

POLICY DEVELOPMENT COMMITTEE MEETING

JANUARY 21, 2025

Large Boardroom at 6:30 p.m.

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

Chairperson: Kathleen Tanguay

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

A. Call to Order

1. Opening Prayer Trustee Leahy
2. Land Acknowledgement Trustee Durst
3. Approval of Agenda
4. Declarations of Conflict of Interest
5. Approval of the Minutes of the Meeting on Tuesday, October 15, 2024 Page 3
6. Business Arising from the Minutes

B. Recommended Actions/Presentations

1. R.A. Revised Directional Policy - DP #500 - Employee Relations B.1.a) R.A. Page 9
Darren Kahler, Superintendent B.1.b) Report Page 10
B.1.c) D.P. Page 11
2. R.A. Revised Directional Policy - DP #800 - Healthy Schools B.2.a) R.A. Page 16
Darren Kahler, Superintendent B.2.b) Report Page 17
B.2.c) D.P. Page 18
3. R.A. Revised Directional Policy - DP #1000 - Parent/Guardian and
Community Relations B.3.a) R.A. Page 23
Jeannie Armstrong, Superintendent B.3.b) Report Page 24
B.3.c) D.P. Page 26
4. Administrative Procedure #1301 Student Eligibility Presentation B.4.a) Report Page 33
Sean Heuchert, Superintendent B.4.b) A.P. Page 35

C. Information Items

1. Administrative Procedures:

C.1.a) R.A. Page 44

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

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

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

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

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

D. New Business

E. Next Meeting

1. Policy Development Committee meetings for 2024-2025:

- Tuesday, April 8, 2025, 6:30 p.m.
- Tuesday, June 17, 2025, 6:30 p.m.

F. Conclusion

1. Closing Prayer Trustee Connolly
2. Adjournment

The Minutes of the Policy Development Committee meeting held on Tuesday, October 15, 2024 at 6:30 p.m. in the Large Boardroom and by Google meet (*)

PRESENT

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

Absent/Regrets:

Administration: Director O'Sullivan, Superintendent Di Ianni, Superintendent Heuchert, Superintendent Kahler, Superintendent Selby, Galen Eagle (Communications Manager)(*).

Guests:

Recorder: Mrs. Sarah Barker.

A. Call to Order

Trustee Durst attended the meeting online. The committee was in agreement that Trustee Leahy act as Chair for this meeting only.

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

1. Opening Prayer

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

2. Land Acknowledgment

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

3. Approval of Agenda

Motion: Moved by Trustee Tanguay, seconded by Trustee Martin, that the Policy Development Committee accept the Agenda.

Carried.

4. Declarations of Conflicts of Interest

Board Chairperson MacKenzie declared a conflict arising from C.2.d) Administrative Procedure #909 - Code of Conduct.

Trustee Connolly declared his son is a teacher with PVNC Catholic.

5. Approval of the Minutes of the Policy Development Committee on Tuesday, June 4, 2024.

Motion: Moved by Trustee Martin, seconded by Trustee Durst, that the Policy Development Committee minutes from Tuesday, June 4, 2024 be accepted.

Carried.

6. Business Arising from the Minutes

Trustee Mary Ann Martin requested to change the name of Administrative Procedure 209 - Opening and Blessing of New Schools and New Additions. It was suggested to rename this AP to Administrative Procedure 209 - Blessing and Opening of New Schools and New Additions. This Administrative Procedure is on schedule to be reviewed in October 2026, but it has been requested to bring this change to the January 21, 2025 meeting.

B. Recommended Actions/Presentations:

1. R.A. Revised Directional Policy - DP #200 - Catholic Education

Julie Selby, Superintendent, discussed the changes made to Directional Policy #200 - Catholic Education. Some additions included updates to the promise to Catholic education, equity and the importance of the home-school-parish triad. These changes were made to align with the 2021-2025 Multi-Year Strategic Plan. Updates were made to the responsibilities sections to be consistent with other recent Directional Policy updates. There was a suggestion to make a change to the order of paragraphs for continuity, which was accepted.

Motion: Moved by Board Chairperson Mackenzie, seconded by Trustee Tanguay, that the Policy Development Committee recommend to the Board that the revised Directional Policy #200, Catholic Education, be received and posted under the Policy and Procedures for PVNCCDSB.

Carried.

C. Information Items

1. Administrative Procedures:

- C.1.a) Administrative Procedure #208 - Catholic Family Life Education Program
- C.1.b) Administrative Procedure #514 - Reporting to Work on Inclement Weather Days
- C.1.c) Administrative Procedure #814 - Critical Injury/Fatality Reporting
- C.1.d) Administrative Procedure # 911 - Mandated Alternate Educational Settings
- C.1.e) Administrative Procedure #1001 - Addressing Parental and Public Concerns
- C.1.f) Administrative Procedure #1203 - Ontario Student Record (OSR) Management

There was a request to further discuss C.1.e) Administrative Procedure #1001 - Addressing Parental and Public Concerns, regarding adding information on how parents would make a delegation to the Board for unresolved issues at the school level.

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

Carried.

C.1.a) Administrative Procedure #208 - Catholic Family Life Education Program

That Administrative Procedure #208, Catholic Family Life Education Program, be received and posted as revised under Directional Policy #200, Catholic Education.

C.1.b) Administrative Procedure #514 - Reporting to Work on Inclement Weather Days

That Administrative Procedure #514, Reporting to Work on Inclement Weather Days be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.c) Administrative Procedure #814 - Critical Injury/Fatality Reporting

That Administrative Procedure #814, Critical Injury/Fatality Reporting, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.d) Administrative Procedure # 911 - Mandated Alternate Educational Settings

That Administrative Procedure #911, Mandated Alternate Educational Settings, be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.

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

That Administrative Procedure #1203, Ontario Student Record (OSR) Management, be received and posted as revised under Directional Policy #1200, Records and Information.

It was discussed that AP #1001 - Addressing Parental and Public Concerns, was geared towards parent steps for classroom issues. Delegations to the board are geared for governance issues that require to be brought forward to the Trustees. The committee was reminded that not all delegations are approved to go to the board, and parents should be aware of all their options. It was decided AP #106 - Delegation to the Board and/or Committee Meetings would be added as a link in AP #1001 - Addressing Parental and Public Concerns.

Motion: Moved by Trustee Tanguay, seconded by Trustee Connolly, that the Policy Development Committee recommend to the Board that item C.1.e) Administrative Procedure #1001 - Addressing Parental and Public Concerns, be received and posted as presented.

Carried.

C.1.e) Administrative Procedure #1001 - Addressing Parental and Public Concerns

That Administrative Procedure #1001, Addressing Parental and Public Concerns, be received and posted as revised under Directional Policy #1000, Parent and Community Relations.

2. Review of Administrative Procedures affected by Policy/Program Memorandum (PPM) No.128. Provincial Code of Conduct and School Board Codes of Conduct to restrict cell phones and vapes in schools:

C.2.a) Administrative Procedure #313 - Student Acceptable Use of Technology

C.2.b) Administrative Procedure #314 - Personal Device Network Access

C.2.c) Administrative Procedure #516 - Use of Electronic Communications and Social Media

C.2.d) Administrative Procedure #909 - Code of Conduct

C.2.e) Administrative Procedure #912 - Supporting Positive Student
Behaviour: Safety for All

These Administrative Procedures were listed as information items to be recorded in the minutes. They were reviewed on the June 25th, 2024 board meeting, to ensure they aligned with PPM 128 timeline.

D. Next Meeting:

1. Policy Development Committee meetings for 2024-2025:
 - Tuesday, January 21, 2025, 6:30 p.m.
 - Tuesday, April 8, 2025, 6:30 p.m.
 - Tuesday, June 17, 2025, 6:30 p.m.

E. Conclusion

1. Closing Prayer

Trustee Durst led the committee in closing prayer.

2. Adjournment

Motion: Moved by Trustee Tanguay, seconded by Trustee Connolly,
that the Policy Development Committee meeting be adjourned at 7:08 p.m.

Carried.

Trustee Leahy
Acting Committee Chairperson
/sb

Sean Heuchert
Superintendent of Business
and Finance



B.1.a)

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to ensure equity
and well-being.*

Policy Development Committee:

Recommended Action:

That the Policy Development Committee recommend to the Board that the revised Directional Policy #500, Employee Relations, be received and posted under the Policy and Procedures for PVNCCDSB.

Directional Policy Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Darren Kahler, Superintendent of HR

Subject: **Directional Policy 500 - Employee Relations**

Background:

Directional Policy 500: Employee Relations, is being reviewed as part of the customary Policy Development cycle. Consultation of this Directional Policy was conducted through the Engage platform and with our union partners.

Summary of Draft Directional Policy:

The key changes to this Directional Policy include:

- Revised responsibilities of Trustees to align with other recently approved Directional Policies
- Revised responsibilities of the Director of Education to align with other recently approved Directional Policies
- Updated Superintendent of Human Resource Services responsibilities - more collaborative language

Attachments:

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

B.1.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
Employee Relations	500

Title of Directional Policy:

Employee Relations

Date Approved:

January 21, 2025

Projected Review Date:

2030

Policy:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) values the relationship with each employee as we strive together to support our vision for creating a culture of faith, hope and love to ensure equity and well-being. PVNC Catholic welcomes and appreciates the engagement, ideas, perspectives and contributions that come from our employees and their positive impact on student achievement and well-being. PVNC Catholic respects its duty to ensure public trust and confidence are maintained and enhanced through the actions and conduct of all its employees. PVNC Catholic will ensure that all employees act in the best interest of the students they serve as they conduct themselves and perform their duties with integrity and professionalism in light of our Catholic faith.

All people are created equal, in the image of God, each with inimitable characteristics deserving of dignity. PVNC Catholic acknowledges that the foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. Discrimination and oppression are incompatible with Catholic moral principles and the Ontario Human Rights Code.

PVNC Catholic is committed to ensuring all employees are given equal opportunities, regardless of their background or identity, and that they are treated fairly in the workplace. The Board recognizes systemic inequities that operate through biases, discrimination and oppression – all of which function as barriers that students, employees, parents/guardians, caregivers and community groups experience. The Board is committed to achieving equitable and inclusive learning and working environments.

Purpose:

The purpose of the Employee Relations Policy is to create a shared understanding of the expectations the Board has with respect to employees' conduct in their professional and personal lives as it relates to public trust and confidence and how employees will be treated. Administrative Procedures that articulate the expectations and requirements the Board has of its employees are intended outcomes of this policy. The administrative procedures and practices that emerge from this policy will clearly identify the Board's requirements regarding conflicts of interest, election to public office, criminal offences, attendance support, reporting absences, disability management, acceptable uses of technology, performance management and other employee relations matters

Alignment with Multi-Year Strategic Plan:

The Healthy Schools and Workplaces Directional Policy supports the vision and mission to accompany our students as we strive for excellence in Catholic education under the Strategic Plan, Vision and Mission. In particular, this policy most directly relates to the following priorities:

- Valuing relationships to empower our students and staff as we work together to realize the great promise of Catholic Education;
- Maximizing resources to maintain public trust and ensure a fiscally responsible Catholic school system founded on equity, transparency, accountability, risk management and sustainable priorities;
- Nurturing mental health and well-being to create healthy environments in which we work, learn and teach, understanding that we have to be well in order to learn, to teach, to lead, to support and fulfill the demands of each of our roles.

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

Responsibilities:

The Board of Trustees is responsible for:

- Assigning responsibility to the Director of Education for operationalizing and managing the Employee Relations Policy and associated administrative procedures.
- Monitoring and holding the Director of Education accountable respecting the adherence, implementation and operational details of the Employee Relations Directional Policy.
- Establishing the parameters to which the implementation of the Employee Relations Directional Policy and resulting Administrative Procedures will apply.

The Director of Education is responsible for:

- Providing leadership regarding adherence, implementation and operational details in the Employee Relations Directional Policy and associated administrative procedures.
- Providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Employee Relations Directional 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.

Superintendent of Human Resources is responsible for:

- Working in collaboration with the senior team, managers, and all employee groups in the development of administrative procedures and practices to support the Employee Relations Policy.
- Ensuring all employees of the Board are aware of the Employee Relations Policy and where to access it and the relevant administrative procedures.
- Collaborating with Unions and/or Associations that represent employees of the Board so that all parties can understand the expectations outlined in the Employee Relations Policy and relevant administrative procedures.

Superintendents are responsible for:

- Providing leadership and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Employee Relations Policy.
- Working collaboratively with Human Resource Services to develop administrative procedures and practices that align with the Employee Relations Policy.

- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures.

Managers are responsible for:

- Providing leadership, management and support for the members of their department in their knowledge, understanding, and implementation of the Employee Relations Policy.
- Working collaboratively with Human Resource Services to develop administrative procedures that align with the Employee Relations Policy.
- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures.

Communications Services is responsible for:

- Working collaboratively with Human Resource Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Employee Relations Policy to support its effective implementation.

Principals are responsible for:

- Providing leadership, management and support for the members of their school communities in their knowledge, understanding, and implementation of the Employee Relations Policy.
- Ensuring employees whom they supervise meet the requirements of the Employee Relations Policy and related administrative procedures

All Employees are responsible for:

- Being proactive in building their knowledge and understanding of the Employee Relations Policy as it relates to their role with the PVNC Catholic District School Board.
- Adhering to the administrative procedures and practices that support the Employee Relations Policy.

Progress Indicators:

- All employees are aware of the Employee Relations Policy and the requirements of the related administrative procedures.
- Employees of the PVNC Catholic District School Board are following the defined expectations and acting with integrity and professionalism in light of our Catholic faith.
- Public confidence and trust is maintained and enhanced.

References:

- [PVNC Catholic District School Board Strategic Plan, Mission and Vision](#)
- [Education Act, RSO 1990, c. E.2](#)
- [DP 700 Equity and Inclusive Education](#)
- [Ontario Human Rights Code](#)



B.2.a)

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Policy Development Committee:

Recommended Action:

That the Policy Development Committee recommend to the Board that the revised Directional Policy #800, Healthy Schools, be received and posted under the Policy and Procedures for PVNCCDSB.

Directional Policy Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Darren Kahler, Superintendent of HR

Subject: **Directional Policy 800 - Healthy Schools and Workplaces**

Background:

This Directional Policy is up for review on the regular review cycle. Consultation of this Directional Policy was conducted through the Engage platform and with our union partners.

Summary of Draft Directional Policy:

The key changes to this Directional Policy include:

- Deleted third paragraph under policy
- Under Purpose - paragraph 2- changed wording to “derived from”
- Under Purpose - paragraph 3 - reworded to more closely reflect the APs that fall under the Healthy Schools & Workplaces Directional Policy
- Revised Trustee responsibilities to align with other recently approved Directional Policies
- Under Resources - removed links to Excellence Canada, Ontario Student Trustees’ Association (OSTA-AECO): Charter of Rights: Mental Health and Well-Being, and Policy Statement Cannabis and the Human Rights Code
- Under Resources - replaced Mind Body Spirit: Be Well – PVNCCDSB Strategy for Mental Health & Well-Being with Be Well Portal

Attachments:

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

B.2.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
Healthy School and Workplaces	800

Title of Directional Policy:

Healthy Schools and Workplaces

Date Approved:

January 21, 2025

Projected Review Date:

2030

Policy:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC Catholic) prioritizes the achievement and well-being of all students and staff in learning and work environments that are anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations.

