register each year and the potential for families to forget, leading to disruptions in bus services.
- Equity and Accessibility: Opponents highlight concerns about potential barriers for families facing language or technology challenges, and the belief that transportation to school should be universal without additional obstacles.



Consultation on Opt-in Process - Themes in Favour

- Efficiency and Cost Savings: Supporters believe that the opt-in process is a more efficient way to allocate resources and save costs, especially considering that some families are automatically registered but do not use the bus service.
- Responsibility on Parents: Many supporters argue that it is the responsibility of parents to opt in for the service they need, and this change puts the onus on them to actively choose transportation.
- Facebook posts indicated general support for the idea of having families “opt-in” for transportation and recognition of this providing efficiencies and reducing “empty buses”



Considerations for Opt-in

Staff is recommending the Board proceed with the change from Opt-out to Opt-in for Student Transportation.

- To ensure success we will be engaging in a multiplatform communication effort to parents to make sure all are aware of the new requirement for 2024-2025. This effort will begin in January.
- STSCO will ensure that there is a quick and easy Opt-in process available in the Bus Planner software with which parents are already familiar.
- STSCO will also process Opt-in requests via email and telephone to ensure no student is impacted due to unfamiliarity with our Bus Planner system.
- Cross check of opt-in's with 2022-2023 ridership for principal follow-up.



Align Eligibility Distance with KPRDSB

KPRDSB Eligibility Distances

Kindergarten Year 1 and 2	1 KM
Grades 1 to 8	1.6 KM
Grades 9 to 12	3.2 KM

PVNCCDSB Grades 1 to 3 moving from 1 KM to 1.6 KM

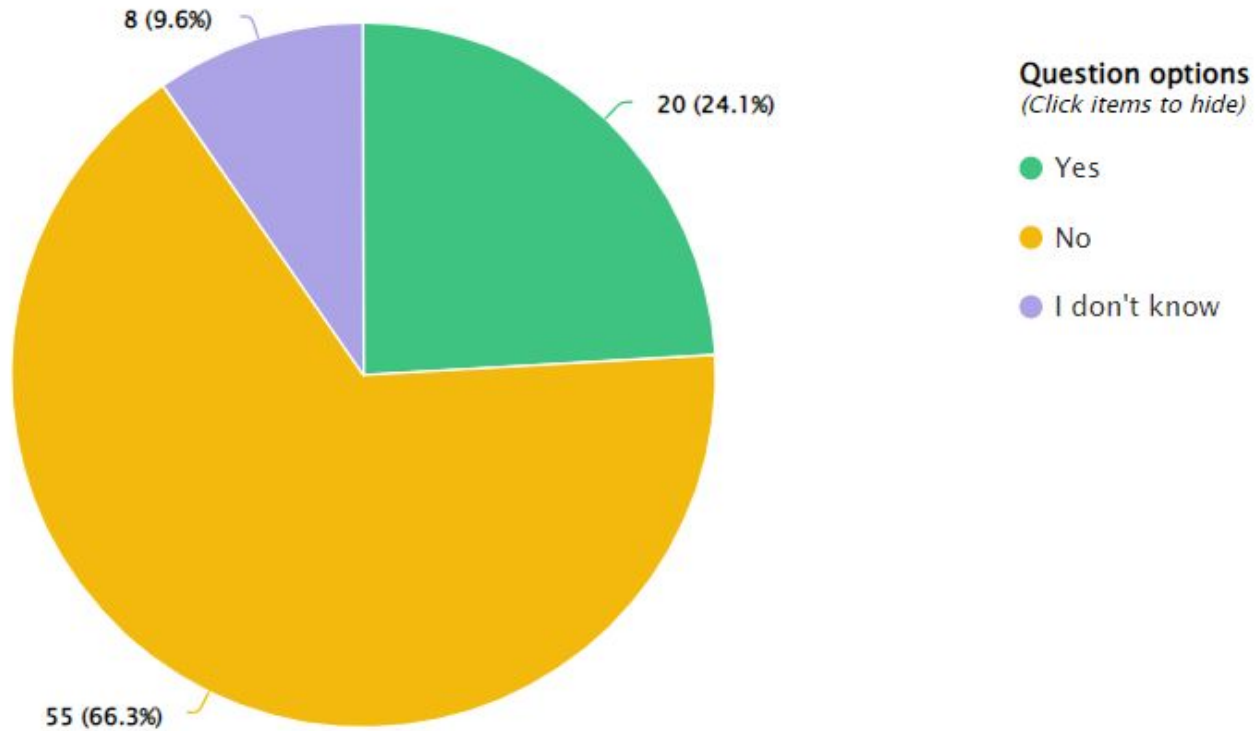
STSCO estimates this will impact approximately 373 students and depending on routing will save between \$221K and \$350K. It will also free up 3-5 drivers.



Board	K1	K2	1	2	3	4	5	6	7	8
KPRDSB	1	1	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
TLDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Durham CDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Durham DSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
HPEDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	3.2	3.2
ALCDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	3.2	3.2
Limestone DSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	3.2	3.2
CDSB of Eastern Ontario	0.8	0.8	0.8	0.8	0.8	1.6	1.6	1.6	2	2
Upper Canada DSB	0.8	0.8	0.8	0.8	0.8	1.6	1.6	1.6	2	2
DSB Niagara	0.8	0.8	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Brant Haldimand Norfolk CDSB	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Grand Erie DSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Greater Essex County DSB	1	1	1	1	1	1	1	1	1	1
Halton CDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Hamilton-Wentworth CDSB	1.2	1.2	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Hamilton-Wentworth DSB	1.2	1.2	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Huron Perth CDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Lambton Kent DSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
London District Catholic School Board	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Niagara CDSB	0.8	0.8	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Rainbow DSB	1	1	1	1	1	1.6	1.6	1.6	1.6	1.6
Simcoe County DSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Simcoe Muskoka CDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Upper Grand DSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	3.2	3.2
Waterloo CDSB	0.8	0.8	0.8	0.8	0.8	1.6	1.6	1.6	1.6	1.6
Waterloo Region DSB	0.8	0.8	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Wellington CDSB	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Windsor-Essex CDSB	1	1	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6

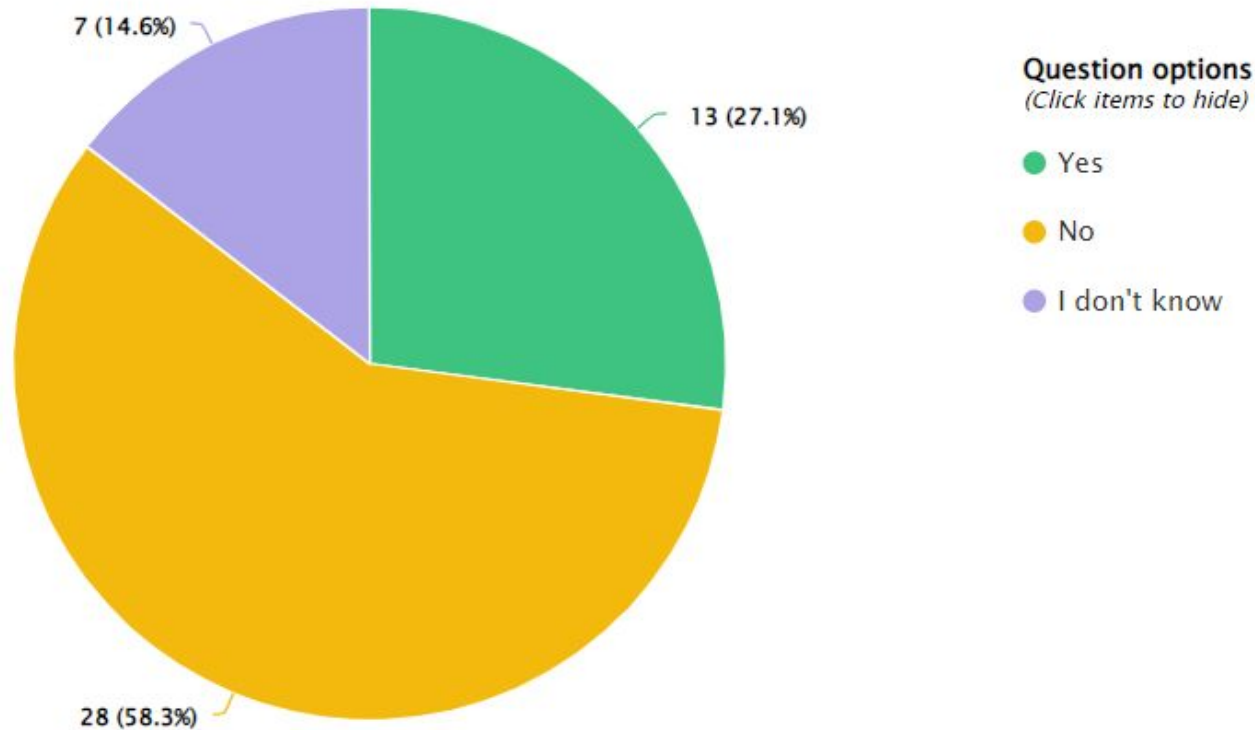
Consultation on Eligibility Distance

To align our transportation practices with Ministry of Education funding and our largest coterminous board, we are proposing to change the eligibility distances for students in grades 1 to 3 from 1 k.m. to 1.6 km. Do you support this change?