The Board recognizes that the health and well-being of our students and staff is foundational to their success. A healthy environment involves being respectful of one another's social, emotional, spiritual and physical well-being. We all have a collective responsibility to create healthy learning and work environments that contribute to lifelong learning and that enable every individual at PVNC Catholic to reach their God-given potential. We work with our community partners, such as our parishes, public health, provincial health organizations, local municipalities, local social service agencies and local health charities, to promote staff and student achievement and well-being.

Purpose:

The purpose of the Healthy Schools and Workplaces Directional Policy is to create a shared understanding and systematic approach to the implementation of Administrative Procedures, protocols, and guidelines related to ensuring healthy schools and workplaces for students and staff respectively.

This Directional Policy responds to legislative requirements for school boards in the areas of health and safety, derived from the Occupational Health and Safety Act, Rowan's Law, PPM 161, PPM 150, the Education Act, etc.

This Directional policy, and its accompanying Administrative Procedures, protocols, and guidelines, will provide guidance when addressing medical conditions, student and staff health & safety, accessibility and wellness.

Alignment with Multi-Year Strategic Plan:

The Healthy Schools and Workplaces Directional Policy supports the vision and mission to accompany our students as we strive for excellence in Catholic education under the Strategic Plan, Vision and Mission. In particular, this policy most directly relates to the priority of nurturing mental health and well-being to create healthy environments in which we work, learn and teach, understanding that we have to be well in order to learn, to teach, to lead, to support and fulfill the demands of each of our roles.

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

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

- Assigning responsibility to the Director of Education for operationalizing and managing the Healthy Schools and Workplaces Directional Policy and associated administrative procedures.
- Monitoring and holding the Director of Education accountable respecting the adherence, implementation and operational details of the Healthy Schools and Workplaces Directional Policy.
- Establishing the parameters to which the implementation of the Healthy Schools and Workplaces Directional Policy and resulting Administrative Procedures will apply.

The Director of Education is responsible for:

- Providing leadership regarding adherence, implementation and operational details in the Healthy Schools and Workplaces Directional Policy and associated administrative procedures.
- Providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Healthy Schools and Workplaces Directional 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.

Superintendent of Human Resources is responsible for:

- Working in collaboration with the senior team, managers, and all employee groups in the development of administrative procedures and practices to support the Healthy Schools and Workplaces Directional Policy.
- Ensuring all employees of the Board are aware of the Healthy Schools and Workplaces Directional Policy and where to access it and the relevant administrative procedures.
- Ensuring the Unions and/or Associations that represent employees of the Board understand the expectations outlined in the Healthy Schools and Workplaces Directional Policy and relevant administrative procedures.

Superintendents are responsible for:

- Providing leadership and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Healthy Schools and Workplaces Directional Policy.
- Working collaboratively with Human Resource Services to develop administrative procedures and practices that align with the Healthy Schools and Workplaces Directional Policy.
- Ensuring employees whom they supervise meet the requirements of the Healthy Schools and Workplaces Directional Policy and related administrative procedures.

Managers are responsible for:

- Providing leadership, management and support for the members of their department in their knowledge, understanding, and implementation of the Healthy Schools and Workplaces Directional Policy.
- Working collaboratively with Human Resource Services to develop administrative procedures that align with the Healthy Schools and Workplaces Directional Policy.

- Ensuring employees whom they supervise meet the requirements of the Healthy Schools and Workplaces Directional Policy and related administrative procedures.

Communications Services is responsible for:

- Working collaboratively with Human Resource Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Healthy Schools and Workplaces Directional Policy to support its effective implementation.

Principals and Vice Principals are responsible for:

- Providing leadership, management and support for the members of their school communities in their knowledge, understanding, and implementation of the Healthy Schools and Workplaces Directional Policy.
- Ensuring employees whom they supervise meet the requirements of the Healthy Schools and Workplaces Directional Policy and related administrative procedures
- Proactively supporting the mental health and well-being of all students and staff

All Employees are responsible for:

- Being proactive in building their knowledge and understanding of the Healthy Schools and Workplaces Directional Policy as it relates to their role with the PVNC Catholic District School Board.
- Adhering to the administrative procedures and practices that support the Healthy Schools and Workplaces Directional Policy.

Progress Indicators:

- All employees are aware of the Healthy Schools and Workplaces Directional Policy and the requirements of the related administrative procedures, protocols, and guidelines.
- Employees of the Board are complying with the expectations and acting with integrity and professionalism and in light of our Catholic faith.
- PVNC schools and places of work are responsive to legislative requirements, and implement proactive strategies to ensure the health and safety of staff and students.
- Public confidence and trust is maintained and enhanced.

Definitions:

- Wellness/Well-Being - Wellness/well-being involves maintaining a balance between physical, mental, spiritual and/or social resources and challenges. It is

the optimal state of health of individuals and groups. There are two focal aspects: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually and economically, and the fulfillment of one's role expectations in the family, community, workplace and other settings (adapted from World Health Organization, 2006, and Dodge, Daly, Huyton, and Sanders, 2012).

References:

- [PVNC Catholic District School Board Vision and Strategic Priorities](#)
- [Education Act, RSO 1990, c. E.2](#)
- [Occupational Health and Safety Act](#)
- [PPM 161: Supporting Children and Students with Prevalent Medical Conditions in Schools](#)
- [PPM 150 School Food and Beverage Policy](#)
- [Rowan's Law \(Concussion Safety\) 2018](#)
- [Foundations for a Healthy School: Promoting Well-being is Part of Ontario's Achieving Excellence Vision](#)
- [Mental Health Commission of Canada](#)
- [Being Well - Portal](#)
- [Ontario Physical Education Safety Guidelines](#)
- [Promoting Well-Being in Ontario's Education System](#)
- [Standard for Psychological Health and Safety in the Workplace](#)
- [World Health Organization](#)



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B.3.a)

Policy Development Committee:

Recommended Action:

That the Policy Development Committee recommend to the Board that the revised Directional Policy #1000, Parent/Guardian and Community Relations, be received and posted under the Policy and Procedures for PVNCCDSB.

Directional Policy Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Jeannie Armstrong, Superintendent of Learning

Subject: Update to DP 1000 to align with PPM 170

Background: The Policy/Program Memorandum 170 (PPM 170), *School board communication with parents* requires school boards to provide parents with information to support their active engagement in their child's education. The Ministry of Education's May 13, 2024, memo, entitled, "Strengthening Academic Achievement and Transparency," contains direction pertaining to the communication and transparency requirement.

Effective at the start of the 2024-25 school year, to support increased transparency for parents and guardians, the ministry will require schools to provide detailed notice in advance to parents and guardians whenever guest speakers are invited into their schools, along with sharing details of any handout materials, give-aways, or literature. This policy is designed to respond to parents who feel that communication between schools and homes is not robust enough, with information often being shared with families only after parents inquire. The government believes strongly that all guest speakers must directly connect with the Ontario curriculum.

To further support this endeavour, the ministry requires boards to formalize direction to schools regarding communication with parents by including this direction in policy.



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Summary of Draft Directional Policy:

The key changes to this Directional Policy include:

Under Principal/Vice-Principal responsibilities, an additional responsibility noted, namely:

- providing specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities take place. This information shall be shared via established school communication tools (e.g., school website) to ensure transparency in communication.
- Added **Guest Speaker** to definition: A *guest speaker* in the context of schools refers to an individual who is invited to present or speak to students, staff, or the school community on a specific topic or area of expertise. Guest speakers are not regular staff or clergy associated with the school, nor are they professionals (e.g., public health nurses) acting under their mandated role within the education or public health system. Guest speakers typically represent external organizations, provide supplemental insights connected to the curriculum or school programs, or deliver specialized presentations designed to enrich the educational experience.
- Added PPM 170 as reference.

Attachments:

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

B.3.c)



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	Policy Number
Parent/Guardian and Community Relations	1000

Title of Directional Policy:

Parent/Guardian and Community Relations

Date Approved:

January 21, 2025

Projected Review Date:

2029

Policy:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board (PVNC Catholic) values parent/guardian, family, parish and community engagement in Catholic education and the positive impact it has on student achievement and well being. Parent/guardian, family, parish and community engagement is a collective responsibility.

Parents/guardians and families play an integral role in supporting student learning both in the home and by making valuable contributions to classrooms and schools. The Board welcomes and appreciates the ideas, perspectives and contributions that come from these partnerships. Their collective input informs Board policies, practices and planning processes.

Parent/guardians, families, parishes and community members are engaged with the Board in a variety of ways; these include the central Board committees, Catholic school councils, student councils, and many other working groups, agencies and community partnerships, including community experiential learning program partnerships, which are important components of the Board's operations.

The PVNC Catholic recognizes the need to be proactive, equitable, inclusive and innovative by using diverse strategies to attract input from all partners and to facilitate engagement in support of student achievement and well-being.

Purpose:

The Parent/Guardian and Community Relations Directional Policy supports the [Ministry of Education's Parent Engagement Policy for Ontario Schools](#), and thereby the development of positive relationships among students, staff, parents/guardians, parish and community members by promoting engagement in Catholic education.

The goals of the Parent Engagement Policy for Ontario Schools are:

- making schools and the school system accessible and welcoming to parents and other members of the community;
- making sure the public has open access to relevant information about educational policies, programs, and services;
- encouraging meaningful opportunities for input into decision-making at the school and Board level;
- ensuring that community partnerships are nurtured in order to facilitate and coordinate the service of experiential learning opportunities for students.

Alignment with Multi-Year Strategic Plan:

The Parent/Guardian and Community Relations Directional Policy supports the vision and mission to accompany our students as we strive for excellence in Catholic education under the [Strategic Plan, Vision and Mission](#). In particular, this policy most directly relates to the following priorities:

- valuing relationships through connections between the home, school, parish and community and providing outreach and seeing the face of God in each person we serve;
- ensuring equity to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship;
- nurturing mental health and well-being by strengthening parent/guardian engagement in student learning.

Responsibilities:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support parent/guardian and community relations in a Catholic learning community supported by the Multi-Year Strategic Plan;
- reviewing and considering for approval the Parent/Guardian and Community Relations Directional Policy recommended for consideration by the Policy Development Committee;
- understanding and communicating with members of the community the content of the Parent/Guardian and Community Relations Directional Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Parent/Guardian and Community Relations Directional Policy;
- monitoring and holding the Director of Education accountable for the implementation and operational details of the Parent/Guardian and Community Relations Directional Policy;
- serve as a conduit for community views and ideas that support the Board's mission, vision, and values.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Parent/Guardian and Community Relations Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Parent/Guardian and Community Relations Policy;
- promoting parent/guardian, family, parish, staff and community engagement.

The Superintendents are responsible for:

- promoting parent/guardian, family, parish, staff and community engagement;
- supporting the implementation of the Parent/Guardian and Community Relations Directional Policy.

Principals, Managers and Supervisors are responsible for:

- providing leadership to ensure the effective implementation of the Parent/Guardian and Community Relations Directional Policy;

- supporting staff in understanding and implementing effective parent/guardian, family, parish and community engagement that supports student achievement and well-being, which includes that all parents/guardians:
 - are welcomed, respected and valued by the school community as partners in their children's learning and development;
 - have opportunities to be involved in the educational community to support student success;
 - are engaged with other educational partners through ongoing communication, dialogue and timely feedback, to support a positive learning environment at home and at school;
 - are supported with the information and tools necessary to participate in school life.
- identifying and removing barriers to parent/guardian engagement that may prevent some parents/guardians from fully participating in their children's learning;
- creating processes to seek diverse voices of our students and their communities;
- reviewing and expanding communication and outreach strategies to share information and strategies related to supporting learning at home and parent/guardian engagement in schools.
- providing specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities take place. This information shall be shared via established school communication tools (e.g., school website) to ensure transparency in communication.

Staff Members are responsible for:

- knowing and understanding the Parent/Guardian and Community Relations Directional Policy;
- fostering a commitment to parent/guardian, family, parish and community engagement; and
- supporting and implementing strategies that enhance engagement by parents/guardians, family, parishes and the community to support student achievement and well-being, including:
 - fostering and sustaining a positive, welcoming school climate in which all

- parent/guardian perspectives are encouraged, valued and heard;
- identifying and removing barriers to parent/guardian engagement that may prevent some parents/guardians from fully participating in their children's learning and reflecting the diversity of our students and communities;
- providing parents/guardians with the knowledge, skills and tools they need to support student learning at home and at school.

Students are responsible for:

- fostering a commitment to parent/guardian, family, parish and community engagement; and
- supporting the engagement of their families and community in their achievement and well-being.

Parent(s)/Guardian(s) are responsible for:

- supporting parent/guardian, family, parish and community engagement; and understanding that they have an important role in fostering parent/guardian, family, parish and community engagement;
- fostering and developing relationships and partnerships with the PVNC Catholic District School Board to support student achievement and well-being, including:
 - having productive conversations with teachers so that there is clear communication between the school and the home;
 - becoming involved in school activities and, where possible, volunteering to help with school events, trips and other activities;
 - supporting what students are learning in school and to make learning an important part of the day.

Progress Indicators:

- Catholic School Community Profiles reflect parent/guardian and community relations as strengths of the school communities;
- Bi-annual School Climate Surveys reflect the voices of parents/guardians in each school community.
- Student census.

According to Ontario's Vision for Parent Engagement, students are supported and inspired to learn in a culture of high expectations in which parents:

- are respected, welcomed and valued by the school community as partners in their children's learning and development;
- have opportunities to be involved, and also a full range of choice about how to be involved, in the educational community to support student success;
- are engaged through ongoing communication and dialogue with other educational partners to support a positive learning environment at home and at school;
- are supported with the information and the tools necessary to participate in school life.

Definitions:

Parent/Guardian, Family and Community Engagement

Parent/Guardian, Family and Community Engagement refers to the interdependent relationships and partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy. Parent/guardian, family, and community engagement also refers to engaging people at various levels within the organization and the community. This can occur in a variety of contexts; at home, in the community, in the classroom, at school, within families of schools, and at the Board. This engagement also supports the development of strategic, cooperative, collaborative partnerships with parents/guardians, communities, agencies, businesses, and others.

Guest Speaker

A guest speaker in the context of schools refers to an individual who is invited to present or speak to students, staff, or the school community on a specific topic or area of expertise. Guest speakers are not regular staff or clergy associated with the school, nor are they professionals (e.g., public health nurses) acting under their mandated role within the education or public health system. Guest speakers typically represent external organizations, provide supplemental insights connected to the curriculum or school programs, or deliver specialized presentations designed to enrich the educational experience.

References:

[Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities](#). Ontario Education Services Corporation, 2022-2026.

[Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#)

[Ontario's code of conduct for the education sector: parent's guide Policy/Program Memorandum 170](#)

Related Administrative Procedures:

[AP 1003 - Catholic School Council](#)

[AP 1004 - Catholic Parent Engagement Committee](#)

[AP 1001 - Addressing Parental and Public Concerns](#)

[AP 1005 - Volunteers in Our Schools](#)

[DP 700 - Equity and Inclusive Education](#)

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Sean Heuchert, Superintendent

Subject: AP 1301 - Student Eligibility

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

Distance for eligibility is measured from the closest perimeter edge of the residential property to the closest perimeter edge of the school property based on the shortest route on the road network and including municipal walkways. Below are the current eligibility distances for students walking to school, and students walking to the bus stop, for PVNC Catholic DSB, Kawartha Pine Ridge DSB and Trillium Lakelands DSB.