Consultation on Eligibility Distance - Grades 4-12

To align our transportation practices with Ministry of Education funding and our largest coterminous board, we are proposing to change the eligibility distances for students in grades 1 to 3 from 1 k.m. to 1.6 km. Do you support this change?



Consultation on Eligibility Distance Change

Themes Opposed

- **Safety Concerns**
 - Concerns about unsafe walking routes, especially on busy roads and intersections.
 - Opposition to young children walking long distances alone or in adverse weather conditions.
- **Challenges for Working and/or Single Parents**
 - Difficulty of coordinating transportation with work schedules.
 - Lack of before and after-school care options and the financial burden on families.
 - Criticism of the assumption that parents can readily transport their children
- **Infrastructure and Parking**
 - Inadequacy of infrastructure like sidewalks and the lack of consideration for specific neighborhood challenges
 - Concerns about increased traffic congestion and safety hazards in certain areas
 - Issues related to snow removal and weather conditions impacting safe travel
 - Criticism of the potential increase in traffic congestion around schools
- **Role of Government**
 - Facebook discussion also touched on broader topics, including the performance of the government, the allocation of funds, and the roles of various authorities in education.



Consultation on Eligibility Distance Change Themes in Favour

- Efficiency and Resource Allocation
 - Help with Driver Shortage
 - Optimize allocation of resources within the Board's budget
 - Align busing with available funding
 - Would help to prioritize rural routes where walking may not be an option
- Physical Activity
 - Longer walking distances could promote a healthier lifestyle
 - Walking would help instill a sense of responsibility
- Consistent Distance
 - Having a consistent distance from 1-8 would reduce disruption at Grade 4



Considerations for Eligibility Distance Change

Staff is recommending the Board proceed with the change in eligibility distance for grades 1 to 3.

- Education Act supports transportation to school being a parental responsibility
- STSCO will communicate directly with the affected families
- Staff will work with School Principals to review parking and kiss & ride flow



Incorporate Active School Travel Considerations

Added the following to the Directional Policy Purpose”

“Administrative procedures and practices that emerge from this policy will encourage partnerships/collaborations with municipalities and Non-profit groups with a mandate for Active School Travel in a community to encourage sustainable travel (e.g. transit, walking and cycling) while maintaining safety.”



Active School Travel

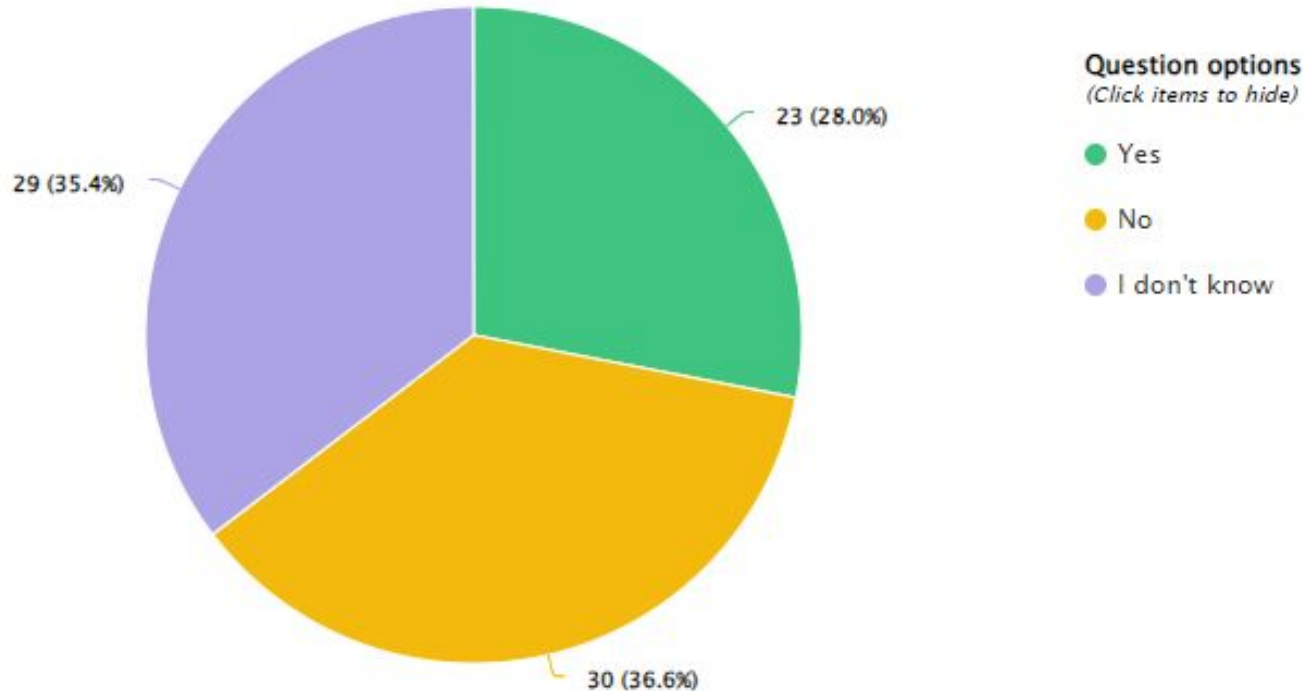
Active school travel refers to the practice of using active modes of transportation, such as walking or biking, to travel to and from school instead of relying on passive modes like cars or buses. This approach promotes physical activity, reduces traffic congestion, and contributes to a healthier and more sustainable environment. Some examples of Active School Travel initiatives include:

- Walking School Bus and Bike Trains
- Safety Initiatives like Bike Rodeos or Safe Route to School reviews
- Awareness Initiatives like National Walk to School Day
- Incentive Programs like GreenUP's "Shifting Gears"



Consultation on Active School Travel

We are proposing to add an active school travel element to this directional policy. Active school travel has been shown to help students reach necessary daily physical activity targets and arrive at school with a clear mind, ready to learn. In addition, we recognize that decreasing traffic congestion around our schools will create a safer school zone and improved air quality. Do you support this change?



Consultation on Active School Travel

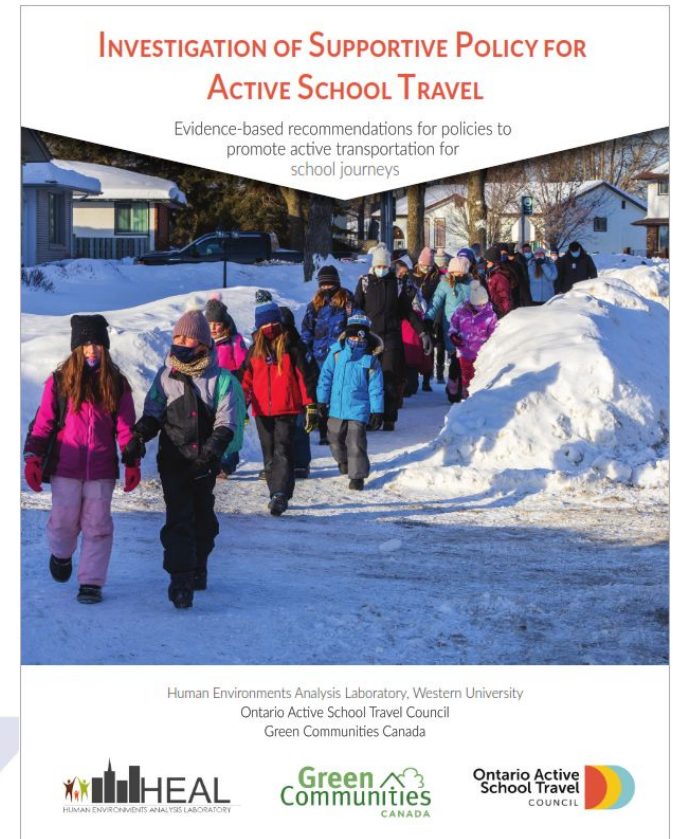
- Many respondents did not know what “Active School Travel” entailed. A “Frequently Asked Question” was added early on in the process to address this but this issue persisted.
- Another common theme was the feeling that incorporating Active School Travel was an attempt to reduce bus ridership and cut costs.
- Many respondents express concerns about the safety of children walking long distances to school, especially in adverse weather conditions such as cold, slushy, or icy sidewalks.