Walk to School

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 (STSCO/TLDSB) (by publicly maintained road and/or walkway) from the school that the primary residence is within the catchment area for:

Grade	TLDSB	PVNCCDSB	KPRDSB
Kindergarten	1.6 km	1.0 km	1.0 km
1-3	1.6 km	1.0 km	1.6 km
4-8	1.6 km	1.6 km	1.6 km
9-12	3.2 km	3.2 km	3.2 km

Walk to Stop

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:

Grade	TLDSB	PVNCCDSB	KPRDSB
K-8	0.8 km	1.0 km	1.0 km
9-12	1.6 km	1.6 km	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.

Attachments:

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

B.4.b)



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

Title of Administrative Procedure:

Student Eligibility

Date Approved:

May 12, 2021

Projected Review Date:

2026

Directional Policy Alignment:**Alignment with Multi-Year Strategic Plan:**

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



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

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

LEARN

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

LEAD

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

SERVE

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

Action Required:

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

This Procedure provides guidance with respect to:

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

Transportation to Specialized Programs

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

Transportation for students enrolled in French Immersion Programs

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

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

Transportation to and from Childcare

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

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

Temporary Transportation for Medical Reasons

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

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

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

Temporary Transportation due to Compassionate Family Medical Reasons

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

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

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

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

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

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

Transportation for Out-of-Boundary Students

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

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

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

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

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

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

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

Eligibility Distances for Transportation

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

Kindergarten (Y1 & Y2)	1.0 km
Grades 1-3	1.0 km
Grades 4-8	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/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](#)

Policy Development Committee:

Administrative Procedures:

Recommended Action:

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

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

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

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

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

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

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

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

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

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

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

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Julie Selby, Superintendent of Learning

Subject: AP 305 - Out of School Activities

Background: Although this Administrative Procedure recently underwent an extensive overhaul, a few more explicit pieces of information have been added to this AP in light of recent concerns that have arisen. Given the scope of this Administrative Procedure, it will remain within its original review cycle of 2028.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

1. Addition of clarification that a Category 2 form must be completed for all athletic events. Section: 2 (b)
2. Addition of clarification that it is the Superintendent of Business or designate who reviews the contract wording requesting a Certificate of Insurance. Section: 2 (b)
3. Addition of clarification that splash pads do not require a swim test. Section: 4 (a)
4. Addition of reference to process for all itinerary changes for Category 3 trips. Section: 5 (c)
5. Addition of reference to process for all itinerary changes for Category 4 & 5 trips. Section: 5 (d) and Principal and Vice Principal Responsibilities
6. Addition of reference to the necessity of ensuring accessibility and equity for all in terms of the pre-inspection of a site for a potential excursion. Section: 11 (c)
7. Reference to volunteer supervisors for Category 2 trips as immediate family members. Section: 11 (f)

8. Stipulation that volunteer supervisors who are not staff members may not attend Category 3, 4 or 5 excursions, except in extenuating circumstances and with permission of the FOS Superintendent. Section: 11 (f)
9. Addition of reference to staff from each school attending as supervisors when schools combine trips. Section: Principal and Vice Principal Responsibilities
10. Addition of clarification that minimum supervision ratios do not apply to athletic events. Section 11 (h)
11. Change from “Adult Supervisors” to “Staff Supervisors” on Category 3, 4, and 5 supervision ratio charts. Section 11 (h)
12. Removal of reference to particular reasons the Director of Education might cancel an excursion, to encompass any reason. Section: Responsibilities
13. Omission of “with the exception of regularly scheduled athletics” from the Category 2 approval form (Appendix D), as this is now required.
14. Change from “Adult Supervisors” to “Staff Supervisors” on Category 3, 4, and 5 appendices. Appendices: E, F and G

Attachments:

- [Draft Administrative Procedure for consideration.](#)
- [Appendix A-High-Care-Activities 2025 01 21](#)
- [Appendix B-Activities Not Approved 2025 01 21](#)
- [Appendix C-Chart-of-Out-of-School-Activities 2025 01 21](#)
- [Appendix D - LSS Category 2 FILLABLE 2025 01 21](#)
- [Appendix E - LSS Category 3 FILLABLE 2025 01 21](#)
- [Appendix F - LSS Category 4 FILLABLE 2025 01 21](#)
- [Appendix G - LSS Category 5 FILLABLE 2025 01 21](#)
- [Appendix H Out-of-School-Parental-Permission-Form-Category-2 2025 01 21](#)
- [Appendix I-Out-of-School-Parental-Permission-Form-Category-3 2025 01 21](#)
- [Appendix J-Informed-Consent-Form-Category-3-4-or-5-and-Category-2-if-engaging-in-High-Care-Activities 2025 01 21](#)
- [Appendix K-Release-Students-over-18-years 2025 01 21](#)
- [Appendix L - LSS Emergency Action Plan FILLABLE 2025 01 21](#)
- [Link to previous version of the Administrative Procedure.](#)



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Out of School Activities	305
Directional Policy	
300 - Student Achievement and Well-Being	

Title of Administrative Procedure:

Out of School Activities

Date Approved:

January 21, 2025

Projected Review Date:

2028

Directional Policy Alignment:

In alignment with 300 - Student Achievement and Well-Being. The Board recognizes the educational value for students and staff to participate in Out of School Activities. The Board encourages excursions and field trips as part of an enriching Catholic educational program for all students. Activities out of school provide students with experiential learning opportunities to discover diverse educational and natural environments, cultures, faiths, workplaces, and global perspectives. Field trips and excursions are valuable extensions of the curriculum and will be linked to the [Ontario Catholic School Graduate Expectations \(OCGEs\)](#). Out of School Activities provide opportunities for students to develop a life-long love of healthy living through participation in well-planned and well-managed excursions. At all times, leaders of Out of School Activities are expected to care for the students as a responsible and prudent parent would.

Alignment with Multi-Year Strategic Plan:

The Out of School Activities Administrative Procedure supports our Vision for 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.

Well-planned, experiential Out of School Activities develop the intellectual, spiritual, mental, physical, and emotional well-being of students in faith-filled, loving, safe, and inclusive learning environments. This Administrative Procedure supports the Board's [Strategic Plan: Building a Community that Accompanies](#) to inspire faith, nurture mental health and well-being, provide excellence in teaching and learning, and ensure equity.

Action Required:

1. Out of School Activities shall:
 - (a) Have a well-planned, definable purpose in line with our Catholic beliefs and linked to the Ontario Curriculum and the Board's vision;
 - (b) Be conducted in a safe and supervised manner and be carefully planned, conducted, and assessed in terms of educational benefits for students and in accordance with the Board's safety, emergency and supervision guidelines;
 - (c) Ensure that participation in Sunday Eucharist is part of the planned activity when students are away from home on Sundays, and include other faith development experiences (i.e., liturgical celebration or prayer reflection) where appropriate;
 - (d) Include appropriate accommodations for students with special needs, including an educational assistant, as required;
 - (e) Be planned with consideration given to the age of the students, distance of the activity from the school, associated costs to the students/families and ability for all to participate. Fees shall be calculated on a cost-recovery basis for excursions that are considered to be voluntary enhancements to the curriculum.
 - (f) Provide information and instruction on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must receive instruction on the importance of reporting symptoms related to a suspected concussion as required in [AP 324 - Concussion Protocol](#). Where applicable, students must also receive instruction on safety procedures related to environmental conditions and be made aware of ways to protect themselves (for example, sunburn, heat stroke).

2. Out of School Activities are classified into five categories:
 - (a) **Category 1 - Day Walking Trip**

Students may be taken on a walking trip off school property for a variety of educational or community activities throughout the school day. Staff must

inform the principal of the purpose and details of the trip. The principal shall be responsible for granting permission for the activity **prior to booking** the activity. Parents must be informed of the activity by the teacher in writing.

Staff will obtain parental consent for a series of specific walking excursions that are scheduled throughout the year via the Annual Consent Renewal - Walking Excursions as part of the Student Information Form sent home during the first week of school each year. If permission is not granted on this form, an additional permission form must be utilized.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, where the parish is within walking distance, schools will inform parents/guardians of the dates students will be walking to the parish for Mass.

(b) **Category 2** - One-day Out of School Activity Using Transportation

The principal will be responsible for granting permission for Category 2 activities. Staff must complete a [Category 2 Approval Form \(Appendix D\)](#) and submit it to the principal **prior to booking** the activity. This includes all athletic events.

An exception occurs with attendance at Mass, both in school and at the parish, which is part of the regular Catholic School program. All students will attend Mass. At the beginning of each school year, schools will inform parents/guardians of the dates that their children will be transported by bus to the parish for Mass.

Where a vendor is requesting a Certificate of Insurance from the Board as part of the contract/permit (i.e. ice skating), one may be obtained from the Board insurer via the Superintendent of Business or designate. Certificates of Insurance are provided by the Board insurer where they are a requirement as part of a contract/permit. The contract must be in the name of the Board and not the school. A copy of the wording regarding the insurance will need to be reviewed by the Superintendent of Business or designate in order to ensure the correct form of certificate is provided.

(c) **Category 3** - Overnight Out of School Activity

Staff will complete a [Category 3 Approval Form \(Appendix E\)](#) and submit it to the principal **prior to booking** the activity. The principal will approve the activity and submit a copy of the form to the superintendent of schools at least one month prior to the activity. Exceptions to these timeline requirements may be secondary school sports teams who have qualified for regional or provincial

tournaments or band/drama productions that have qualified for a provincial competition.

Category 3 excursions requiring hotel accommodations must be arranged through a registered Travel Agent who possesses a license used by the [Travel Industry Council of Ontario \(TICO\)](#) as per the [Travel Industry Act \(2002\)](#).

All overnight Out of School Activities using a pre-approved provider will be considered as a Category 3 excursion, and then follow the same approval process.

(d) **Category 4** – Overnight Wilderness Canoe-Tripping anywhere in Canada

Wilderness Canoe or Kayak Tripping is defined as traveling in groups by canoe/kayak through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight.

Elementary School canoe-tripping excursions will not be approved.

The Board of Trustees shall be responsible for the approval of Category 4 Out of School Activities. A [Category 4 Approval Form \(Appendix F\)](#) must be submitted to the Family of Schools superintendent **prior to booking** the trip and a minimum of 4 months in advance.

For all trips, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

(e) **Category 5** - Travel Outside of Canada or Travel requiring Commercial Flights

The Board shall be responsible for the approval of Category 5 Out of School Activities. A [Category 5 Approval Form \(Appendix G\)](#) must be submitted to the Family of Schools superintendent **prior to booking** the trip and when possible, at least one year in advance.

For all trips, at least one trip supervisor and a member of the school administration team must attend the Board meeting to provide further details as requested by the trustees before booking the trip.

Category 5 excursions requiring travel services such as hotel accommodations or air/bus transportation must be arranged through a registered Travel Agent who possesses a licence issued by the [Travel Industry Council of Ontario \(TICO\)](#) as per the [Travel Industry Act \(2002\)](#).

3. High Care Activities:

- (a) Health and safety shall be given the highest priority for students and staff when planning an Out of School Activity. Where an Out of School Activity includes a High Care Activity, the [consent form](#) will contain a section which describes the elements of risk for each high care activity the students may experience during the excursion.
- (b) High Care Activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking, or swimming; archery; climbing walls; tobogganing; cycling on major roadways; contact sports; skiing; and snowboarding. These activities may involve increased risk, require additional specific safety considerations and/or safety equipment, as listed in the [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#), or require special certifications or qualifications for supervision. See [Appendix A](#) for a list of High Care Activities.
- (c) All staff are instructed to refer to the [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#) when planning and supervising all High Care Out of School Activities.

High Care Activities may be in combination with any Out-of-School Activity, in any Category 1 to 5. Teachers, by signing the Out of School Activity application, indicate they have addressed the appropriate [OPHEA Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#) Guidelines.

- (d) Some level of injury risk is inherent in any activity. The Board uses the Risk Management Guidelines of the [Ontario School Board Insurance Exchange \(OSBIE\)](#) to assist in identifying and managing the risks of Out of School Activities. In order to mitigate the risk of injury, some activities such as whitewater rafting and skydiving, are not permitted. For a list of Risk Managed Activities which are not permitted under this Administrative Procedure, see [Appendix B](#).
- (e) Where Out of School Activities are part of the athletic (co-instructional) program, teachers are to follow the requirements outlined in the [OPHEA/OPASSE Elementary or Secondary Athletics Guidelines](#), in coordination with this procedure. The appropriate permission forms for participating in physical activity must be completed for both Elementary Students and Secondary Students, in addition to all other required forms. Students participating in athletic activities must sign the relevant [Elementary](#) or [Secondary](#) Athlete Participation Agreement form granting permission for regular season travel, as well as the [Informed Consent for Student Participation and Acknowledgment of Risks](#) Student athletes participating in any overnight

athletic events must receive specific permission from parents using the Category 3 Parent Permission form.

(f) Secondary School Sports (COSSA/OFSAA)

As soon as school teams are notified that they qualify for a COSSA or OFSAA event, Principals must submit the relevant Category 2 or 3 package, the COSSA or OFSAA host package, the [Athletic Emergency Action Plan](#) and relevant documents as outlined in the PVNCCDSB [Student Injury Prevention-Health and Physical Education Guidelines](#) to the FOS Superintendent for approval.

(g) Trips that do not have a clear educational purpose, do not reflect the Ontario curriculum, or cannot be adequately supervised, will not be considered or approved by the principal or superintendent.

(h) Given that some countries may have different safety standards than Ontario, extreme caution should be exercised before approving any High Care Activities on an international excursion.

4. High Care Activities Involving Water:

On Out of School excursions, water safety may be a concern, even if the general purpose of a trip does not involve students being in or on water. Even shallow water can present a danger. Water temperature, water current, watershed conditions and weather conditions can present significant risks. If there is any water in close proximity to the primary area of the excursion activities, this must be noted in the risk assessment portion of the parent permission form. For the purposes of excursions, close proximity to water is to be avoided if the activity does not involve water. If this proximity cannot be avoided, then supervision ratios must account for the possibility that students may access the water if not supervised appropriately, particularly on any overnight excursions. Parents/guardians must give written permission for their child to be involved in any activity that occurs on or near water, such as canoeing, kayaking and swimming; such permission must also include the completion of a swim test.

Students are not allowed to swim after sunset or before sunrise, and may only swim in designated areas while supervised.

Swimming in hotel pools is not permitted unless the required number of qualified lifeguards are supervising on site as outlined in the [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#), and the student has successfully passed a swim test prior to the excursion, within the year of the

excursion taking place. Non-swimmers are not allowed to go into the hotel pool or hot tub.

(a) **Category 1/Category 2 - Day Excursions**

For day excursions, such as stream studies, where water is present but students are not swimming, teachers will evaluate the water temperature, water current, water depth, watershed conditions and weather conditions to assess the risk. The teacher will then consult with the school principal to determine if the activity should proceed, and if extra supervision is required, and/or if students should be required to wear Personal Flotation Devices (PFDs).

For day excursions where water activities are the primary focus of the activity, including pools and water parks, a swim test is required on site. If a swim test cannot be conducted at the excursion site, then arrangements must be made by the school to conduct the swim test prior to arrival at the site. Splash pads do not require a swim test. Swimming in unsupervised bodies of waters (lakes, rivers, streams) is not allowed; exceptions for secondary outdoor education courses and co-curricular clubs must be approved by the principal.

Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) for recreational swims. During swim lessons, the PFD can be removed during instruction when the non-swimmer is under constant visual supervision by the instructor during learn-to-swim skill instruction and/or practice.

(b) **Category 3 - Overnight Out of School Activities**

For Out of School activities at an indoor facility, licensed camp or outdoor education facility (pre-approved or otherwise) where water activities are included as part of the program, a teacher must accompany students to the swimming area and be present at the swimming area during the activity. Supervising staff must ensure that the facility or camp has the appropriate number of qualified lifeguards on staff based on the number and skill of swimmers according to current [OPHEA/OPASSE Outdoor Education \(Swimming - Leisure - Camps\) Safety Guidelines](#) or [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#) who are present at the water during all water activities. An initial test of swimming ability must be done in shallow water (equal or less than 1.35m) prior to all water activities. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze

Medallion certification or higher. Results of swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal.

Identified non-swimmers and those who do not successfully complete the swim test, must wear a properly fastened Personal Flotation Device (PFD) or lifejacket when in, or near the water. Alternatively, where appropriate, any students who are not successful in passing the swim test, will be provided alternative activities for the duration of the excursion.

(c) **Category 4** - Overnight Wilderness Canoe-Tripping anywhere in Canada

When on a wilderness trip, all students must wear Personal Flotation Devices (PFDs) when in the water or on the water.

For all wilderness trips, students must successfully pass a swim test prior to the excursion. Swim tests will be conducted by a qualified lifeguard and at least one of the qualified teachers for the trip will be present. Swim test results will be communicated by the supervising teacher to the student, parents/guardians and the principal.

Students who do not pass the swim test are not permitted to go on the wilderness excursion. The swim test must be completed within the school year in which the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher.

(d) **Category 5** - Travel Outside of Canada or Travel requiring Commercial Flights

For Out of Country excursions where water activities (including swimming in hotel pools) are included as part of the program, a teacher must accompany students to the swimming area and be present at the swimming area during the activity.

Swimming in hotel pools is not permitted unless the required number of qualified lifeguards are supervising on site as outlined in the [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#), and the student has successfully passed a swim test prior to the excursion, within the year of the excursion taking place.

Results of swim tests will be communicated by the supervising teacher to the student, parents/guardians and principal. Non-swimmers are not permitted to go into the hotel pool or hot tub.

5.
 - (a) The principal shall be responsible for the approval of Category 1 and 2 Out of School Activities; the FOS Superintendent shall be responsible for the approval of Category 3, 4 and 5 Out of School Activities; and the Board shall be responsible for the approval of Category 4 and 5 excursions.
 - (b) For Category 5 trips, the principal shall ensure that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) are met.
 - (c) The principal shall inform the appropriate superintendent in writing of all overnight Category 3 Out of School Activities. High Care Activities shall not be added to trip itineraries after approval, unless the revised itinerary is brought forth and approved by the Superintendent. Other itinerary changes, whether initiated by the school or by the tour operator, shall be approved by the principal and FOS superintendent.
 - (d) The Board shall be responsible for the approval of Out of School Activities that involve travel outside of Canada, travel requiring flights and overnight wilderness trips in Canada. High Care Activities shall not be added to Category 4 & 5 trip itineraries after approval, unless the revised itinerary is brought forth and approved by the Board. Other Category 4 & 5 itinerary changes, whether initiated by the school or by the tour operator, shall be approved by the principal and FOS superintendent; trustees will be notified by the Director of Education.
 - (e) Where appropriate, schools can coordinate Out of School Activities to reduce costs and to support the participation of smaller schools. In multi-school trips, each participating school principal must submit a completed application package.
 - (f) Children, who are not students of the school, are not permitted to participate in Category 3, 4 or 5 Out of School Activities.
6.
 - (a) Students and parents must be provided with details of all expenses associated with the Out of School Activity along with the permission form. It should include total costs along with possible expenses that might be incurred while in attendance such as lunches, souvenirs, snacks, or added excursions.
 - (b) Costs associated with Out of School Activities which are an extension of the curriculum and not an optional trip may be subsidized by school budget, Catholic School Council funds, or fundraising efforts. Principals must be sensitive to the capabilities of families to pay prior to supporting Out of School Activities. In cases where financial hardship is suspected, staff will make whatever accommodation is required to support participation of all students in Category 1, 2 and 3 Out of School Activities.

7. (a) The Board requires that principals have the written consent of a parent or legal guardian prior to any student being granted permission to participate in an Out of School Activity. For Category 1 – Day Walking Trips, please refer to Section 2 (a). Students who have reached the age of consent (18) may sign their own permission forms.
- (b) For overnight Out of School Activities (Category 3, 4 or 5), school staff will conduct at least one information meeting for parents/guardians. Exceptions to the requirement for an information meeting may be secondary school sports teams who have qualified for regional or provincial championships, teams participating in regional or provincial tournaments, or band/drama productions participating in a provincial competition.

8. High Care Activity Excursion Providers

Organizations may become pre-approved providers for excursions and trips involving high-care activities by submitting the appropriate documentation regarding safety measures, certifications, and facilities, which must be in compliance with [OPHEA/OPASSE Safety Guidelines](#) for review to the Superintendent responsible for this portfolio. Excursions and trips using one of the pre-approved providers will be submitted under Category 2 (Day Trips) or 3 (Overnight Excursions) and will follow the process outlined in this administrative procedure for approval.

A pre-approved high care activity excursion provider must be considered, or reconsidered, by the Board of Trustees every five years. The excursion provider must submit an application package to the Health and Safety Officer and Superintendent responsible for this portfolio. Each provider is required to complete the [Pre-Approved Field Trip and Excursion Provider Application](#) and the comprehensive [Pre-Approved Field Trip and Excursion Provider Application Checklist](#), including proof of all required documentation.

If the high care activity excursion provider is not pre-approved, then the above checklist still applies and the relevant package must be submitted by the excursion provider; reviewed by the Health and Safety Officer and Superintendent responsible for this portfolio; and a site visit completed by the Health and Safety Officer and Superintendent responsible for this portfolio if possible.

Where high-care activity excursion providers are pre-approved, schools/staff planning the excursion are still required to review the OPHEA/OPASSE activity sheets for each activity that makes up the excursion to ensure compliance is achieved. (For example, while a camp may be pre-approved for the high-care

activities such as swimming and canoeing, if basketball and blanket-toss are also included in the activities of the excursion, the school is expected to vet these activities against the OPHEA/OPASSE standards).

9. The principal has the right to exclude a pupil from an Out of School activity if, in the professional judgement of the principal after consultation with staff, attendance at the event will either be a safety risk for the student or for his or her classmates. The principal must inform the parent of the decision promptly, citing the reasons for the decision. Students who are suspended are not permitted to attend Out of School Activities. Students who violate the Code of Conduct will be disciplined appropriately. This may include being removed from the Out of School Activity at the parents' expense.
10. (a) The staff member initiating the Out of School Activity is responsible for arranging transportation including the method of payment. Approved carriers include school buses, coach buses, and public transportation such as trains, airplanes, or subways.
(b) Private automobiles are allowed to transport students to and from out of school activities; however, drivers who are volunteers, teachers, or other staff must be provided with the appropriate forms from Administrative Procedure 1005 such as the [Volunteer Driver Form](#). The car's owner remains the primary responsible party and, if an accident occurs, his or her own insurance coverage is expected to be used, without reimbursement by the Board. Any personal vehicle used must have a minimum of \$1,000,000 personal liability insurance coverage, if the Board's third party liability insurance is to be accessed.
(c) Under no circumstances are staff to request students to drive other students to an Out of School Activity. Parents/guardians must be made aware anytime that students are being asked to be responsible for their own transportation to an Out of School Activity.
Students choosing to drive themselves to an after-school activity are not considered to be doing so under the direction of any agent of the Board.
(d) Large (12-15) passenger commuter vans shall not be used for any type of travel for students.

11. Supervision

- (a) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants. Supervisors must hold appropriate qualifications for the activities for which they are supervising. It is expected that Board employees and

volunteers who act as supervisors will exercise the care and judgement that would be expected of a wise and judicious parent.

Factors to be considered before assigning supervisors:

(i) Transportation

- mode of travel (walking, bus, train, airplane)
- length of travel (days, hours per day, overnight)
- departure and arrival sites
- travel routes
- number of vehicles

(ii) Nature of Activity

- number of participants and or spectators
- crowd control
- location of activity (e.g. ball park, museum, swimming pool, fire station, provincial park, ski hill, etc.)
- equipment needs

(iii) Selection of Supervisors

- need for experienced supervisors
- need for specialized skills (skier, first aid, lifeguard, etc.)
- need for providing instruction to supervisors
- use of volunteers (need for police checks)

(b) Student Safety

Safety of pupils during any Out of School Activity is the first and foremost priority to consider for planning. Adequate supervision will depend on many of the factors listed above; however, the decision is not limited to these factors alone. Principals must weigh a number of mitigating circumstances before granting or seeking approval for Out of School Activities.

(c) Pre-inspection of Site

In order to ensure an equitable, safe, and accessible excursion for all, the teacher should obtain as much information as possible about the area to be visited either from experience, discussions/video calls with personnel from the site or from credible sources. The teacher should share this information with the principal in order to make the necessary supervision recommendations.

(d) Supervision Strategies

Staff will determine supervision strategies that will be used during any proposed Out of School Activity such as the buddy system, visual contact, walkie talkies, group compositions, curfews, etc. The supervisor is responsible for providing the office staff with a written list of those attending the Out of School Activity prior to departure. Student attendance through a roll call should be taken before each stop and departure. There should also be a clear method of informing principals and parents of any emergencies or arrival delays at any hour of the day or night. Emergency contact information for each student must be in the possession of the supervisor in charge at all times.

For Category 3, 4 and 5 Out of School Activities, schools will consider the composition of the group and ensure appropriate supervision for the excursion. Category 5 excursions must have sufficient supervisors in the event that a student is denied entry to another country, as it is expected that a staff member remains with the student until the student is safely in the care of their parent or guardian.

(e) Supervisor “In Charge”

Where there are two or more supervisors, one supervisor, who shall be an employee of the Board, will be designated by the principal as “in charge”. This individual will have responsibility for making decisions in the event of adverse conditions or emergencies. It is recommended that this person consult with the principal as needed. In the case of a serious student misconduct during an Out of School Activity, the staff person in charge will consult with the principal or Family of Schools superintendent to decide an appropriate course of action. In some circumstances, the staff person in charge will be given the authority, by the principal or superintendent, to dismiss the student and to inform the student’s parents, who will be responsible to meet their child at a location determined by the principal or supervising teacher. A written report of the incident will be prepared for by the staff member in charge for submission to the principal.

(f) Volunteer Supervisors

Volunteer supervisors for Category 2 excursions shall be immediate family members (parent, step-parent, guardian, grandparent, adult sibling, aunt, uncle). As a general rule, volunteer supervisors who are not staff members are unable to attend Category 3, 4, or 5 excursions. For clarity, this includes parents, guardians and community members. In extenuating circumstances, however, where a Category 3, 4 or 5 Out of School Activity may benefit from one or more additional adult supervisors who are not staff members, special

permission may be given by the Family of Schools superintendent if the adult provides a current police reference and vulnerable sector check.

All supervisors must have criminal background checks submitted to the office prior to supervising any students according to Board policy ([AP 1005 - Volunteers in Our Schools](#)). The supervisor in charge is responsible for ensuring that this has occurred and that all volunteers are familiar with the itinerary, school code of conduct, and any potential safety concerns. Staff are not permitted to share personal student information with any volunteers except when necessary for student safety. Volunteers should never be asked to take on duties for which they are not qualified to perform.

(g) First Aid Procedures

It is highly recommended that at least one supervisor have knowledge of emergency [first aid procedures](#) for all trips. All Category 4 Out of School Activities identified as wilderness or high care activities must have an appropriately qualified supervisor with wilderness first aid certification. See [OPHEA/OPASSE Secondary Wilderness/Canoe Tripping Safety Guidelines](#).

In case of an accident or student injury, First Aid, medical attention and/or Emergency Medical Services must be engaged immediately. At the first opportunity, the head supervisor must contact the principal and the parents/guardians to inform them of the accident. The principal will contact the appropriate superintendent if the accident is deemed serious and requires medical attention immediately. Within 24 hours of a serious accident, an Incident Report Form should be submitted as per OSBIE regulations. If a student is ill and/or injured, he or she must NOT be sent home unaccompanied.

(h) Number of Supervisors

Supervision ratios will include PVNCCDSB staff and volunteers only and will not include excursion provider staff as part of the adult ratio. Supervision ratios must also consider and account for specific gender numbers. The ratio of students to supervisors is dependent on the nature of the Out of School Activity, age of the students, type of class, and means of transportation. With the exception of Category 2 athletic events, the minimum ratio shall be as follows:

Category 1 - Day Walking Trip

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 10 students
Grades 1 - 6	Minimum 2 adult supervisors per class
Grades 7 - 8	Minimum 1 adult supervisor per class
Grade 9 - 12	Minimum 1 adult supervisor per class

Category 2 - One-day Out of School Activity Using Transportation

Grade Level	Ratio
Kindergarten (Year 1 & 2)	1 adult supervisor per 5 students
Grades 1 - 3	1 adult supervisor per 6 students
Grades 4 - 6	1 adult supervisor per 12 students
Grades 7 and 8	1 adult supervisor per 16 students
Grades 9 - 12	1 adult supervisor per class

Category 3 - Overnight Out of School Activity

Grade Level	Ratio
Kindergarten & Grades 1-3	Overnight Trips Not Permitted
Grades 4 - 8	1 staff supervisor required for every 10 students. A minimum of 2 staff supervisors is required at all times.

Grades 9 - 12	<p>1 staff supervisor required for every 15 students.</p> <p>A minimum of 2 staff supervisors is required at all times.</p>
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Category 4 – Wilderness Trips anywhere in Canada (High Care Activities)

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	<p>1 staff supervisor required for every 8 students.</p> <p>A minimum of 3 staff supervisors is required at all times.</p>

Category 5 - Travel Outside of Canada or Travel requiring Commercial Flights

Grade Level	Ratio
Kindergarten to Grade 8	Trips Not Permitted
Grades 9 - 12	<p>1 staff supervisor required for every 10 students for trips within North America.</p> <p>1 staff supervisor required for every 8 students for trips outside of North America.</p> <p>A minimum of 3 staff supervisors is required for international trips/flights.</p>

12. Out of School Activity Travel and Medical Insurance - Category 4 or 5

- (a) All schools planning out of Province or International excursions will ensure the trip includes mandatory travel insurance for all travelers in the group. Such insurance must cover school board or principal rulings for cancellation of the trip.

(b) All schools planning out-of-country excursions will ensure that participants, including students and staff members, purchase and provide evidence of mandatory travel medical insurance directly from the excursion/tour provider.

(c) Any excursion hosted by a third party provider shall require the third party to provide proof of insurance coverage. Where a school principal has authorized an excursion that will be hosted by a tour operator and any third party provider that directs and/or supervises activities during the excursion, the principal shall obtain a copy of the provider's and/or third parties' liability insurance policy.

13. Emergency Action Plans

For Category 2 excursions involving high care activities and all Category 3, 4 and 5 excursions, an [Emergency Action Plan \(Appendix L\)](#) will be developed by the in-charge supervisor that will address medical, personal, weather, and disciplinary emergencies. The plan will establish a clear and precise communication procedure for informing parents in a timely and appropriate fashion in the event of an emergency. Consideration for alternative plans should be given in areas where cellular service may be limited (ex. use of satellite phone). The [Emergency Action Plan](#) will be reviewed by the principal.