Considerations for Active School Travel

Staff is recommending the Board proceed with the addition of language to support Active School Travel.

- Policy wording adapted from “Investigation of Supportive Policy for Active School Travel”
- All future Administrative Procedures under this Directional Policy will incorporate consultation and collaboration with community groups engaged in Active School Travel



Move “General Parameters” Items to Student Eligibility AP

- These items are not “Directional” in nature and are better suited to the Student Eligibility Administrative Procedure.
- The wording approved (including eligibility distances) would be moved to the Student Eligibility AP, replacing or adding to the current text.
- A copy of the Student Eligibility Administrative Procedure showing the proposed changes is a part of your package.



Main Changes for DP1300

- Revise Alignment to Strategic Priorities and Background
- Move to an Opt-in process for Transportation
- Align Eligibility Distance with KPRDSB
- Incorporate Active School Travel considerations
- Move “General Parameters” Items to Student Eligibility AP 1301







BOARD ADMINISTRATIVE PROCEDURE	
<i>ADMINISTRATIVE PROCEDURE TITLE</i>	<i>ADMINISTRATIVE PROCEDURE NUMBER</i>
STUDENT ELIGIBILITY	1301
<i>DIRECTIONAL POLICY</i>	
1300 STUDENT TRANSPORTATION	

TITLE OF ADMINISTRATIVE PROCEDURE:

Student Eligibility

DATE APPROVED:

May 12, 2021

PROJECTED REVIEW DATE:

2026

DIRECTIONAL POLICY ALIGNMENT: 1300 - Student Transportation

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

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



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

ACTION REQUIRED:

Eligibility for transportation services may be granted to students as per the approved parameters in this [Administrative Proceduree Transportation Directional Policy](#).

This Procedure provides guidance with respect to:

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

Transportation to Specialized Programs

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

Board Administration.

Transportation for students enrolled in French Immersion Programs

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

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

Transportation to and from Childcare

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

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

Temporary Transportation for Medical Reasons

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

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

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

Temporary Transportation due to Compassionate Family Medical Reasons

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

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

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

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

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

information on separate forms is identical.

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

Transportation for Out-of-Boundary Students

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

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

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

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

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

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

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

Eligibility Distances for Transportation

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

Kindergarten (Y1 & Y2) 1.0 km

Grades 1-8 1.6 km

Grades 9-12 3.2 km

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

Kindergarten (Y1 & Y2) 1.0 km

Grades 1-8 1.0 km

Grades 9-12 1.6 km

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

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

Request for Review of Distance Calculation

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

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

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

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

Request for Reconsideration of Transportation Arrangements

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

Reconsideration Procedure:

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

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

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

Length of Time on Buses

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

Junior Kindergarten to Grade six (6): one hour

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

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

Efficient Use of Transportation Resources

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

RESPONSIBILITIES:

The Board of Trustees is responsible for:

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

The Director of Education is responsible for:

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

Superintendent of Business and Finance is responsible for:

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

Superintendents are responsible for:

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

Principals are responsible for:

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

Parents are responsible for:

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

PROGRESS INDICATORS:

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

DEFINITIONS:

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

REFERENCES:

Administrative Procedure 206- Admission to Catholic Schools

REFERENCES/RELATED DOCUMENTS:

Administrative Procedure 206 – Admission to Catholic Schools

Appendix A: School Bussing Application for Alternate Pick-up/Drop-off for
Childcare/Babysitter

Appendix B: Student Eligibility: Request for Special Transportation – Medical Form

Appendix C: Out-of-Boundary Student Transportation Request Form

DRAFT



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

Report to the Policy Development Committee

Meeting Date: December 5, 2023

Presented by: Stephen O'Sullivan, Director of Education

Subject: Administrative Procedure 1003- Catholic School Councils

Background:

Administrative Procedure 1003, Catholic School Council provides the foundation for parent engagement at the school level and provides a mechanism for student achievement and well-being through parent involvement. School Councils are a requirement under the Education Act (Regulation 612/00). This administrative procedure is under review under the regular policy review schedule.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- The alignment with the multi-year strategic plan has been changed correspond to the Board's current strategic plan.
- Removal of the reference of the Ontario Association of Parents in Catholic Education (OAPCE) throughout the document. The Board made a decision to cease membership with the organization in 2019.
- Removed the Qualifications of Trustees from the definitions.
- Updated language to reflect practice of Catholic School Council input into CSIPSA which then informs CBIPSA.

Attachments:

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

Policy Development Committee

B. 2 b)

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #1003, Catholic School Councils, be received and posted under the Directional Policy #1000, Parent and Community Relations.



ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Catholic School Councils	1003
<i>Directional Policy</i>	
Parent and Community Relations 1000	

Title of Administrative Procedure:

Catholic School Councils

Date Approved:

December 5, 2023

Projected Review Date:

2028

Directional Policy Alignment:

1000 Parent and Community Relations

Alignment with Multi-year Strategic Plan:

Catholic School Councils Administrative Procedure supports our Vision of Creating a culture of faith, hope and love to ensure equity and well-being by ensuring our structures, processes, relationships and actions reflect our Gospel values and Catholic Social Teachings. This vision calls the Board to these Strategic Priorities:

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

Guidelines:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board recognizes the importance of parental engagement in the education of their children. In keeping with Catholic teaching, we affirm that parents are the primary educators of their children, and we welcome their participation as active members of Catholic School Councils (CSC).

Under Regulation 612/00 of the Education Act, Catholic School Councils are required in all Catholic elementary and secondary schools. The “purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. A school council’s primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established a council.” (s. 2).

Responsibilities:

The Board of Trustees is responsible for:

- reviewing this Administrative Procedure to ensure its alignment with the Parent and Community Relations Directional Policy 1000.
- seeking Catholic School Council feedback in policy review when appropriate.

The Director of Education, or designate, is responsible for:

- inviting Catholic School Council chairpersons to participate in a system umbrella group to be known as the Catholic Parent Engagement Committee (CPEC).
- consulting and working with Catholic School Councils (CSC) and CPEC for the purpose of promoting Catholic education and organizing parent education opportunities.
- serving as a resource person to the CPEC and being responsible for maintaining communication with all Catholic School Councils.
- providing, in conjunction with CPEC and the school communities, direction regarding CSC membership, record keeping, filling vacancies, election procedures, dispute resolution, conflict of interest, responsibility, liability, and any other topic that can be of assistance to the community.
- maintaining a current list of Catholic School Council Chairs, Co-Chairs, and CPEC members.
- communicating the Board Strategic Plan and Catholic Board Improvement Planning for Student Achievement and Well-being to the Catholic School Councils.
- Consultation with Catholic School Councils to seek parent perspective with respect to the establishment of Board policies, administrative procedures and strategic planning that relate to student achievement or the accountability of the education system to parents.
- collecting input on school community profiles from Catholic School Councils annually.

The School Principals are responsible for:

- ensuring that Regulation 612 of the Education Act is carried out in all schools, as outlined in the Act, as well as in [School Councils: A Guide for Members, 2002](#), including:
 - consulting with the CSC on all initiatives that relate to the improvement of student achievement, the accountability of the system to parents, the Code of Conduct, and the student dress code.
 - acting as an important source of information to the CSC.
 - receiving and responding to CSC recommendations.
 - attending CSC meetings.
 - ensuring that the CSC is in place.
 - facilitating ongoing communication between the Catholic School Council, the Board, and the school community, e.g., facilitating the development of the annual school community profile.
 - collecting input on Catholic School Improvement Planning for Student Achievement and Well-being, as well as on communication of the plan.
 - providing information to new CSC members.