14. Hospitality and Gifts Guideline

No excursion planners, organizers or supervisors shall accept monetary gifts, and/or travel credits or travel benefits from tour operators, with the exception of travel, accommodation and meals included in the tour package for those individuals leading the excursion and designated supervisors required to satisfy the supervision ratio.

Responsibilities:

The Board of Trustees is responsible for:

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being;
- reviewing this Administrative Procedure to ensure compliance;
- reviewing and approving all Category 4 and 5 – Out of School Activities.

The Director of Education is responsible for:

- ensuring implementation of this Administrative Procedure;

- coordinating Category 4 and 5 presentations to the Board of Trustees;
- confirming or cancelling Out of School Activities.

Superintendent of this System Portfolio:

- coordinating with the Health and Safety Officer the submission and review of all Outdoor Education excursion provider application packages;
- coordinating and attending (with the Health and Safety Officer) site visits to all Outdoor Education vendors who are providing High Care activities;
- reviewing the list of pre-approved excursion providers every 5 years.

Superintendents of Schools are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure;
- reviewing and approving all Category 3, 4 and 5 Out of School Activities;
- reviewing applications to ensure that the [OPHEA/OPASSE Safety Guidelines](#) are followed for all High Care Activities.

Principals and Vice-Principals are responsible for:

- ensuring staff whom they supervise are aware of the requirements and are following all requirements under this Administrative Procedure;
- reviewing and approving Out of School Activity Applications, ensuring that all elements of this Administrative Procedure have been addressed and that safety procedures for all activities, including high care activities, are in compliance with the [OPHEA/OPASSE Safety Guidelines](#);
- ensuring that the requirements outlined in the [Purchasing Handbook and Procurement Directives](#) to obtain three written quotes from prequalified suppliers for all Category 5 excursions are met;
- ensuring that all teachers have the additional qualifications or certifications required to supervise the Out of School Activity;
- ensuring that the appropriate swim test be conducted and all principals, students and parents/guardians informed of the results prior to or during the excursion;
- communicating Mass dates, that involve either walking or bus transportation to church, to families at the beginning of the school year;
- maintaining a file of each field trip taken by any group in the school, for a minimum of two calendar years. Each file shall contain the details of the trip, including copies of consent forms, and be available for review by the appropriate superintendent;
- maintaining emergency contact information for all staff and students participating in Out of School activities and excursions;
- ensuring that the Family of Schools superintendent is provided the list of students

and adults participating in trips over holiday periods, including emergency contact information, prior to the excursion;

- reviewing the application package to ensure all supervision ratios, supervisor qualifications and [OPHEA/OPASSE Safety Guidelines](#) have been met;
- reviewing and approving the [Emergency Action Plan](#) for the Out of School Activity;
- ensuring all students have an equal opportunity to participate in class excursions which are an extension of the curriculum, and, will not be denied such opportunity because of monetary factors or issues of accessibility;
- when appropriate, subsidizing costs associated with Out of School Activities by school budget, Catholic School Council funds, or fundraising efforts. Principals are responsible for ensuring fundraising to defray costs incurred shall be consistent with the Board Policy on [Fundraising \(AP607 - Fundraising\)](#);
- shortening, cancelling or terminating at any time if, in the opinion of the school principal or superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, due to weather or other circumstances;
- collaborating with other schools to combine trips and itineraries, where appropriate, and ensuring staff supervisors from each school are in attendance;
- ensuring a process is in place so that students participating in Out of School Activities have opportunities to catch up on any missed work or assignments;
- ensuring that Category 3, 4 and 5 trips, requiring travel services such as hotel accommodations or air/bus transportation are coordinated through a registered Travel Agent, as per the [Travel Industry Act \(2002\)](#) – [Travel Industry Guidelines for School Trips](#);
- reviewing and adhering to travel advisories in place for International destinations at the time of the trip.
- submitting all Category 3, 4 and 5 applications to the Family of Schools superintendent;
- ensuring that if High Care Activities are added to itineraries for Category 3 trips after Superintendent approval, that revised itineraries are submitted for additional approval;
- ensuring that if High Care Activities are added to itineraries for Category 4 and 5 trips after Board, that revised itineraries are submitted to the Board for approval and that all other itinerary changes for Category 4 and 5 are approved by the FOS superintendent;
- ensuring that in multiple-school joint trips, all schools submit a separate application package.

Curriculum Chairs are responsible for:

- ensuring that Out of School Activities initiated within their departments articulate the alignment with the curriculum expectations and the Ontario Catholic School Graduate Expectations;
- coordinating trips with other Secondary schools, where possible and appropriate;
- ensuring that in multiple-school trips, all schools submit a separate application package.

Teachers and Staff are responsible for:

- planning and supervising Out of School Activities in accordance with the guidelines in this Administrative Procedure;
- reading the appropriate sections of this Administrative Procedure, completing all necessary forms to ensure that the requirements for certification, ratios, and safety will be followed;
- obtaining three written quotes from prequalified suppliers for all Category 5 excursions as outlined in the [Purchasing Handbook and Procurement Directives](#);
- creating an [Emergency Action Plan](#) for High Care activities and Category 3, 4 or 5 excursions, and sharing it with the principal;
- ensuring that all students participating in an Out of School Activity have a signed parent permission submitted prior to departure;
- reviewing the [OPHEA/OPASSE Safety Guidelines](#) to ensure that all physical activities and supervision ratios associated with the excursion/activity are in compliance;
- providing a copy of the [OPHEA/OPASSE Safety Guidelines](#) for each High Care Activity to the excursion provider in advance of the trip;
- signing the appropriate Category Approval Form indicating they have addressed the appropriate [OPHEA/OPASSE Safety Guidelines](#) for all High Care Activities,
- ensuring that all safety considerations have been met for all High Care Activities;
- ensuring that if High Care Activities are added to Category 3, 4 or 5 trips after approval, that revised itineraries are provided to the Principal for submission to the Superintendent and then Board as applicable;
- ensuring students receive information on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must also receive instruction on the importance of reporting symptoms related to a suspected concussion.
- reviewing with students safety and behaviour expectations for all Out of School Activities;
- ensuring all supervisors, volunteers and participating students have a common understanding of what is expected during the excursion, in alignment with the

- school's Code of Conduct;
- submitting a list of all students and adults attending an excursion to the school office, and also taking a copy of the list with staff attending the excursion. The list should include medical and emergency contact information for each student;
 - providing the office with an alternate plan and assigned classroom location for students not attending the excursion;
 - providing an emergency contact number to the school principal for communication purposes;
 - ensuring a First Aid Kit is accessible in the case of student or supervisor injury;
 - reporting all injuries (staff or student) on an excursion to the principal immediately;
 - storing oral medications in a safe manner, and following the [Administration Procedure for Administering Oral Medication](#);
 - ensuring all staff members and volunteers are aware of special medical considerations of students, and the corollary necessity for medications, dietary restrictions and/or other health devices required to be brought on the excursion (e.g., epi-pens, insulin pump, inhaler, etc.). Students who normally carry epi pens, insulin pumps and inhalers at school are expected to do so while on the excursion;
 - establishing an [Emergency Action Plan](#), including specific consideration for students requiring specialized assistance or accommodations;
 - ensuring that when lodged in overnight accommodations, they review with the participants, the evacuation plans and procedures to be followed in case of fire or other emergencies;
 - ensuring that, as supervisors, they have the required, current qualifications and certification;
 - arranging for the appropriate swim test to be conducted by a qualified lifeguard, if water activities are involved, prior to the excursion;
 - sharing swim test results with the student and parents/guardians and principal;
 - ensuring that for Category 3 excursions, students who do not pass the swim test must wear a properly fastened Personal Flotation Device (P.F.D.) or lifejacket when in, or near water and/or that they are provided with alternative supervised activities;
 - ensuring that any students who do not successfully pass the swim test do not participate in any Category 4 (Wilderness) excursions;
 - ensuring swim test results are kept on file at the school;
 - bringing copies of the emergency procedures and emergency contact information on the excursion;
 - informing the principal of alternative plans, or any changes to the itinerary, at any time during the out of school activity;

- checking road and weather conditions daily and being prepared to alter plans if necessary;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School activity.

Students are responsible for:

- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in Out of School Activities;
- representing their school in a positive manner while on an excursion;
- listening to and following the directions of their teacher or supervisor;
- ensuring that any missed assignments are submitted after returning from an Out of School activity;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Parents are responsible for:

- signing and submitting to the school office parent permission forms prior to any student participating in an Out of School Activity. The Board requires that principals have the written consent of the parents/guardians of all pupils under the age of 18 participating in Out of School Activities;
- informing the school principal if there is any medical reason why their child should not participate in the activity or if their child requires special attention during the activity;
- reviewing the expectations of the Code of Conduct and of all Out of School Activities with their children;
- any applicable losses or costs should their child engage in misconduct, including a breach of the Board's Safe School Policy and Code of Conduct.
- keeping apprised of travel advisories in place for International destinations (if applicable) at the time of their child's trip.

Volunteers are responsible for:

- adhering to the policies and procedures of the Board, as applicable;
- reporting to the principal and teachers of the school;
- completing a Vulnerable Sector/Criminal Reference check;
- understanding the supervision expectations of the Out of School Activity, as well as the school's Code of Conduct;
- adhering to the trip schedule;
- modelling appropriate behaviour and dress;
- refraining from smoking, using alcohol or using drugs for the duration of the Out of School Activity.

Progress Indicators:

- Schools provide equitable, accessible, and well-planned Out of School Activities to enhance the learning and well-being of students.
- all Out of School Activities are planned according to the parameters and guidelines of this Administrative Procedure.

Definitions:

Designated Swim Area - Designated swim areas (waterfront) at camps are governed by [Ontario Regulation 503/17 \(s. 24 and 25\)](#) and must meet the following requirements:

- Must be clearly designated with defined physical boundaries (for example, at camps buoyed, or enclosed dock areas);
- Must have boundaries that are clearly visible to watercraft users (for example, buoy line is visible to users of personal watercraft and motorboats occupying the same body of water);
- Must be free from hazards;
- Must be of suitable water temperature; and
- Must have stationed water rescue equipment.

Excursion Providers – Organizations that provide services, programs or facilities that are used for excursions.

Pre-approved excursion providers have had their safety standards reviewed by the Board's Health and Safety Officer, the Superintendent responsible for this portfolio, and by the Board of Trustees. Each vendor is required to complete the [Pre-Approved Field Trip and Excursion Provider Application](#) and complete the comprehensive [Pre-Approved Field Trip and Excursion Provider Application Checklist](#), including proof of all required documentation. Furthermore, the Health and Safety Officer and Superintendent will engage in site visits to further investigate and observe all requirements.

The following excursion providers have approval for the period of February, 2023 - effective review date during 2027-2028 school year:

- Onondaga Camp (<https://onondagacamp.com/>)
- Ganaraska Forest Centre
(<https://www.grca.on.ca/content/ganaraska-forest-centre>)
- Camp Kawartha (<https://campkawartha.ca/outdoor-education/>)
- Camp Muskoka (<https://campmuskoka.com/>)
- Camp Northern Lights (<http://campnorthernlights.com/>)
- Olympia Camp (<https://olympiasportscamp.com/>)
- Tree Top Trekking (<http://treetoptrekking.com/en/ganaraska/>)

- Brimacombe Ski Resort (<https://brimacombe.ca/>)
- Sir Sam's (<https://www.sirsams.ca/>)
- Blue Mountain (<https://www.bluemountain.ca/>)**

** Beach is not permitted as no Lifeguards are on duty.**

High Care Activities - are activities that involve increased risk and require additional specific safety considerations, or require special certifications or qualifications for supervision. High care activities include, but are not limited to: activities on, in or near water, such as canoeing, kayaking or swimming; rock climbing; canopy walks; cycling in traffic or on major roadways; skiing; snowboarding.

Instructor - An individual who provides instruction on skills and possesses the required certifications. This role could be fulfilled by a teacher, parent/guardian/volunteer or employee of an outside provider.

Lifeguard - An individual who is at least 18 years of age; who possesses a current (the date on the certificate must not be older than two years) lifeguard certificate issued by a qualifying organization as per OPHEA/OPASSESwimming Safety Guidelines outlined below; and who is responsible for the overseeing of swimmer safety.

OPASSE - OPHEA has established the Ontario Physical Activity Safety Standards in Education (OPASSE), managed by OPHEA, which represents the minimum standards for risk management practice for school boards. They focus the attention of teachers, supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. Safety Guidelines for elementary and secondary activities are available at [OPHEA/OPASSE Safety Guidelines](#), and guidelines for all high care activities are available as live links in the References section.

OPHEA - Ontario Physical and Health Education Association is a non-profit organization that champions healthy, active living in schools and communities through quality programs, services partnerships, and advocacy.

Out of School Activities - are excursions organized by school personnel and are directed by a teacher/educator team. Out of School Activities involve leaving the school property and are for educational purposes, and may also include spiritual, recreational and other components.

Risk Managed Activities - Some level of injury risk is inherent to any activity. The Ontario School Board Insurance Exchange (OSBIE) has developed guidelines to assist members of the Ontario School Boards' Insurance Exchange in identifying and

managing the risks of school approved field trips or excursions. Information on Risk Managed Activities can be found at the [OSBIE's Field Trip Risk Management Guidelines](#). School boards should only undertake to organize field trip activities in accordance with board policies/procedures and after careful assessment of the risk factors and their ability to manage those risks.

References:

- [AP 318 Administration of Medication or Health Support Services, and Emergency Response](#)
- [AP 319 - Anaphylaxis: Reducing the Risks](#)
- [AP 317 - Asthma: Reducing the Risks](#)
- [AP 324 Concussion Protocol, Awareness and Training](#)
- [AP 611 - Expenditure Guidelines: Hospitality/Honorariums/Recognition/Meeting Costs](#)
- [AP 607 - Fundraising in Schools](#)
- [First Aid Procedures](#)
- [OPHEA/OPASSE Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Archery Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Ascending Lines\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Challenge Courses - Low Elements\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Challenge Courses - High Elements\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Climbing Wall\) Safety Guidelines](#)
- [OPHEA/OPASSE Elementary Climbing \(Zipline\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Canoeing\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Flat Water Kayaking\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(General Procedures\) Safety Guidelines](#)
- [OPHEA/OPASSE Secondary Wilderness/Canoe Tripping Safety Guidelines](#)
- [OPHEA/OPASSE Skiing \(Alpine\) Safety Guidelines](#)
- [OPHEA/OPASSE Skiing \(Cross Country\) Safety Guidelines](#)
- [OPHEA/OPASSE Snowboarding Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Swimming - Leisure - Camps\) Safety Guidelines](#)
- [OPHEA/OPASSE Outdoor Education \(Swimming - Pools\) Safety Guidelines](#)
- [OSBIE - Field Trip Risk Management Guidelines](#)
- [OSBIE - School Board/Snow Resort Safety Guidelines](#)
- [Purchasing Handbook and Procurement Directives](#)
- [AP 909 - Safe Schools - Code of Conduct](#)

- [AP 1304 - Safety and Conduct on School Buses](#)
- [Travel Industry Guidelines for School Trips](#)
- [Travel Industry Act \(2002\)](#)
- [AP 1005 - Volunteers in our Schools](#)

Related Forms:

- [Appendix A - High Care Activities](#)
- [Appendix B - Activities Not Approved](#)
- [Appendix C - Reference Chart of Categories for Out of School Activities](#)
- [Appendix D - Category 2 Approval Form](#)
- [Appendix E - Category 3 Approval Form](#)
- [Appendix F - Category 4 Approval Form](#)
- [Appendix G - Category 5 Approval Form](#)
- [Appendix H - Out of School Parental Permission Form - Category 2 Excursion](#)
- [Appendix I - Out of School Parental Permission Form - Category 3 Excursion](#)
- [Appendix J - Informed Consent for Education Trips - Category 3/4/5 Excursion \(Category 2 Excursion if High Care Activity\)](#)
- [Appendix K - Release and Indemnification Form for Students Over 18](#)
- [Appendix L - Emergency Action Plan](#)



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Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Sean Heuchert
Superintendent of Business & Finance

Subject: **AP 610 Purchasing**

Background:

This Admin Procedure is being renewed on its regular review cycle. There is no significant change to this AP other than some small edits detailed below.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Replaced the term “lowest possible cost” with the term “best possible value” in sections 1.1 and 1.2.
- Removed the word “Visa” with respect to Purchasing Cards in section 1.4.
- In section 2.1, moved the sentence referring to purchase or divesting of property approval to be merged with the approval of new school builds or new additions.
- In section 2.1, changed the value of new school build or new additions approval from \$1,000,000 to \$2,000,000.
- Removed the link to Ontario BPS Interim Measures from the References.



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Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Purchasing	Administrative Procedure Number 610
Directional Policy 600 - Stewardship of Resources	

Title of Administrative Procedure:

Purchasing

Date Approved:

January 21, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Stewardship of Resources Directional Policy – 600 by ensuring that employees understand the expectations regarding incurring financial commitments and purchasing goods and services on behalf of the board in a cost-effective manner, demonstrating openness and fairness to all potential vendors.

Alignment with Multi-Year Strategic Plan:

The Purchasing Administrative Procedure – 610 aligns with our strategic priorities by establishing transparent procedures and efficient processes regarding the acquisition of goods and services on behalf of the board. These processes are a means to ensuring the board, while serving its students, meets its regulatory requirements and achieves value in the use of public funds.

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

Action Required:

1.0 Purchasing Processes

- 1.1 Purchasing involves the identification and recognition of the need for goods and services used by the various operations of the Peterborough Victoria Northumberland and Clarington Catholic District School Board. Processes guiding the satisfaction of those needs are meant to ensure that purchasers result in the best possible value for the board, consistent with the best quality of goods and services available, and the timeliness of delivery. The Purchasing Department reflects the dual role of a service department and a primary contact between the Peterborough Victoria Northumberland and Clarington Catholic District School Board and the supplier in the procurement of goods.
- 1.2 All departments and staff with the responsibility to purchase must respect and adhere to the Boards purchasing procedures. The Purchasing Department oversees all Board purchasing and will support and foster processes to seek, obtain, and purchase all goods and services at the best possible value, giving consideration to the guidelines of price, service, quality, and delivery, as well as supporting co-operative and collaborative purchasing.
- 1.3 The Purchasing Department will be responsible for establishing processes and procedures to ensure a competitive bidding process, which may consist of request for tenders, proposals, quotations, or expressions of interest, and statement of capabilities. These processes and procedures will be published in a handbook for distribution throughout the system.
- 1.4 The Purchasing Handbook will serve as a tool for personnel training, and will incorporate all aspects of Board purchasing and the methods of purchasing, including purchase orders, purchase requisitions, Purchasing Card purchases, and cooperative purchasing.
- 1.5. The Purchasing Department will monitor compliance with the Ontario Broader Public Sector (BPS) Procurement Directives, laws of Ontario and Canada, as well as compliance with chapter five - Canada Free Trade Agreement (CFTA) and chapter nineteen – Comprehensive Economic and Trade Agreement (CETA) if and where applicable.

2.0 Approval Authorities

2.1 The authorization for acquisition of goods and services required for annual consumption may be delegated by the Director of Education to the superintendent responsible for a particular department or initiative.

Title:	Maximum Authorized Amount:
Superintendent of Business	Up to \$1,000,000
Superintendent of Learning	Up to \$200,000

Once authorized, the superintendent is accountable for those areas of the Board’s approved budget and may make commitments on behalf of the Board within their approved budgets and signing limits, and in accordance with approved tendering and purchasing processes. Where there is a need for a significant purchase or commitment not previously contemplated within an approved budget, the Director of Education may approve an expenditure up to \$500,000.

Notwithstanding the above limits, commitments for construction contracts with respect to new school construction or new additions to existing schools with a value in excess of \$2,000,000, as well as all purchase or divesting of property will be approved by the Board of Trustees. A superintendent may further delegate the signing authority, subject to the following limits, with the understanding that the superintendent remains responsible and accountable for expenditures and commitments made.

Title:	Maximum Authorized Amount:
Managers	Up to \$50,000
Other management staff and school principals and vice-principals	Up to \$25,000
Administrative Assistants (where a P.O. is present)	Up to \$10,000
Administrative Assistants (where no P.O. is present)	Up to \$1,000

Since each department or program may have a unique management structure, the signing authority limits for each area must be approved by the responsible superintendent and the Superintendent of Business and Finance and filed with the Finance Department.

- 2.2 It is the responsibility of each principal, supervisor, manager, and superintendent to ensure his or her staff are incurring and/or claiming expenses that are appropriate in relation to performing their duties, support the program objectives of the department or school, and maximize the benefits to the Board.

3.0 Segregation of Duties

- 3.1 Effective control in an organization includes both the delegation of authority and segregation of duties across functions and individuals. Segregation of duties prevents any one person from controlling the entire purchasing process by segregating approvals for the key stages of the supply chain process. The five main procurement roles that typically require segregated approval are illustrated below:

Roles:	Process:
Purchase Requisition	Initiated by School or Department Staff
Requisition and Budget Approval	Administrative Assistant, Supervisor, Principal, Vice Principal, Manager, Superintendent up to authorized level. Not: must be at least one level of authority higher than the requisitioner.
Purchase Order	Released by Purchasing Department
Receipt of Goods/Services	Requisitioner will complete receipt entries
Payment Accounts	Payable will process invoice for payment

Employees are to refer to the Purchasing Handbook to ensure consistent process for purchase of equipment, supplies or services.

4.0 Signature Requirements

- 4.1 All approvals will be evidenced by the signature or initials of the appropriate authority.
- 4.2 For Control purposes, the Finance Department will maintain a record of specimen signatures and initials of authorized individuals.
- 4.3 When an authorized person approves a transaction using the Board accounting or payroll system or any other electronic system maintained by the Board, it shall be considered the same as if the person had signed the document manually.
- 4.4 Where users are provided password access to approval systems noted above depending on their position they, in order to protect the integrity of the data entered, will not share their password with others.

5.0 Specific Items

- 5.1 Advertising
Where advertising expenditures are being procured or incurred on behalf of the Board, the following principle applies. The manager/principal responsible will ensure that advertising is purchased for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families.
- 5.2 Plant/Facility Purchases
Schools will not enter into agreements or contract with any individuals or trade companies for building maintenance. All facilities related purchases of goods and services must be completed through Plant Services in compliance with the appropriate purchasing procedures.

6.0 Purchasing Code of Ethics

6.1 All Board employees involved in any aspect of purchasing or other supply chain/ procurement related activities must comply with the following Supply Chain Code of Ethics:

(a) Personal Integrity and Professionalism

All individuals involved with purchasing or other supply chain related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between Broader Public Sector organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

(b) Accountability and Transparency

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

(c) Compliance and Continuous Improvement

All individuals involved in purchasing or other supply chain-related activities must comply with the Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of the administrative procedure Purchasing, with the Stewardship of Resources Directional Policy.

The Director of Education is responsible for:

- Ensure compliance with the administrative procedure Purchasing and the Stewardship of Resources Directional Policy.
- Designating resources to implement this Administrative Procedure.

Superintendent of Business and Finance is responsible for:

- Assigning resources to ensure the implementation of and compliance with this Administrative Procedure.

Manager of Purchasing/Planning and Facilities Administration is responsible for:

- Ensuring that systems and processes are in place so that all purchases of goods and services are compliant with Purchasing Administrative Procedure, the Purchasing Handbook, Ontario Broader Public Sector (BPS) Directives and CETA / CFTA where applicable.
- Ensuring the Purchasing Department maintains overall responsibility for determining the terms and conditions of tendering (including the form and amount of financial security and insurance required), and for administering tender calls and contracts resulting from the tenders.
- Ensuring that the Purchasing Handbook, incorporating the objectives and procedures related to the purchasing function, is modified as required to remain current and relevant.
- Providing tools and support to each principal, supervisor, manager, and superintendent to ensure his or her staff are appropriately informed and comply with the Board's approved policy for Purchasing Services and the administrative procedures outlined in the Purchasing Handbook.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring all school and department purchases are compliant with the Purchasing Administrative Procedure and the Purchasing Handbook.

Progress Indicators:

- PVNC Catholic will continue the practice of cost effective acquisition of materials, equipment, supplies, and services for the Board through a competitive bidding process that demonstrates openness and fairness to all potential vendors.

Definitions:

- **Capital Acquisitions** - Capital acquisitions are all items of furniture, and any equipment with a value of \$500 or more, exclusive of taxes.
- **Competitive Process** - Supplies, equipment, and services must be acquired through a competitive process that ensures the best value for the funds expended to meet specific needs and promote fair and equitable relationships.
- **Purchase Order** - The purchase order is the primary written communication tool between the Board and the designated supplier. Purchase orders are used to convey offers to suppliers, accept offers from suppliers, to confirm existing verbal contracts, and to otherwise formalize a purchase transaction with a supplier.
- **Request for Proposal (RFP)** - A request for proposal is a solicitation of price proposals from qualified suppliers to provide products or services, or to provide alternate options or solutions to resolve an issue or a technical, professional, or management problem.
- **Request for Quotation (RFQ)** - A request for quotation is a written offer or price specifically given upon request, usually in competition with other vendors.
- **Request for Tender (RFT)** - A request for tender is a formal written request for price submissions, normally accompanied by generic descriptions, performance specifications, and specific terms and conditions of supply. A request for tender may be by invitation to selected potential sources of supply based on suppliers' capabilities.

References:

[PVNC Catholic District School Board Purchasing Handbook](#)
[PVNC Catholic District School Board Vision and Strategic Priorities](#)
[Ontario Broader Public Service Procurement Directives BPS](#)
[Canada Free Trade Agreement CFTA](#)
[Comprehensive Economic and Trade Agreement CETA](#)

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Darren Kahler, Superintendent
Melissa Featherstone, Health and Safety Officer

Subject: **AP 815- Lock-out/ Tag-out of Energy Sources**

Background: This Administrative Procedure is up for review on the regular review cycle. The Health and Safety Officer has consulted with PVNCCDSB's Electrical Supervisor and the Joint Health and Safety Committee on the review and recommended edits to this document.

Employers are required under Regulation 851: Industrial Establishments, to have written procedures regarding disconnecting, locking out, and tagging power supplies before beginning work. The Administrative Procedure serves to document these measures and procedures for PVNCCDSB.

Summary of Draft Administrative Procedure Changes:

The key changes to this Administrative Procedure include:

- Alignment with multi-year strategic plan updated
- Subheadings added under Action Required section
- Changes to correct vague or colloquial language (ex- removal of reference to 'where hazardous energy sources are present in Application Sub-Section; language improvements in General Provisions part a) bullet 3 - ask your Supervisor replaced with 'a supervisor must be consulted')
- Addition of Exclusion for cord and plug equipment that remains in the sole custody of the employee (eg. a technology teacher or custodian changing a blade on a reciprocating saw or filter in a vacuum cleaner would not need to lockout)
- Addition of the term 'zero energy state' (because it is more all encompassing than 'disconnected') and definition of such



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- Changes to sub-section on Isolation Verification to offer ways isolation/ de-energization could be accomplished as opposed to what previously read more so as a 'list' to follow (concern is that if following a 'list', items could be completed in the wrong order or may not all be needed)
- Renaming of group lockout to multi-person lockout as group lockout is a different procedure under the CSA standard, and we do not perform the type of work that requires it (following discussions/ review with PVNC's Electrical Supervisor)
- Re-phrasing of items in the Responsibilities section to ensure proper tense and focus on action items
- Additional responsibility added to Health and Safety Officer to update this Administrative Procedure
- Removed references to keeping Annual Lock-out/Tag-out reviews in employee personnel files (to allow for electronic tracking)
- Added definition of Hazardous Energy
- Added reference to Ontario Electrical Code Rule 2-304, and CSA Z460 and Z462 (documents cannot be linked as all must be purchased to view)

Attachments:

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



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

Title of Administrative Procedure:

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

Date Approved:

January 21, 2025

Projected Review Date:

2030

Directional Policy Alignment:

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

Alignment with Multi-Year Strategic Plan:

The Lock-out Tag-out Administrative Procedure supports the Multi-Year Strategic Plan and Vision by strengthening our culture of well-being. This Administrative Procedure aligns with the Board's Pillars of Being Well and Being Community, and in particular our

Priorities of Valuing Relationships and Nurturing Mental Health and Well-being by communicating requirements and expectations with respect to the lock-out and tag-out of equipment at PVNC Catholic.

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

Action Required:

Application:

This Lock-out/Tag-out of Energy Sources Administrative Procedure applies to all Peterborough Victoria Northumberland and Clarington Catholic District School Board staff, contractors and constructors on PNVC Catholic work-sites, who may reasonably, in the course of their work, be expected to isolate energy sources.

Exclusion:

Lock out is not required for cord and plug equipment, where the employee maintains sole custody of the plug after it has been unplugged and that source is the only source of energy. If multiple employees are working on a piece of cord and plug equipment, lock out is required. If the cord and plug are not in custody of the worker, (e.g. around a corner in another room), lock out is required. Plug lock out covers and hasps are available for these applications. In all cases, shutdown, isolation and verification are still mandatory and should include identification and control of energy associated with the equipment. For example, portable power tools such as a reciprocating saw, do not require a lock out (subject to conditions above), but the hazard of changing the blade while energized should be identified and controlled.

Procedures:

All equipment, machinery or systems will have all hazardous energy sources placed in a zero energy state, locked out and tagged prior to any work (which may include maintenance work) being done. It is mandatory that PVNC Catholic employees, contractors and constructors comply with this program. Failure to comply may result in disciplinary action.