The Catholic School Councils are responsible for:

- carrying out their responsibilities under Regulation 612 of the Education Act, as outlined in [School Councils: A Guide for Members, 2002](#), including:
 - collaborating with the school principal to consult and communicate with parents.
 - making recommendations to the school administration and to the Board.
 - ensuring membership requirements are met.
 - holding elections.
 - setting goals and priorities.
 - establishing a Code of Ethics and by-laws
 - meeting regularly.

- possible fundraising.
- financial accountability.
- submitting feedback for school principal profiles to the Director or designate annually.

Progress Indicators:

The partnership of school and community representatives on a school council helps to build mutual understanding and interaction between a school and its community, resulting in benefits for both. By giving information to parents and community representatives, getting feedback from them, and presenting their views to the school and the school board, a school council involves the community in the discussion of educational issues and helps the school identify and respond to the educational needs of the community. (*School Councils: Making A Difference*, 2002, p.1.1)

School councils make recommendations to their principals and school boards on any matter. Principals and school boards, in turn, consult with school councils on a variety of matters that affect student learning. They also consider recommendations made by school councils and report back to the councils on how they plan to act on their advice.

Definitions:

Catholic School Council (CSC): A Catholic School Council is a legally constituted advisory group of elected parents, staff, students, parish representatives, and appointed community members dedicated to fostering effective Catholic schools, promoting Catholic education, and enhancing student achievement.

Catholic Parent Engagement Committee (CPEC): The District Catholic School Council is a system umbrella group of elected parents established to further enhance Board communication with Catholic School Councils.

Advisory Role: Advisory role means representing and communicating the views of the school community, and providing advice to the principal and, where appropriate, to the Board.

School Community: A school community is made up of parents and guardians of children who are enrolled in the school, parish representatives, and other ratepayers who live or work within the school's attendance area. Catholic School Councils may appoint representatives to ensure that the diversity of the school community is reflected in the membership.

Parent: Parent means, throughout this document, a parent or guardian of a child/children enrolled in the school.

References:

[Regulation 612, School Councils and Parent Involvement Committees, Ontario Education Act](#)

[Regulation 613, Operation of Schools - General, Ontario Education Act](#)

[School Councils: A Guide for Members 2002](#)

[Administrative Procedure 1004, Catholic Parent Engagement Committee](#)

DRAFT

Report to the Policy Development Committee

Meeting Date: December 5, 2023

Presented by: Jonathan Di Ianni, Superintendent of Special Education.

Subject: AP 904 - Lockdown

Background:

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

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a safe learning and working environment for all students and staff.

The Ministry of Education mandates that:

1. all publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans; and
2. a minimum of two lockdown and/or hold and secure drills must occur annually at each school and the board office.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Overall updates to align with the new Administrative Procedure format
- Language to align with 2021-2025 Multi-Year Strategic Plan
- Responsibilities updated and refined where applicable
- References updated to current links

Attachments:

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

Policy Development Committee

B. 3 b)

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #904, Lockdown, be received and posted under Directional Policy #900, Safe and Accepting Schools.



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Lockdown	Administrative Procedure Number AP - 904
Directional Policy Safe and Accepting Schools - 900	

Title of Administrative Procedure:

Lockdown

Date Approved:

December 5, 2023

Projected Review Date:

2028

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 Lockdown Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-Being, Ensure Equity and Maximize Resources. Moreover, this Administrative Procedure supports the development of welcoming and engaging school environments that respect the dignity of all students and foster the conditions for members of the school community to become caring and responsible citizens.

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

Purpose / Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a safe learning and working environment for all students and staff.

The Ministry of Education mandates that:

1. all publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans; and
2. a minimum of two lockdown and/or hold and secure drills must occur annually at each school and the board office.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Safe and Accepting Schools Directional Policy;
- Reviewing the Lockdown Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure;
- Informing Trustees, as soon as possible, of any lockdown which is not a drill.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting Principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure;
- Collecting and reviewing, annually, the Emergency Response plans, which will include a Lockdown Plan for every school location and the board office;
- Ensuring updated floor plans exist for every school location and board office, using consistent colour coding, and are provided to the administrator at each site;
- Ensuring the clear identification of each building/portable, on all sides of the building, with a building identifier, such as a number. All exterior doors shall be clearly identified, such as doors A, B, C, etc.;
- Ensuring all rooms within the building are clearly marked with room numbers;
- Ensuring that all doors in classrooms and portables have the ability to be locked and that each facility is provided with keys for each lock;
- Ensuring all schools and the board office have adequate PA systems capable of being activated outside;

- Ensuring schools submit plans for practicing two lockdown drills each school year through the submission of the Emergency Response Planning - Lockdown and Bomb Threat plan;
- Ensuring any communication/policies or administrative procedures relating to lockdowns, including lockdown plans, include the consistent use of terminology (See definitions).

Principals and Vice-Principals are responsible for:

- Implementing this administrative procedure in accordance with the parameters outlined;
- Providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure;
- Developing a site specific Lockdown Plan;
- Ensuring the school conducts two lockdown drills each school year;
- Ensuring the school buildings exterior and interior doors are clearly marked and are in alignment with floor plans;
- Ensuring that all doors in classrooms and portables have the ability to be locked;
- Ensuring all lockdown information is complete and that the plan is attached to the Emergency Response Manual Renewal/Update Report (E.R.1);
- Ensuring staff, students and other members of the school community receive lockdown procedures training;
- The safety and well-being of staff and students during a lockdown; and
- Working closely, and cooperatively, with police*.

*In an actual incident (not a drill), the police are responsible for management of the threat and subsequent criminal investigation.

Medically Fragile and/or Students with Special Needs and/or Other Considerations

- Sharing detailed emergency plans with emergency personnel that prioritize the evacuation of students and staff who are medically fragile, have special needs and/or other considerations.

Floor Plans

- Collaborating with the Board Facilities Department to ensure floor plans exist for the school, using consistent colour coding;
- Providing hard copies of floor plans, and electronic copies, if possible, to police;
- Identifying command post locations (normally main office), including alternate command post, and a third off-site command post (in the event that neither the main or alternate post locations are available);
- Identifying off-site evacuation locations, and include with copies of the floor plans;
- Posting floor plans throughout the facility, at least in every classroom and at every entry point to the facility. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

Identification of Buildings, Exterior Doors, Classrooms

- Planning with Police, in advance, how Police will gain access to the facility in the event of a lockdown;
- Providing up to date floor plans and facility master keys for emergency services responders who may be involved in any type of search of the premises.

Initiating Lockdown

- Affixing the specific lockdown wording to be used, near the PA system, so that it is clearly visible and can be read by the staff member announcing the lockdown;
- Ensuring all staff (especially those working in the main office) are aware of their responsibility in initiating a lockdown in the event of a threat to safety.

Classroom/Other Secure Areas – Procedures during Lockdown

- Ensuring that all staff, including occasional staff have the ability to lock their doors;
- Developing strategies for ways in which staff are to assist students in coping with an extended “lockdown” or “Hold and Secure”. For example, staff members must be aware and have access to student “plans of care” and have access to emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, and epilepsy.

Portables

- Devising an alternate, safe plan, for staff and students that, due to the thin wall construction of the structure, may require an additional barrier, such as an upturned desk, during a lockdown.

Washrooms: Procedures During Lockdown

- Designating adults, for elementary schools, who normally work in close proximity to student washrooms, to check the washroom(s) prior to locking down, if it is safe to do so;
- Training staff or students trapped in a washroom, that, as a last resort, they are to somehow secure the bathroom door, enter a stall, lock the door, and climb on top of the toilet.

Open Areas Inside the Building - Procedures during Lockdown

- Considering possible options should staff and students be in an open area at the time a lockdown is called.

Child Care and Other Facility Occupants

- Ensuring the appropriate staff from organizations sharing facilities are included in the development and implementation of lockdown procedures;
- Including these organizations in relevant aspects of planning, training, and drills, whenever possible.

Outside of Buildings - Procedures When a Lockdown or Hold and Secure Is Called

- Determining where staff and students who are outside the building(s) should go in the event a lockdown occurs during recess or during arrival or dismissal times;
- Providing instructions for bus drivers and parents/guardians who might arrive at the school during a lockdown;
- Taking attendance at the off-site evacuation location(s).

Controlled Evacuation

- Ensuring staff (and students) follow the direction of the police.

Fire Alarms

- Ensuring that staff are aware that, in the event of a fire alarm during a lockdown, students and staff are not to respond as they normally would. If a fire occurs during a lockdown and staff and students are located in the area of the fire, staff and students will respond to the most immediate threat.