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

General Provisions

- a) Initiating Lock-out/Tag-out
 - Identify the machine/equipment that needs to be locked out;

- Notify all affected employees that a Lock-out is required and is about to take place;
 - Identify all sources of energy being used to power the equipment and what controls will be used to ensure against accidental start-up or release of energy. If unsure, a supervisor must be consulted.
- b) Machine/Equipment Shutdown
- Ensure the act of shutting off the equipment will not pose a hazard to other employees or members of the public;
 - Follow normal shut-down procedure for the equipment;
 - Ensure all moving parts come to a complete stop;
 - Disconnect the power supply where possible by unplugging the machine (Lock-out the plug in a Lock-out Tag-out device).
- c) Machine/Equipment Isolation
- Check all operating switches to ensure against accidental start-up;
 - Apply energy isolation devices (eg. blanks, locks);
 - Check for secondary sources of energy;
 - Never isolate equipment by pulling electrical switches or fuses while under load. Electrical disconnects should be carried out by a qualified electrician or competent person.
- d) Control Stored Energy
- Ensure all parts have stopped moving;
 - Install ground wires to discharge electrical capacitors (performed by a competent person only);
 - Relieve the residual pressure in the lines, reservoirs or accumulators by bleeding the lines, leave vent valves open, or otherwise dissipate all residual energy;
 - Blank pipe flanges;
 - Release spring tension or block the movement;
 - Block parts that could fall or move due to gravity;
 - Block hydraulic and pneumatic systems that could move from loss of pressure;
 - Purge tanks and process lines whose contents could create a hazard;
 - Monitor for any possible re-accumulation of energy.
- e) Apply Lock-out/Tag-out Devices
- Lock-out/Tag-out shall be performed only by authorized employees who are performing the servicing or maintenance. No person will be permitted to perform

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

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

f) Isolation Verification

- Ensure all danger zones are clear of personnel;
- Verify that isolation and de-energization have been accomplished;
- Verification can be accomplished by, for example, a) testing circuitry, b) attempting system cycling, c) visual inspection of the position, d) manually trying machinery controls, actuating devices, or locked-out mechanisms, e) monitoring movement or discharge, f) observing bleeds, gauges, indicators, etc.
- Technique(s) that provide the best degree of isolation assurance, while ensuring that no new hazards will be created, should be used.
- Return the equipment controls to the neutral or off position when testing is complete;
- Periodically verify isolation remains in place until service or maintenance is complete

Equipment Start-up and Testing

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

- Inspect the area, ensure that non-essential items and tools have been removed;
- Ensure the machine has been placed back in normal operating condition;
- Ensure all guards are in place and controls are at their proper setting;

- Check that all blocks, chains, etc. have been removed;
- Ensure that all valves are in their run/open position;
- If fuses need to be re-installed or main switches activated, this shall only be done by a qualified electrician or competent person;
- Clear all employees from the area and advise affected employees that the machine/equipment is going to be placed back in service and Lock-out devices removed;
- Ensure all personal Lock-out/Tag-out devices are removed only by the person who installed them (see section for Removal by Other than Authorized Employee);
- Restart machinery to ensure proper operation and proceed with testing;
- Advise employees that they may re-enter the area once testing is complete.

Multi-Person Lock-out

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

- Lock-out hasps shall be used for multi-person Lock-out situations;
- Each worker shall affix a personal Lock-out/Tag-out device to the energy isolating device when they begin work;
- Each worker shall leave their Lock-out/Tag-out device attached for as long as they are involved with the Lock-out;
- All workers shall confirm the Lock-out is conducted properly and shall test the lock-out themselves;
- Each worker shall personally remove their Lock-out/Tag-out when their work is complete;
- The worker removing the last lock will be responsible to ensure the machine/equipment is put back into service following the correct procedure as outlined in this program or the equipment specific procedure.

Shift Changeover/Extended Lock-out Tag-out

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

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

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

Lock and Tag Removal by Other than the Authorized Employee

Removal of a Lock-out/Tag-out device is the responsibility of the individual who installed it. If the equipment is required to be locked out beyond the shift or if an employee is called to another task, their lock shall remain in place or a shift changeover may take place (see Shift Changeover/Extended Lock-out Tag-out). Departmental/Shop locks are not to be used.

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

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

Training

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

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

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

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

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

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

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

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Healthy Schools and Workplaces Directional Policy.
- Reviewing the Lock-out/Tag-out of Energy Devices Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

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

Superintendents of Schools and System Portfolios are responsible for:

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

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

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure
- Maintaining familiarity with the Ontario Occupational Health and Safety Act and the regulations that apply to the work
- Identifying workers in their employ in need of training/re-training and advising the Health and Safety Officer
- Ensuring all employees have received the necessary training in Lock-out/Tag-out before being authorized to perform Lock-out. Supervisors and Managers shall themselves attend
- Performing a Lock-out Tag-out of Energy Sources Administrative Procedure review with each authorized employee annually, documenting this review, and retention of such documentation
- Communicating procedures to affected workers and contractors/ constructors and enforcing compliance with the Lock-out/Tag-out of Energy Sources Administrative Procedure by taking disciplinary action as required
It is the responsibility of the person who tenders, arranges or brings in a contractor/constructor to work, where any part of the work entails the potential to Lock-out/Tag-out to ensure the contractor/constructor has been trained by a competent person and adheres to this Administrative Procedure at a minimum
- Maintaining records of non-compliance or exception reports (eg. Removal of Lock-out Device by Other Than Authorized Employee Forms)
- Providing each authorized worker with the necessary Lock-out/Tag-out devices (ex. locks and keys, lockout hasps, tags, lockout equipment) and ensuring these are maintained in good condition
- Providing any departmental Lock-out/Tag-out equipment specific procedures or directives

Health and Safety Officer is responsible for:

- Arranging and tracking training of Board employees in Lock-out/Tag-out of Energy Sources
- Assisting in sourcing of Lock-out/Tag-out devices
- Updating this Administrative Procedure as necessary, to reflect changing industry best practice or regulatory requirements

Staff are responsible for:

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

Contractors/Constructors are responsible for:

- Adherence to this Administrative Procedure at the minimum. It is the responsibility of the person who tenders, arranges or brings in a contractor/constructor to work, where any part of the work entails the potential to Lock-out/Tag-out to ensure the fore mentioned have been trained by a competent person and adhere to this standard.
- Providing required Lock-out/Tag-out devices to affected workers in their employ
- Providing training to affected workers in their employ in Lock-out/Tag-out, which is in accordance with this Administrative Procedure
- Providing proof of training with a competent trainer to meet the requirements of this Administrative Procedure if requested

Progress Indicators:

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

Definitions:

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

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

Competent Person– A person who is;

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

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

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

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

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

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

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

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

Hazardous energy- Hazardous energy in a school setting would include any electrical, mechanical, hydraulic, pneumatic, chemical, thermal, gravitational, or other energy that could cause injury to or harm personnel.

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

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

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

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

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

Zero Energy State- an energy level that is not harmful to any individual.

References:

Ontario Occupational Health and Safety Act

Ontario Regulation 851/90- Industrial Establishments, Section 42-44.2, 60, 75, 76

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

Ontario Regulation 67/93, Section 62-73

Operator's Manuals for specific equipment

Ontario Electrical Safety Code- Rule 2-304

CSA Z460- Control of Hazardous Energy- Lockout and other methods

CSA Z462- Workplace Electrical Safety

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



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

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to ensure equity
and well-being.

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Darren Kahler, Superintendent of HR

Subject: **AP816 - Extreme Weather Response**

Background: This Administrative Procedure is up for review on the regular review cycle. Consultation occurred with the Joint Health & Safety Committee and the three Health Units in the Board's jurisdiction.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Revised Directional Policy alignment
- Removed preamble. Added Purpose Heading to clarify the intent of AP816. Added Background heading to include other relevant information.
- Reformatted AP to provide clear headers on each topic
- Implemented feedback from three local health units - primarily related to Hot Weather and Air Quality sections
- Removed reference to AQHI App, no longer available
- Under Hot Weather and Cold Weather - added section encouraging staff to monitor their co-workers, students, and themselves for symptoms of heat stress or cold stress;
- Added reference to a minimum recommended SPF sunscreen under Hot Weather section
- Under Air Quality - when AQHI 7 or higher, updated requirements for students
- Under Air Quality - when AQHI 10 or higher, updated requirements for all



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- Under Responsibilities - updated Facility Services to better align with AP format

Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Extreme Weather Response	816
Directional Policy	
800 - Healthy Schools and Workplaces	

Title of Administrative Procedure:

Extreme Weather Response

Date Approved:

January 21, 2025

Projected Review Date:

2030

Directional Policy Alignment:

In alignment with Directional Policy 800 - Healthy Schools and Workplaces. This administrative procedure provides guidelines to be used when responding to extreme weather conditions at schools and workplaces to ensure staff and students remain safe and well.

Alignment with Multi-Year Strategic Plan:

The Extreme Weather Response Administrative Procedure supports our Vision of achieving excellence in Catholic Education by ensuring our structures, processes,

relationships and actions reflect our Gospel values and Catholic Social Teachings. This vision calls the Board to these Strategic Priorities:

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

Action Required:

Purpose

The purpose of AP816 - Extreme Weather Response is to give guidelines on how school administrators and supervisors should respond to extreme weather conditions.

The guidelines should be followed to ensure safe conditions for staff and students during times of extreme weather conditions.

Background

For the purpose of this Administrative Procedure, the following authorities will be considered the primary source of official information for all temperature related facts i.e. humidex, air quality health index (AQHI), wind chill, and temperature, when determining the need to make a decision regarding the safety of students and staff during an extreme weather event:

- Government of Canada- Environment and Natural Resources ([Environment Canada](#)), WeatherCAN App
- Local Public Health Authorities (ex. Peterborough Public Health, Durham Region Public Health, Haliburton, Kawartha Pine Ridge District Health Unit)
- Local Conservation Authorities (ex. Otonabee Region Conservation Authority, Lower Trent Conservation, Ganaraska Region Conservation, Central Lake Ontario Conservation Authority, Kawartha Conservation)

Action Required

On an annual basis Principals, Vice-Principals, Managers and Supervisors will develop an Extreme Weather Action Plan to ensure staff are aware of how extreme weather events may be addressed. A template will be provided to ensure continuity and ease of completion. At a minimum, the Extreme Weather Action Plan will include measures to address hot weather and cold weather.

Hot Weather

The Extreme Weather Action Plan for Hot Weather will be initiated when

- i. The local humidex reaches or exceeds 35;
- ii. Heat waves occur during three consecutive days reaching temperatures of 32°C or higher;
- iii. There is a smog alert combined with higher temperatures; or
- iv. There is an Environment Canada Humidex advisory in regards to ambient air temperatures exceeding 30°C and a humidex rating which exceeds 40

Measures that may be taken to address hot weather and mitigate heat stress include:

- Monitoring Environment Canada/Local Public Health for a Heat Warning when there is elevated heat and humidity: the mix of hot and humid weather is known as the Humidex;
- Encouraging staff and students to stay hydrated by drinking plenty of water and/or electrolyte drinks;
- Encouraging ongoing observation of co-workers and students for symptoms of heat stress. Also encouraging self-monitoring and to let someone know if they feel symptoms of heat exhaustion or heat stroke so that appropriate action can be taken (see Appendix C);
- Encouraging staff and students to avoid strenuous physical activity;
- Encouraging staff and students to wear light weight, loose fitting, light coloured and breathable clothing;
- Encouraging staff and students to avoid direct exposure to the sun where possible, wear a hat and sunglasses, and apply sunscreen (Canadian Cancer Society recommends SPF 30 or higher);
- Altering the time of day for physically demanding tasks and activities and/or reduce physical activities/work where possible;
- Altering schedules for staff/students performing strenuous/physically demanding activities. (see Appendix A);
- Encouraging staff and students in buildings with no air conditioning to use portable fans (CSA approved) plugged directly into outlets, blinds or shades on windows, etc;
- Rotating groups of students and staff into cooling rooms where available;
- Opening windows during cooler periods to allow air to circulate;
- Turning off classroom lights and computers if not needed.

For extreme heat warnings (Humidex values over 40), Facility Services shall monitor and maintain building ventilation/existing cooling systems and consider any applicable adjustments to system operations/running times as may be applicable based on the extreme heat weather event. Consideration may be given to adjusting HVAC system schedules.

Additional controls to prevent exposure to high temperatures may be required for vulnerable individuals such as staff and students with special needs or medical conditions.

Principals, Vice-Principals, Managers and Supervisors will refer to [Appendix A](#) and [Appendix B](#) for information on appropriate hot and cold weather response and when it is appropriate to discontinue work/play due to extreme weather.

Principals, Vice-Principals, Managers and Supervisors will post information on the symptoms of heat and cold stress and assist staff and students in seeking first-aid or medical attention, as appropriate and required, if they suffer from such symptoms. (See [Appendix C](#) and [Appendix D](#)).

Air Quality

For an air quality health index higher than 7, strenuous outdoor activities for all students and staff who are at risk due to health conditions should be rescheduled or reduced. Consideration should be given to reducing or rescheduling strenuous outdoor activities for the general population.

For an air quality health index above 10, avoid strenuous outdoor activities for staff and students. People with heart or breathing problems are at a greater risk and additional precautions may be required to manage their condition.

Cold Weather

With the exception of a minimum indoor temperature of 18°C, applicable in most indoor workplace settings in Ontario, there is no mandated temperature (high or low) that requires employers to remove employees from the workplace. According to the Occupational Health and Safety Act, it is the responsibility of employers and supervisors to take every precaution reasonable in the circumstances for the protection of a worker.

Measures that may be taken to address cold weather and mitigate cold stress include:

- Establishing 'warm areas' for lunch and work/rest breaks;
- Encouraging the use of warm clothing for outdoor work/play that is appropriate for the task, the temperature, and the weather conditions;

- Encouraging staff and students to wear multiple layers and to cover exposed skin (ex. hats, scarves, mittens);
- Encouraging staff to wear appropriate footwear if working conditions are also wet/icy/slippery;
- Following the schedule for cold work/play conditions (see [Appendix B](#));
- Encouraging ongoing observation of co-workers and students for symptoms of cold stress.

Principals, Vice-Principals, Managers and Supervisors will refer to [Appendix A](#) and [Appendix B](#) for information on appropriate hot and cold weather response and when it is appropriate to discontinue work/play due to extreme weather.

Principals, Vice-Principals, Managers and Supervisors will post information on the symptoms of heat and cold stress and assist staff and students in seeking first-aid or medical attention, as appropriate and required, if they suffer from such symptoms. (See [Appendix C](#) and [Appendix D](#)).

Thunderstorms / Lightning

In the event of a thunderstorm watch/warning or lightning strikes, the adult responsible for the outdoor activity must take necessary precautions to protect staff and students. When lightning is seen or thunder is heard, immediately suspend outdoor activities and have staff and students take shelter in a protected area.

High Water / Floods

In the event of a high water/flood advisory issued by the local conservation authority, take appropriate precautions to maintain the safety of staff and students. Such precautions could include communication to parents/guardians.

High Winds

- A wind warning will be issued by Environment Canada when the threshold criteria of 70 km/h or more of sustained wind and /or gusts to 90 km/h or more is met;
- When wind speeds are greater than 40 km/h, suitable precautions should be taken to ensure staff and student safety. Activity is to stop and/or be moved indoors when the effect of wind poses a risk to participants. Suspend any activities at elevations (ex. activity on a roof/ladder) until wind speeds have subsided;

- When wind speeds are between 50-69 km/h, outside activities should be avoided.
- Suspend outdoor activities if a wind warning has been issued (wind speeds of 70 km/h or gusts of 90 km/h)
- During periods of increased wind it is advisable to use protective eyewear for any outdoor activity due to the increased movement of dust/debris.

Tornado Warning

In the event of a tornado warning see the school emergency response plan for planned response.

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 this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for the implementation of and compliance with the 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 this Administrative Procedure;
- Development and initiation of an Extreme Weather Action Plan for their facility/staff, where applicable;
- Maintaining an awareness of the contents and requirements of this Administrative Procedure;
- Maintaining an awareness of control measures and responses to extreme weather;

- Identifying signs/symptoms of heat/cold related illness and assisting affected staff in seeking appropriate first aid or medical treatment.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;
- Ensuring the regular provision of information and instruction regarding this Administrative Procedure.

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

- Development and initiation of an Extreme Weather Action Plan for their staff and students;
- Maintaining an awareness of the contents and requirements of this Administrative Procedure;
- Posting Appendices C and D of this Administrative Procedure on the Health and Safety Bulletin Board;
- Monitoring local weather conditions and, in consultation with the Family of Schools Superintendent, make decisions with respect to postponing or cancelling events;
- Implementing the guidelines outlined within this Administrative Procedure where appropriate;
- Maintaining an awareness of control measures and responses to extreme weather;
- Identifying signs /symptoms of heat/cold-related illness and assisting affected staff or students in seeking appropriate first aid or medical treatment.
- Referring to Appendices A and B for information on appropriate hot and cold weather response and when it is appropriate to discontinue work/play due to extreme weather;
- Ensuring that any employee for whom they have supervisory responsibility are aware of this Administrative Procedure.

Facility Services are responsible for:

- Adjusting building ventilation/cooling systems where required.

Staff are responsible for:

- Adhering to this Administrative Procedure;
- Following the Extreme Weather Action Plan developed for their facility/staff;
- Participating in staff training or in-service in relation to this Administrative Procedure;

- Immediately reporting to their supervisor an illness or occurrence of Heat or Cold stress;
- Identifying signs /symptoms of heat/cold-related illness and assisting affected staff or students in seeking appropriate first aid or medical treatment.

Progress Indicators::

- Health and Safety Bulletin Boards will display Appendices C and D to this Administrative Procedure;
- First Aid responders in Board facilities will be trained to identify and respond to heat/cold-related illnesses
- Extreme Weather Action Plans is updated annually

Definitions:

Air Quality Health Index- The Air Quality Health Index (AQHI) is a scale designed to communicate the health risks posed by air pollution. The scale, from 1-10+, suggests steps we can take to reduce our exposure. The higher the number, the greater the risk, and the need to take precautions.

Humidex- The term “humidex” is short for humidity index. It is an equivalent scale intended for the public to express the combined effects of warm temperatures and humidity. Environment Canada uses humidex ratings to inform the general public when conditions of heat and humidity are possibly uncomfortable.

Wind Chill- The Wind Chill Index is expressed in temperature-like units which equate the combined effect of wind and temperature. In Canada, the Wind Chill is provided on a Celsius scale, but is reported without the degree sign as it is not a real temperature, but rather represents a perceived feeling of cold on the skin.

Appendices:

[Appendix A](#)- Extreme Weather Conditions- Heat Response

[Appendix B](#)- Extreme Weather Conditions- Cold Response

[Appendix C](#)- Hazards of Extreme Heat

[Appendix D](#)- Hazards of Extreme Cold

References:

- [Ministry of Education Memorandum 2019: B12](#) - Provincial Working Group on Health and Safety

- [High Temperature Guideline](#) (Guideline Version September 12, 2018).
- [Managing Heat Stress at Work](#), (Version August 19, 2021 update)
- [Guideline No. 33: Working in Extreme Temperature Conditions](#) (Guideline version April 27, 2022 update)
- [Wind Chill - The Chilling Facts](#), Environment Canada Fact Sheet, ISBN 978-0-662-47625-2

Administrative Procedure Report to the Policy Development Committee

Meeting Date: Tuesday, January 21, 2025

Presented by: Sean Heuchert
Superintendent of Business & Finance

Subject: **Administrative Procedure 1306**
Student Safety

Background:

Administrative Procedure 1306 (previously Policy 1006) outlines the procedures and methods by which we aim to ensure the safety of drivers and students on vehicles used to transport students to and from school. The AP has been updated to align with the current Directional Policy and Multi-year Strategic Plan. A number of meetings have also taken place with the Board's Special Education team to ensure students supported by our Special Education team benefit from the necessary strategies and equipment to keep them safe on school transportation.

Summary of Draft Administrative Procedure:

The key changes to this Administrative Procedure include:

- Consolidation of Policy and Administrative Procedure into new Administrative Procedure aligned with existing Directional Policy, including renumbering from 1006 to 1306.
- Updating of language to improve clarity on optional and mandatory components of the Administrative Procedure



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- Addition of “Responsibilities” section and delineation of responsibilities by role
- Recognition of the Canadian Automobile Association as a provider of Safety Patrol training and programming
- Alignment of safety apparatus language to delineate between Occupational Therapist recommended apparatus and safety only apparatus
- Addition of a new Appendix with MTO guidance on safe loading and unloading
- Paragraph 5.1.3 dates updated
- Streamlined bullet 6.2 re: idling vehicles
- Student Responsibilities 2nd bullet updated for clarity

Attachments:

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



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Student Safety	Administrative Procedure Number 1306
Directional Policy 1300 - Student Transportation	

Title of Administrative Procedure:

Student Safety

Date Approved:

January 21, 2025

Projected Review Date:

2030

Directional Policy Alignment:

This administrative procedure aligns with Directional Policy 1300 - Student Transportation by outlining the procedures by which eligible students will be safely transported. It outlines processes which will ensure adequate oversight and controls to meet the high standard of safety we expect from all partners in student transportation.

[Directional Policy 1300 - Student Transportation](#)

Alignment with Multi-Year Strategic Plan:

This administrative procedure aligns with our strategic priority pillar of “Being Well” by ensuring that our students are safely transported to school. It also aligns with our strategic priority of valuing relationships by clearly outlining the responsibilities of all parties in maintaining a safe and healthy environment for all partners in student transportation.

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

Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to supporting student safety when dealing with students who walk and/or are transported to school. This Administrative Procedure outlines a number of approaches to enhance student safety as it relates to student transportation.

Throughout this Administrative Procedure the use of “shall” will indicate a mandatory process/procedure and “may” will indicate where a Principal has discretion to implement a process/procedure in consultation with their Catholic School Council and Family of School Superintendent.

1. Student Safety Patrols

- 1.1. The Board recognizes the importance of encouraging students and the drivers of vehicles in the school community to exercise caution and use sound safety practices. Principals may establish Student Safety Patrols where circumstances warrant.
- 1.2. Student Safety Patrols will operate only under an officially recognized training program provided by either their local police service or the Canadian Automobile Association.
- 1.3. When established, the principal of the school shall name and support a teacher supervisor to assist in the operation of Student Safety Patrols and to co-operate with the Student Safety Patrol program provider (i.e. CAA or Police).
- 1.4. Student Safety Patrols will not be used on main traffic arteries where the safety of the student patrol might be jeopardized.
- 1.5. Student Safety Patrols may be used only in areas near the school where their activities can be appropriately monitored by the teacher-supervisor.
- 1.6. Principals are responsible for ensuring that due consideration be given to the particular circumstances of normal traffic, and the age and maturity of children involved.
- 1.7. Written permission of the parent or guardian will be obtained prior to the appointment of students as patrol members.
- 1.8. Tangible recognition (picnic, special trip, etc.) of patrol members' service may be given.

2. School Bus Safety Patrols

- 2.1. The Board places emphasis on the need to transport students in a safe and efficient manner. Principals may, where feasible and desirable, establish School Bus Safety Patrols.
- 2.2. School Bus Safety Patrols will operate only under an officially recognized training program provided by either their local police service or the Canadian Automobile Association.
- 2.3. Principals shall consult their Transportation Authority prior to implementing a School Bus Safety Patrol at their school.
- 2.4. When established, the principal of the school shall name and support a teacher supervisor to assist in the operation of bus safety patrols and to cooperate with the School Bus Safety Patrol program provider (i.e. CAA or Police) and the school's transportation authority.
- 2.5. Written permission of the parent or guardian will be obtained prior to the appointment of students as patrol members.
- 2.6. Each patrol member will be supplied with the necessary equipment required for this service. All such equipment remains the property of the Board and must be returned to the school at the close of each school year or when the student ceases to be a member of the patrol.

3. Adult Crossing Guards

- 3.1. The authority for employing crossing guards rests with individual municipalities rather than the Board. Normally, crossing guards will be trained and serve under the direction of the appropriate municipal authority. The Board will cooperate with the municipality in developing and maintaining an effective service.
- 3.2. Steps leading to the provision of an Adult Crossing Guard service may be initiated by school authorities, Board administration, or other interested organizations or persons.

4. Special Apparatus for Transporting Students

- 4.1. The Board offers transportation to students within the system for a number of programs and using a variety of vehicles including:
 - 4.1.1. Full size school buses (e.g. 66, 72 passenger bus)
 - 4.1.2. Small size school buses (e.g. 24 passenger)
 - 4.1.3. Taxis as required for special circumstances

- 4.1.4. Special Purpose Vehicles as required for special circumstances (e.g. vans)
 - 4.1.5. Wheelchair accessible variants of the above vehicle types where required
 - 4.1.6. Any of the above vehicle types with adult bus monitors where required
 - 4.2. From time-to-time, a vehicle must be adapted in order to provide the safest possible environment for an individual student, other students riding the same vehicle, the driver, and/or the general public. These requests typically fall into one of the following categories:
 - 4.2.1. Occupational Therapist recommendation (eg; mobility and trunk stability) - Form at [Appendix A](#)
 - 4.2.2. Physician / Nurse Practitioner recommendation due to safety concerns - Form at [Appendix B](#)
 - 4.3. The Board will provide forms for the purpose of recording the necessary approvals for the use of special apparatus. Appendices A and B to this Administrative Procedure illustrates the standardized form to be completed.
 - 4.4. In the event of a recommendation, parents/guardians will complete and submit to the school, all necessary forms (Appendix A or Appendix B) requesting and acknowledging in writing, that they understand and agree to the use of the special apparatus to ensure the safety of their child while being transported by the Board.
 - 4.5. The special apparatus must be reviewed and approved prior to its use. The parent/guardian shall be notified when the special transportation request has been processed.
 - 4.6. If this acknowledgment is not received in writing, responsibility for transporting the student shall rest with the parent/guardian.
 - 4.7. Special Apparatus will be operated/fastened by the parent or guardian at their stop and by a trained school staff member at the school. Bus drivers are trained in evacuation procedures but are not responsible for the daily operation of the apparatus.
 - 4.8. Special Apparatus requests must be renewed each school year.
5. School Bus Evacuation Program
 - 5.1. For each school year at least two (2) bus evacuation drills must be completed for all elementary school children in accordance with the

following:

- 5.1.1. The Transportation Authority is to identify, for the operator and the school principal, the bus operator or operators assigned to each elementary school;
- 5.1.2. The assigned operator is requested to consult with the school principal, or designate, in establishing an appropriate date/time schedule to conduct the bus evacuation drills for all students in the school, with a copy of this schedule being forwarded to the Transportation Authority;
- 5.1.3. The drills must be conducted on school property in a safe location, at a convenient time for all, prior to December 1 for the Fall training and prior to June 1 for the Spring training;
- 5.1.4. The operator shall provide the appropriate vehicle or vehicles, properly equipped, and, in order to expedite the process, it is recommended that as many students as possible be put through the drills at one time with students travelling as a class and accompanied by appropriate school staff;
- 5.1.5. The operator shall be responsible for providing the required instruction;
- 5.1.6. It is imperative that each driver receive the practical experience of conducting an evacuation drill;
- 5.1.7. The company name, date, time, and location of every drill shall be recorded on the appropriate form provided by the Transportation Authority with the operator/instructor and principal signing the form, and, upon completion of the bus evacuation drill, a copy of the completed form shall be forwarded by the operator to the Transportation Authority; and
- 5.1.8. The Transportation Authority will solicit feedback on evacuation drills. The Transportation Authority will monitor the feedback and deploy additional supports and/or supervision for the drills as necessary.

6. Vehicle Loading and Unloading

- 6.1. Loading and unloading requires staff, students and drivers to be alert and respect the "Danger Zone" surrounding the bus. [Appendix C](#) to this Administrative Procedure provides guidance for all parties involved in transportation to observe during loading and unloading.

- 6.2. Bus drivers will be instructed (through the Transportation Authority) to turn their bus engine off between the time of arrival and parking in the bus loading zone or on the school property, and the time of departure from the school. This action will protect the school community from a vehicle accidentally being put in gear and from harmful exhaust fumes.
7. Student Medical Conditions
 - 7.1. Effective communication between the school, Transportation Authority and Bus Operator is essential to ensure all partners are aware of relevant medical conditions.
 - 7.2. Plans of Care for students riding the bus will be provided to the Transportation Authority who will in turn provide that Plan of Care to the relevant operator.
 - 7.3. Plans of Care are considered Personal Health Information (PHI) and will be secured by the Transportation Authority and Operator as appropriate for PHI.
 - 7.3.1. Drivers (including temporarily assigned drivers) will be provided with a descriptive medical alert on their passenger list. Plans of Care are not to be carried on board.
 - 7.3.2. Operators will ensure that drivers are trained and prepared to provide emergency intervention only. An example would be administering an auto-injector for an anaphylactic student or an inhaler for an asthmatic student. Such incidents are covered under Sabrina's Law and Ryan's Law respectively.
 - 7.3.3. Bus drivers will ensure they record the location of auto-injectors and/or inhalers for students on their vehicle.
 - 7.4. Temporary transportation due to Medical Reasons (e.g. broken leg) is considered in [Administrative Procedure 1301 – Student Eligibility](#).
 8. Ministry Required School Bus Safety Training
 - 8.1. The Ministry of Education requires each elementary student receive Ministry approved safety training every two years.
 - 8.2. Transportation Authorities will work with School Principals to schedule and deliver the required training.

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

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

The Director of Education is responsible for:

- Overseeing implementation of the Student Safety Administrative Procedure.

The Superintendent of Business and Finance is responsible for:

- Providing support and decision making to the Transportation Authorities in implementing this Administrative Procedure.

The Superintendent of Special Education is responsible for:

- Receiving and reviewing requests for Special Apparatus implemented to support student safety.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting school administrators in understanding and implementing this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- Ensuring students transported on the bus who have a Plan of Care in place are recorded in the Transportation tab in the Student Information System and a copy of the Plan of Care is provided to the Transportation Authority.
- Assisting operators in establishing an appropriate date/time schedule to conduct bus evacuation drills for all students in their school, with a copy of this schedule being forwarded to the Transportation Authority.
- Working with the Catholic School Council and Family of Schools Superintendent to assess the school's need for student involvement via a Safety Patrol program.

- Consulting with their Transportation Authority prior to implementing a School Bus Safety Patrol at their school.
- Working collaboratively with their Transportation Authority in the scheduling and delivery of mandatory Ministry of Transportation safety training.

Staff are responsible for:

- Observing the “Danger Zone” for the bus with particular care during loading and unloading
- Assist, where necessary, with conducting transportation related safety drills, e.g. bus evacuation and mandatory safety training
- Adhering to this Administrative Procedure in support of the Student Transportation Directional Policy

Students are responsible for:

- Participating in safety training and exercises provided at their school
- Staying alert and listening to bus operator and school staff
- Observing the “Danger Zone” for the bus with particular care during loading and unloading

Parents are responsible for:

- Observing the “Danger Zone” for the bus with particular care during loading and unloading

Progress Indicators:

- Transportation Authority tracking of School Bus Evacuation Program and feedback on same
- School based Safety programs (e.g. School Bus Safety Patrol)
- Completion of required Ministry Safety Training
- Incident Reporting by Transportation Authority

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

- o 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:

- [Administrative Procedure 805 - Administration of Medication](#)
 - o [Ryan's Law \(Ensuring Asthma Friendly Schools\)](#)
 - o [Sabrina's Law](#)
- [Directional Policy 1300 - Student Transportation](#)
- [Administrative Procedure 1301 – Student Eligibility](#)
- [Education Act](#)
- [School Bus Safety](#) - Ministry of Transportation for Ontario (MTO)