Procedures to End a Lockdown

- Developing the procedures to end a lockdown, including those at off-site evacuation locations. In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall be made only after approval of the on-scene police incident commander.

Training

- Training all staff, including occasional staff;
- Ensuring the lockdown procedures are shared with occasional staff.

Drills

- Setting the dates and conducting a minimum of two lockdown and/or hold and secure drills during each school year;
- Making police, fire, and emergency medical services (EMS) aware of planning and drills and inviting them to participate;
- Overseeing the drill with police support/assistance;
- Notifying the Family of Schools Superintendent and the Manager of Communications of the impending drill;
- Providing staff, students, and parents with some warning of the impending lockdown drill.

Communication with Parents/Guardians/Community

- Communicating lockdown procedures at the beginning of the school year;
- Providing information (on website, newsletter, social media and/or information sessions) to ensure full cooperation in any lockdown situation;
- Ensuring written communication is sent to all parents/guardians, the same day or the following day, in all instances of a school lockdown that was not a drill.

School Recovery Following a Lockdown

- Organizing a debriefing session with police services and staff;
- Updating the lockdown plan, if necessary.

Plan Review

- Reviewing annually and as required throughout the school year;
- Tracking the review of the plan.

Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure;
- Supporting the implementation of this administrative procedure, including collaborating with other staff in fostering a safe, welcoming, inclusive, accepting learning environment;
- Supporting student training;
- The safety and well-being of the students during a lockdown;
- Posting the colour coded floor plan in their classrooms;
- Reviewing the lockdown procedures with students specific to that location;
- Providing information to students about procedures to follow should a lockdown be announced while they are in the washroom or outside of the school building;
- Sharing with students how to respond when a fire alarm sounds during a lockdown and what to do in the event of an actual fire during a lockdown;
- Providing students with ways to communicate information they may have regarding a violent incident or of any incident that may negatively impact the safety of members of the school community;
- Initiating a lockdown by immediately activating the facility's public address (PA) system, inside and outside, when they witness, or are advised of, a threat to safety;
- Calling 911 to inform the police that a lockdown has been announced at the school with the details of the report leading to the request for the announcement;
- In elementary schools, checking the washroom(s) prior to locking down, if it is safe to do so;
- In secondary schools, training students that they are responsible for getting out of the washrooms immediately upon hearing a lockdown announced, and getting to the nearest classroom or other area that is identified as a safe (green) area;
- Accessing all emergency medications, for those students requiring it;
- Gathering everyone in the immediate vicinity into their classroom or other secure area, before locking a door but only if it is safe to do so. Once inside a secure area, staff and students should:
 - stay away from doors and windows;
 - turn off lights;
 - close blinds;
 - be aware of sight lines;
 - if the classroom door has a window, consider covering the window;
 - take cover if available (behind something solid);
 - remain absolutely quiet;
 - take attendance;

- do not use cell phones unless it is necessary to communicate regarding the incident. Phones being used for this purpose should be put on vibrate and all others should be turned off;
- consider barricading doors where possible, in addition to locking them.
- Following the direction of the principal (or designate) and police during an incident at the school.

Manager of Communications is responsible for:

- Working with police services to develop a plan which includes how to communicate with media, parents and the community during a crisis;
- Cooperating with police services;
- Communicating with media;
- Preparing communication for parents/guardians in collaboration with the Principal.

Students are responsible for:

- Being familiar with lockdown procedures;
- Responding quickly to direction during a crisis situation;
- Reporting to school staff any information regarding a violent incident or of any incident that may negatively impact the safety of members of the school community;
- Participating and engaging in programs and activities which promote a safe, inclusive and accepting school environment.

Parents/Guardians are responsible for:

- Being generally aware of the Lockdown Procedures at their child's school;
- Reinforcing with their children their responsibility to follow directions during a crisis and disclosing any information they may have prior to or during a crisis situation;
- Ensuring contact information is kept up to date so they can easily be reached by staff in the event of an emergency;
- Following direction as outlined by the school Principal and Police Service;
- Reporting to school staff any information regarding a violent incident or of any incident that may negatively impact the safety of members of the school community;
- Collaborating with and supporting the efforts of school staff in maintaining a safe, inclusive and accepting learning environment.

Progress Indicators:

- All schools and the board office have lockdown plans included in their Emergency Response Plans, which reflect this Administrative Procedure, as per Ministry mandate;

- Consistent lockdown practices and procedures will be in place in all schools and the board office in the event of an emergency or a threat to safety.

Definitions:

LOCKDOWN “Lockdown” is the term used for the resulting school safety response when a major incident or threat of school violence within the school, or in relation to the school has occurred. Interior doors are locked. Exterior doors remain locked or unlocked in accordance with normal practice.

HOLD AND SECURE “Hold and Secure” is the term used for the resulting school safety response when there is an ongoing threat to safety or emergency outside and not related to the school. Exterior doors are locked. Interior doors remain locked or unlocked in accordance with normal practice.

SHELTER IN PLACE “Shelter in Place” is the term used for the resulting school safety response when there is an environmental or weather related situation where it is necessary to keep all the occupants within the school to protect them from external harm. Exterior and interior doors remain locked or unlocked in accordance with normal practice.

References:

- [Police School Board Protocol; \(2016\)](#)
- [Provincial Model for a Local Police/School Board Protocol, 2015](#)
- Emergency Response Planning - Lockdown and Bomb Threat



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

Report to the Policy Development Committee

Meeting Date: December 5, 2023

Presented by: Julie Selby, Superintendent of Learning

Subject: AP 206 - Admission to Catholic Schools

Background:

AP 206 is being brought forth as part of the customary review cycle.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Alignment with Multi-Year Strategic Plan.
- Inclusion of content aligned with ACBO *Renewing the Promise*.
- Addition of “biological” parent and “legal” guardian.
- Addition of 3(b) expectation of enrolment in a Religion and Family Life course during each year of secondary school.
- Update from “Superintendent of Schools” to “Family of Schools Superintendent” to ensure consistency with other current APs.
- Addition of 4(f) “If the request is denied, the decision is final; there is no appeal process.”
- Addition of expectation that if Out of Boundary permission is granted at Elementary, that the student is expected to attend the geographically appropriate Secondary School and if another school is desired a new Out of Boundary approval must be obtained.
- Addition of staff responsibility requirement to file the Out of Boundary approval in the student’s Ontario Student Record file.

Attachments:

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

Policy Development Committee

B. 4 b)

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #206, Admission to Catholic Schools, be received and posted under Directional Policy #200, Catholic Education.



BOARD ADMINISTRATIVE PROCEDURE

<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Admission to Catholic Schools	206
<i>Directional Policy</i>	
Catholic Education - 200	

Title of Administrative Procedure:

Admission to Catholic Schools

Date Approved:

December 5, 2023

Projected Review Date:

2028

Directional Policy Alignment:

Catholic schools provide Catholic and non-Catholic students the opportunity to learn within the context of the Catholic worldview where faith and reason meet. In this pursuit, all students admitted to Catholic schools draw upon the teachings of the Church and, in doing so, the history of Catholic Education in the province of Ontario.

Alignment with Multi-Year Strategic Plan:

The Admission to Catholic Schools Administrative Procedure embodies our Vision for creating a culture of faith, hope and love to ensure equity and well-being and our Mission to accompany our students as we strive for excellence in Catholic Education. This Administrative Procedure supports the Board's [Strategic Plan: Building a Community that Accompanies](#), as it is rooted in our Inspiring Faith pillar goal to enhance connections between the home, school, parish and community in order to provide outreach and see the face of God in each person we serve.

Moreover, as reflected in [Renewing the Promise, 2018](#) each person in a Catholic school practices accompaniment by helping students realize their own unique story is given greater meaning and purpose in knowing and living the story we share in Christ. Our faith

is about an encounter with God — an incredible love story that inspires faith and joy. This directly ties to our Valuing Relationships pillar goal which cites that we will create an environment in all workplaces that has at its core “the art of accompaniment,” keeping Jesus at the centre of our community as we model ministry, acceptance and love.

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

Action Required:

*Within the context of Catholic Education the promise of a true encounter of Jesus can and does take place, each and every day, within our Catholic schools. Together, we commit to renew that promise as we work together to strengthen our Catholic schools as communities that exemplify, in word and in deed, the Good News of Jesus Christ. We believe by providing excellence in Catholic Education in this region of the province we contribute to the best possible education for all students in this province ([This Moment of Promise](#)) whether they are Catholic or non Catholic. In doing so, however, *the distinctive nature of Catholic character and culture that pervades the Catholic school community* must be maintained.*

1. Admission to Catholic Elementary Schools for Roman Catholic Students

- (a) All elementary school-aged students having the right of attendance will be admitted to the geographically appropriate school under the jurisdiction of the Board. Subject to space availability, enrolment/registrations at a school may be restricted, and it may be necessary to direct a student to another Catholic elementary school within the jurisdiction.
- (b) A student will be admitted by the principal of an elementary school when the parents/guardians submit evidence that a student has the right to attend a Catholic school. Evidence includes the following:
 - (i) a Roman Catholic baptismal certificate for the child or *one or both biological parents or legal guardians*;
 - (ii) direction of taxes to the Catholic School Board; principals will ensure that parents/guardians complete the direction of taxation forms if they cannot provide direct evidence at the time of registration;
 - (iii) proof of age of student through Birth Certificate or, if it is not available, through a Roman Catholic Baptismal Certificate.
- (c) A student will be allowed to enrol in Year 1 Kindergarten in September of that calendar year during which the student becomes four years of age.
- (d) A student will be enrolled in Year 2 Kindergarten in September of that calendar year during which the student becomes five years of age.
- (e) Catholic parents/guardians whose children have the right of attendance but whose children have not received the sacrament of Roman Catholic Baptism will

be provided with our Religion and Family Life program information, along with encouragement for Catholic Baptism.

(f) The principal of an elementary school will admit a student who is a ward of the Children's Aid Society where a Roman Catholic Baptismal Certificate is received.

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

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

(a) *This is at the discretion of the principal who will take into account the following considerations when making a decision:*

- (i) *the enrolment capacity of the school and, in particular, the class(es) to which the child(ren) would be assigned (e.g. primary class size cap).*
- (ii) the reasons given by the parents/guardians for their request to register their child(ren) in a Catholic school;
- (iii) the level of support which the parents/guardians can provide to the student to foster the practice of their own faith and the support they are willing to provide in relation to the teachings of the Church presented at school; and
- (iv) the age of the child(ren) and particular grade level(s) involved.

(b) The principal will provide the parents/guardians with information outlining the Religion and Family Life programs which can be found in the information posted on the Board website.

(c) Where a principal has concerns about an admission request, he or she will forward the request to the appropriate *Family of Schools Superintendent*.

3. Admission to Catholic Secondary Schools

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

(b) All secondary school-aged students and their parents/guardians must accept and recognize the distinctive Catholic character and culture that pervades the Catholic secondary school community and must be willing to support its purpose, goals, and expectations. *This includes enrolment in a Religion and Family Life course during each year of secondary school.*

4. Admission of Students Out of Designated Boundaries *and PVNC Catholic District*

To attend a school other than a designated school:

A parent/guardian or, a student in the case where a student is 18 years of age or older, may apply to attend a school other than the designated school. If approved *by the Family of Schools Superintendent*, parents assume the responsibility for transportation of their child to the receiving school.

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

Application process:

- (a) The parent/guardian will contact the school to discuss the feasibility of a transfer.
- (b) Following discussion, should the parent/guardian wish to proceed with the transfer, he or she will apply in writing to the respective *Family of Schools Superintendent* stating the rationale for the request for transfer.
- (c) The application will be reviewed by the *Family of Schools Superintendent*, in consultation with the affected principals.
- (d) The *Family of Schools Superintendent* will make a determination, in consultation with the principal, regarding the application and admittance to the receiving school.
- (e) The *Family of Schools Superintendent* will reply in writing to the parent/guardian.
- (f) *If the request is denied, the decision is final; there is no appeal process.*

Where an approval has been provided by the Family of Schools Superintendent, it is not necessary to make the request annually to attend the receiving *Elementary* school. *The student will be expected to attend the designated geographically appropriate Catholic Secondary School for registration in Grade 9. Should a parent/guardian wish for their child to attend a different Catholic Secondary School, a new Out of Boundary request is required. Administration reserves the right to revoke an out of boundary approval at the end of any school year.*

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this administrative procedure to ensure its alignment with the Catholic Education Directional Policy;

- Reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

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

Principals and Vice-Principals are responsible for:

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

Staff are responsible for:

- Reviewing registration documents, including Roman Catholic baptismal certificates, to ensure that students are eligible for admission.
- *Filing an Out of Boundary approval in the student's Ontario Student Record file.*

Students are responsible for:

- Becoming active participants in the experience of Catholic education.

Parents are responsible for:

- Providing current and accurate documentation to support the registration application;
- Providing proof of Roman Catholic baptism of either the student and/or one of the *biological* parents or *legal guardians*;
- Meeting with the Principal or Vice-Principal when the student is of another faith.

- Accept and recognize the distinctive Catholic character and culture that pervades the Catholic school community and be willing to support its purpose, goals, and expectations.
- Contacting the appropriate principals to discuss criteria and rationale when considering a request to transfer their child from their designated school to another school.
- Submitting a written request for a transfer to another school to the *Family of Schools Superintendent*.
- Assuming the responsibility for transportation of their child to the receiving school when requesting a transfer from their designated school.

Progress Indicators:

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

Definitions:

- Legal Guardian - A person who has lawful custody of a child, other than the parent of the child; includes anyone who has received into his or her home a person, other than his or her own child, of compulsory school age and that person resides with him or her or is in his or her care. Education Act 2006, c. 28, s. 4.
- Roman Catholic Baptismal Certificate - A certificate issued from a Roman Catholic parish which indicates the person has been baptised into full communion (Cf. Catechism of the Catholic Church, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the Holy See of Rome.
- Right of Attendance - The right of attendance defined in the Education Act means that all elementary school-aged children of parents/guardians who are eligible (Roman Catholic baptismal certificate - parent and/or child) and who direct their taxes in support of a Catholic School Board are eligible to attend a Catholic school.
- Designated School - The designated school is the school which the student would normally be eligible to attend based on residence location.

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

References:

- [Education Act](#)
- [Catholic Education Directional Policy 200](#)
- [Renewing the Promise: A Pastoral Letter for Catholic Education](#)
- [Transportation Administration Procedure 1301: Student Eligibility](#)

DRAFT

Report to the Policy Development Committee

Meeting Date:	December 5, 2023
Presented by:	Darren Kahler, Superintendent of Human Resource Services
Subject:	AP810 Confirmed Cases of Fifth Disease

Background:

This administrative procedure is up for review on the annual cycle.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Removed reference to “slapped cheek”, replaced with explanation of typical symptoms
- Removed footnote from HKPR Health Unit – resource no longer available
- Added reference to employees getting tested for Fifth Disease immunity when they become aware of pregnancy – previously stated “in advance”
- Replaced references to Smartfind Express with automated callout system
- 2.4 replaced “stop” with “mitigate”
- 2.6 require employee to notify Principal
- Replaced accommodation with temporary reassignment
- Included in References – Resource document from Durham Region Health Unit
- Appendix B – removed reference to “slapped cheek”
- Appendix C – removed reference to “slapped cheek”

Attachments:

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

Policy Development Committee

B. 5 b)

Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #810, Confirmed Cases of Fifth Disease, be received and posted under Directional Policy #800, Healthy Schools and Workplaces.



BOARD ADMINISTRATIVE PROCEDURE

<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Confirmed Cases of Fifth Disease	810
<i>Directional Policy</i>	
Healthy Schools and Workplaces - 800	

Title of Administrative Procedure:

Confirmed Cases of Fifth Disease

Date Approved:

December 5, 2023

Projected Review Date:

2028

Directional Policy Alignment:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy - 800 by ensuring employees understand the requirements when there is a confirmed case of Fifth Disease at a work location. By having a shared understanding, it will ensure employees are able to either remain at their own work location or be assigned to an alternate location and continue to work.

Alignment with Multi-Year Strategic Plan:

The Confirmed Cases of Fifth Disease Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-being and to Ensure Equity.

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

Action Required:

1. Background

Fifth Disease is a mild viral disease caused by human parvovirus B19. Fifth Disease symptoms can include a bright red rash on the cheeks. The rash can then spread to the body, arms, and legs. The rash lasts 2 to 4 days. Other symptoms can include runny nose, sore throat, and low fever. Everyone is at risk of getting Fifth Disease, but it occurs more commonly in children. Most adults have been exposed in childhood and have immunity. Individuals suffering from anemia, immunodeficiency, and pregnant women may have a greater risk of complications from the disease. Pregnant women who are immune are protected from getting the illness and therefore provide protection to the fetus.

All employees who could be affected by an outbreak and its effect on a pregnancy are encouraged to arrange for a blood test through their family physician when they become aware of their pregnancy. Determining immunity ahead of time will alleviate the anxiety of waiting for blood test results and will help pre-determine a course of action should an outbreak occur at their work location.

This administrative procedure provides direction for the management of confirmed Cases of Fifth Disease within the school environment.

2. Procedures

The following procedures are to be followed when a confirmed (not suspected) case of Fifth Disease is reported to the Principal of the school:

- 2.1 Upon confirmation by a physician the Principal will post the Fifth Disease Notice ([Appendix A](#)) in highly visible areas, including the front entrance to the school, the office and any other prominent areas where visitors and staff members pass. The poster must remain up for 20 calendar days and can be removed if no new cases are reported.
- 2.2 The Principal of the school will notify Human Resource Services so the automated callout system can be updated with the notice.
- 2.3 The Principal will send home the Fifth Disease Letter ([Appendix B](#)) and Fact Sheet ([Appendix C](#)) to parents of the affected class.
- 2.4 The Principal will notify the school Custodial staff to implement extra cleaning measures to ensure that the areas of concern have been disinfected to mitigate the spread of the infection.

2.5 The Principal will advise all employees, particularly any employee known to be pregnant at the work site to contact their family doctor to arrange for a blood test to determine their immunity to Fifth Disease (if they have not previously been tested for immunity).

2.6 Should an occasional teacher or supply support staff member choose to leave the work site due to the concern of Fifth Disease they must advise the Principal and contact Human Resource Services immediately.

2.7 Should a permanent or long-term occasional employee need to leave the worksite due to non-immunity they shall immediately notify the Principal as well as Human Resource Services directly so an alternate work assignment can be arranged. The employee shall contact Human Resource Services and return to their original work location under the following conditions:

- a. after 20 calendar days have passed since the first report.
- b. when immunity has been determined via blood test.
- c. when advised by their physician.

Should other confirmed cases of Fifth Disease present themselves within the 20 calendar day period of the first report, the outlined procedures will remain in effect for 20 calendar days following the last confirmed report.

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 Confirmed Cases of Fifth Disease Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents are responsible for:

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

- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirement under this Administrative Procedure and that employees follow the requirement for reporting when action is required.

Principals and Vice-Principals are responsible for:

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting the need for temporary reassignment.
- Informing Staff, Students, Parents, Visitors and Human Resource Services of Confirmed Cases of Fifth Disease within the school.
- Ensuring that the protocol outlined in this Administrative Procedure is followed during occurrences of Confirmed Cases of Fifth Disease within the school.

Employees are responsible for:

- Protecting personal health by knowing if they are immune to Fifth Disease and working in compliance with this Administrative Procedure.
- Immediately reporting to their supervisor at the Confirmation of a Case of Fifth Disease that they are not immune and require accommodation at an alternate work location.
- Co-operating in the process to take every reasonable precaution to limit their risk of infection.

Custodian Staff are responsible for:

- Implementing extra cleaning measures to ensure that areas of concern have been disinfected.

Parents are responsible for:

- Notifying the Principal of the School at the confirmation of Fifth Disease of a student by a Physician.

Human Resource Services is responsible for:

- Ensuring the automated callout system is updated for the location of a Confirmed Case of Fifth disease.
- Coordinating the temporary assignment with all stakeholders.

PROGRESS INDICATORS:

- Addressing reassignment needs in a timely fashion.
- Absences from work are minimized wherever possible.

- Appropriate coverage is maintained while an employee is accommodated at an alternate location.

DEFINITIONS:

Confirmed – Verified by a medical practitioner or nurse.

RELATED DOCUMENTS:

[Appendix A – Fifth Disease Notice](#)

[Appendix B – Letter to Parents](#)

[Appendix C – Fifth Disease Fact Sheet](#)

REFERENCES:

[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)
[Durham Region Health Unit - Facts About Fifth Disease](#)

Report to the Policy Development Committee

Meeting Date: December 5, 2023

Presented by: Darren Kahler, Superintendent of Human Resource Services

Subject: AP 507 – Disability Management

Background:

This administrative procedure is up for review on the annual cycle.

Summary of Draft Administrative Procedure/Directional Policy:

The key changes to this Administrative Procedure include:

- Statement of alignment with Multi-Year Strategic Plan added.
- Consequence of not participating in Disability Management process added.
- Added time limit to reimburse for medical certificate.
- Clarified process for disability management process when there is a planned absence (i.e. surgery).
- Clarified process for disability management process when there is an ongoing absence from work.
- Provided specific timelines on when medical certificate must be submitted to the Board's Wellness Coordinator.
- Provided specific steps that will be taken when an employee is able to return to work.

Attachments:

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

Policy Development Committee

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Recommended Action:

that the Policy Development Committee recommend to the Board that the revised Administrative Procedure #507, Disability Management, be received and posted under Directional Policy #500, Employee Relations.



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Disability Management	ADMINISTRATIVE PROCEDURE NUMBER 507
Directional Policy Employee Relations - 500	

Title of Administrative Procedure:

Disability Management

Date Approved:

December 5, 2023

Projected Review Date:

2028

Directional Policy Alignment:

Employee Relations - DP 500

Alignment with Multi-Year Strategic Plan:

A healthy and well staff promotes our vision of Creating a culture of faith, hope and love to ensure equity and well-being by ensuring employees have access to resources and clear processes while managing a disability. The Disability Management Administrative Procedure supports our Being Well pillar and the strategic priority of Nurturing Mental Health & Well-being.

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

Action Required:

1.0 Background

All employees will be treated with fairness, consistency, respect and compassion. The Board's Disability Management Administrative Procedure is an integrated partnership between employees, supervisors/administrators, union representatives, and health care providers that support employees who cannot remain at work or return to work. The Procedure provides direction for the management of long-term absences from work. A long-term absence is defined as an absence of five (5) consecutive days or greater.

Employees have a responsibility to take an active role in their own medical care to maintain their health and well-being and minimize absences from work.

The Board will make every reasonable effort to support employees in the workplace and to return employees to work safely and quickly. This will be accomplished through communicating before, during, and after an employee's absence and offering suitable modified work (see [AP – 503 Workplace Accommodation](#)).

Participation in the Disability Management Administrative Procedure is a requirement for all employees of the Board. Failure to participate may result in denial or suspension of sick leave or Short Term Leave and Disability Plan (STLDP) benefits if applicable, as outlined in the relevant collective agreement.

2.0 Purpose of the Program

The Disability Management Administrative Procedure is in place to provide employees support when they are unable to attend work due to personal illness or injury. The Board will endeavour to support and keep employees at work through the accommodation process (see [AP – 503 Workplace Accommodation](#)). When accommodation is not possible, the Procedure provides eligible employees with access to sick leave and short-term leave disability plan (STLDP) while they recover.

Relevant Collective Agreements and Terms and Conditions of Employment also provide information related to sick leave/STLDP, accommodation and return to work.

The process of disability management begins when an employee becomes disabled, injured or ill. At this point the employee may or may not be required to be absent from work. The program will endeavor to minimize an employee's absence from work through providing support to employees where needed, ensuring employees

are receiving appropriate care and treatment, and providing accommodations.

Situations not eligible for sick leave/STLDP, such as the illness of a family member or certain medical procedures may qualify for other types of leave.

3.0 Confidential Medical Information

In order to qualify for sick leave payments a nature of illness statement, and relevant functional abilities information is within the employer's required documentation.

Inquiry as to function and further assessment, as well as contact with Human Resource Services or the Wellness Coordinator is not considered private medical information.

It is not appropriate for any employer to ask for confidential medical information, nor is it required that the employee reveal or disclose confidential information / details of their treatment plan. However, some medical issues (e.g. the effects of medications, medical conditions) can impact an employee's fitness to perform various tasks, their safety, the safety of students, or others. The employee, Wellness Coordinator or designate and/or the Supervisor, need to be aware of this issue and manage it responsibly to avoid placing the employee, or others in the workplace, at risk.

The completed medical documentation will be sent directly from the employee or their health care provider to the Board's Wellness Coordinator within the agreed upon time frame. The medical documentation can be provided via e-mail ,fax or paper.

When there is a fee charged for the completion of the Medical Certificate employees are eligible for reimbursement as outlined in the terms of the respective Collective Agreement. The Employee should pay the doctor's office directly for the cost incurred and submit the paid receipt to the Wellness Coordinator.

4.0 Planned Absences from Work

On occasion an employee may know in advance of an absence from work and/or may know approximately how long they may be absent from work (ie. surgery or other medical procedure). When an employee is aware of a pre-planned absence that will be five (5) consecutive days or greater, the following steps must take place.

- 1) The employee will notify their direct supervisor to advise them of the first date of absence and anticipated duration. The supervisor will notify the Board's Wellness Coordinator.

- 2) The employee will provide their doctor with a standard letter which outlines the Board's ability and willingness to accommodate, as well as the specified medical documentation as referenced below.
- 3) The employee will submit the medical documentation in a reasonable time frame to the Board's Wellness Coordinator. Should the medical documentation not be submitted within fifteen (15) working days, the employee will advise the Board's Wellness Coordinator when the medical documentation will be submitted.
- 4) The employee shall have the required medical documentation completed by the most appropriate medical practitioner. This may be a doctor, specialist, Nurse Practitioner, Physiotherapist and/or treating specialist. If a medical procedure is planned, the Wellness Coordinator or designate may require the requisite medical documentation be provided before the medical procedure or after the medical procedure, depending on the nature of the procedure.
- 5) Following receipt of the initial medical documentation, the Wellness Coordinator will advise the employee of the date the next medical documentation, if any, is required. Such requirement will be reasonable given the individual circumstances. It is the responsibility of the employee to ensure the medical documentation is submitted by the required date or to contact the Wellness Coordinator to discuss a reasonable extension.

Where an employee does not meet the requirements outlined above, access to sick leave/STLDP will be suspended or denied following consultation with union representatives, if applicable.

5.0 Ongoing Absences from Work

When an employee is off work on a day-to-day basis, they must report their absence as outlined in Administrative Procedure 506 – Reporting Absences from Work. If an absence extends to five (5) consecutive days or greater, the following steps must take place.

- 1) When an employee reaches five (5) consecutive days of absence they will contact the Board's Wellness Coordinator to discuss what, if any medical documentation may be required. If an employee is unable to contact the Wellness Coordinator on the fifth day because of the nature of their absence, they will make contact as soon as possible.
- 2) If medical documentation is required, the employee will provide their doctor with a standard letter which outlines the Board's ability and willingness to accommodate, as well as the specified medical documentation as referenced below.
- 3) The employee will submit the medical documentation in a reasonable time frame to the Board's Wellness Coordinator. Should the medical documentation not be submitted within fifteen (15) working days, the employee will advise the Board's Wellness Coordinator when the medical documentation will be submitted.
- 4) Following receipt of the initial medical documentation, the Wellness Coordinator will advise the employee of the date the next medical documentation, if any, is

required. It is the responsibility of the employee to ensure the medical documentation is submitted by the required date or to contact the Wellness Coordinator to discuss a reasonable extension.

- 5) When an employee is off work five (5) consecutive days or greater, reasonable follow up requests and reasonable periodic updates, may be required. Regular and ongoing communication with the Board's Wellness Coordinator will occur as appropriate. The Wellness Coordinator will determine the frequency of communication with the employee, within reason given the nature of illness and prognosis for recovery.
- 6) On occasion, the Board may require other types of medical documentation to support an employee's sick leave. This may include specific questions for a treating physician, an independent medical examination or a doctor-to-doctor consultation. Such requests will be in accordance with the collective agreement if the employee is a member of a union.
- 7) Where an employee does not meet the requirements outlined above, access to sick leave/STLDP will be suspended or denied following consultation with union representatives, if applicable.

6.0 Return to Work

An employee will return to work when their functional abilities permit, this may include a return to full hours/duties or return to work with accommodation.

- 1) The employee and Wellness Coordinator will maintain regular communication to review the employee's functional abilities and prognosis for recovery, as provided on the medical documentation. The employee is expected to participate in a gradual return to work/modified duties when such work is available and their functional abilities permit. Failure to participate may result in the suspension or denial of sick leave/STLDP, following consultation with the union representatives.
- 2) Upon receipt of updated medical documentation confirming an employee's ability to return to work the Wellness Coordinator will advise the supervisor and HR Officer of the return-to-work date, including any restrictions and limitations.
- 3) The supervisor or HR Officer will communicate with the long term occasional (LTO) employee who is filling the employee's position, if applicable. The employee will not communicate with the LTO regarding their return to work until that has occurred.
- 4) When an employee is returning to work following a long-term absence, a return-to-work meeting may occur. Relevant stakeholders, including but not limited to, the employee, the supervisor, the union representative (if the employee is a member of a union), and other Board staff may request a return-to-work meeting and may be required to attend. The purpose of this meeting will be to ensure all parties understand the employee's needs, address all workplace barriers, and share relevant information.
- 5) Should accommodation be required to facilitate a return to work, accommodation procedures will be followed (see [AP – 503 Workplace Accommodation](#)).

7.0 Long-Term Disability

Should an employee not be able to return to work and have access to a long-term disability benefit, the Board's Wellness Coordinator or designate will advise the employee of when they should apply and provide relevant information.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Disability 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 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 for reporting absences from work.

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

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting absences from work.
- Informing the Wellness Coordinator or designate by phone and/or e-mail of employees who are absent for five (5) consecutive days or greater.
- Maintaining regular contact and offering support to employees while they are absent from work to help ensure safe and timely return to work occurs.
- Approving leave requests and verifying absences in the automated absence reporting system in a timely fashion.
- Monitoring the progress of any employee returning to regular or modified duties following an injury or illness and routinely following-up with the worker and Wellness Coordinator to ensure that the worker is complying with any restrictions and or limitations that have been identified and that accommodations are in place.

- Arranging supply coverage if required as per the Accommodation or Return to Work Plan and submitting appropriate notification to Human Resource Services.

Staff are responsible for:

- Co-operating in his or her timely and safe return to work.
- Notifying their supervisor to advise of a planned absence from which is five (5) consecutive days or greater.
- Contacting the Board's Wellness coordinator to discuss next steps when an ongoing absence from work reaches five (5) days.
- Providing the required medical documentation on the dates set out within this Administrative Procedure.
- Attempting to have regular attendance at work, by taking an active and responsible role in their own health and rehabilitation, in attending scheduled therapy and follow-up medical appointments - with consideration to the hours of work and ability to schedule outside of work hours when possible per AP 506 - Reporting Absences from Work.
- Working safely within limitations and restrictions.
- Maintaining reasonable communication with the Wellness Coordinator.

The Wellness Coordinator is responsible for:

- Communicating with employees with respect to their requirements while on leave.
- Copying the Canadian Union of Public Employees (CUPE) on the initial communication when an employee begins a disability management process.
- Collecting and assessing information on abilities and limitations & restrictions in an effort to engage the employee in the return-to-work process.
- Evaluating and identifying any workplace barriers and providing strategies to resolve workplace barriers.
- Attempting to provide suitable employment that is available and consistent with the worker's functional abilities.
- Communicating with the Board, union and supervisor restrictions/limitations and timelines concerning the worker's return to work.
- Coordinating with the appropriate Human Resources Officer so that vacancies can be filled where required.
- Arranging for reimbursement of eligible expenses incurred by the employee for requested medical documentation.

Progress Indicators:

- Employees are returning to work following a long-term absence in a safe and timely manner.

- Employees are providing the required medical documentation when required consistently.
- The Wellness Coordinator is consistently aware of an employee's absence when they reach five (5) or more consecutive days.

Definitions:

- **Disability** - As per the Ontario Human Rights Code, a disability is defined as any of the following:
 - Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, including, but not limited to, diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impairment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
 - A condition of mental impairment or a developmental disability.
 - A learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
 - A mental disorder.
 - An injury or disability for which benefits were claimed or received under the Workplace Safety and Insurance Act.
- **Disability Management File** - An individual's file which contains confidential medical documentation related to an employee's disability. This file is kept separate from their personnel file and is secured within the Disability Management office.
- **LTO- Long term Occasional** - Long term supply assignment - in reference to assignment of a worker CUPE- 12 days or longer supply Teaching assignments 12 days or longer
- **Long-Term Absence** – Any absence which is 5 consecutive days or greater.
- **Medical Certificate** – The designated template for employees to provide medical information related to their absence greater than five (5) consecutive days.

References:

- [OECTA Medical Certificate](#)
[CUPE Medical Certificate](#)

- [Admin Medical Certificate](#)
- [AP503 Workplace Accommodation](#)
- [AP 506 - Reporting Absences](#)

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