

Durham Catholic District School Board
Catholic Education: Learning & Living in Faith



REGULAR BOARD MEETING

AGENDA

Monday, March 19, 2018

7:30 p.m.

Catholic Education Centre



Catholic Education Centre, 650 Rossland Road West, Oshawa, Ontario L1J 7C4
Main Telephone Number: (905) 576-6150; Toll Free: 1-877-482-0722
Main Fax Number: (905) 576-0953 - Board Web Site: www.dcdsb.ca

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please notify the meeting organizer in advance of the meeting date so that arrangements can be made.



Durham Catholic District School Board

REGULAR BOARD MEETING

Monday, March 19, 2018

Open Session 7:30 p.m.

Durham Catholic District School Catholic Education Centre
650 Rossland Road West, Oshawa, L1J 7C4

OPEN SESSION AGENDA

- | A. <u>CALL TO ORDER</u> | <u>Page</u> |
|---|--|
| a.1 Motion to Move In Camera (7:00 p.m.) | |
| a.2 National Anthem (7:30 p.m.) | St Joseph Catholic School (Oshawa) Choir |
| a.3 Acknowledgement of Traditional Territory | |
| a.4 Memorials and Prayer | Student Trustees |
| a.5 Roll Call and Apologies | |
|
 | |
| B. <u>APPROVAL OF AGENDA</u> | |
| b.1 Changes to printed agenda | |
| b.2 Approval of Agenda | |
|
 | |
| C. <u>ANNOUNCEMENTS</u> | |
| c.1 Announcement from the In Camera Session of the Board Meeting | |
| c.2 Recognition of St. Bernadette Catholic School – Recipient of Dr. Bette M. Stephenson Award | |
| c.3 Fr. Fenelon Catholic School Global Gandhi Peace Program Partnership | |
|
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| D. <u>NOTICES OF MOTIONS</u> | |
|
 | |
| E. <u>DECLARATIONS OF INTEREST</u> | |
| e.1 Declaration of conflict of interest | |
|
 | |
| F. <u>ACTIONS TO BE TAKEN</u> | |
| f.1 Approval and Signing of Minutes of the Open Session of the Regular Board Meeting of February 26, 2018 | 4 |
| f.2 Business Arising from the Open Session of the Regular Board Meeting of February 26, 2018 | |

G. PRESENTATION

- g.1 ShareLife – Tim Lee Loy, ShareLife Coordinator of Schools and Employee Campaigns
- g.2 Together for All Equity Action Plan and Together for Hope Poverty Action Plan
– Janine Bowyer, Superintendent of Education
- g.3 Student Recruitment - International Education – Michael Gray, Superintendent of International Education

H. DELEGATION

I. CONSIDERATION OF MOTION

- i.1 Motion to be read in Open Session from the In Camera Session of the Board Meeting of March 19, 2018

J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

K. COMMITTEES

k.1 Committee Reports

- k.1.1 IPRC – February 2018 22
- k.1.2 Special Education Advisory Committee Meeting – March 6, 2018 23

k.2 Matters Referred from Committee

L. STAFF REPORTS

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- l.1.1 Together for All Equity Action Plan and Together for Hope Poverty Action Plan 33

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- l.4.3 Draft Revised Pupil Accommodation Review Guidelines 85

l.5 Director's Report

- l.5.1 Director's Verbal Report

l.6 Chair's Report

- l.6.1 Chair's Verbal Report
- l.6.2 Student Trustees Verbal Report

M. CORRESPONDENCE

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N. INQUIRIES AND MISCELLANEOUS

O. PENDING ITEMS

P. ADJOURNMENT

Q. CLOSING PRAYER

Student Trustee



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the Regular Board Meeting of the Durham Catholic District School Board which was held in the Catholic Education Centre, 650 Rossland Road West, in Oshawa on Monday, February 26, 2018.

Trustees Present

T. Chapman, Chair
M. Forster, Vice Chair
T. Corless
K. LeFort
J. McCafferty
J. Oldman
P. Pulla(teleconference)
J. Rinella

Staff Present

A. O'Brien, Director
T. Barill
J. Bastarache
J. Bowyer
B. Camozzi
M. Gray
M. Hammond
T. Keay
R. Leclair
J. McVeigh
L. Morgulis
J. Mullins
G. O'Reilly
R. Putnam
R. Rodriguez

Student Trustees

A. Paul
M. Malkin

A. OPEN SESSION CALL TO ORDER

Chair Chapman called the Open Session to order at 7:00 p.m.

a.1 MOTION TO MOVE IN CAMERA

Motion No. B2018-02-26-01

Motion to Move In Camera

Moved by T. Corless seconded by J. Rinella

"THAT the Durham Catholic District School Board Meeting move into In Camera Session."

Carried

RESUMPTION OF OPEN SESSION (7:30 p.m.)

Chair Chapman called the Meeting to order and welcomed all in attendance.

a.2 NATIONAL ANTHEM – O CANADA

All Saints Catholic Secondary School sang O Canada.

a.3 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Chapman acknowledged Traditional Lands and Territory.

a.4 MEMORIALS AND PRAYERS

Student Trustees Paul and Malkin offered the opening prayer.

ITEM a.3 ROLL CALL AND APOLOGIES

Trustee Pulla attended by teleconference.

B. APPROVAL OF AGENDA

ITEM b1. CHANGES TO THE PRINTED AGENDA

Addition of Item I.5.5 Out of Province Travel.

ITEM b.2 APPROVAL OF AGENDA

Motion No. B2018-02-26-02

Approval of Agenda

Moved by T. Corless seconded by M. Forster

“THAT the Durham Catholic District School Board approve the agenda of the Monday, February 26, 2018 Regular Board Meeting as amended.”

Carried

C. ANNOUNCEMENTS**c.1. ANNOUNCEMENTS FROM THE IN CAMERA SESSION OF THE REGULAR BOARD MEETING OF FEBRUARY 26, 2018**

Vice Chair Forster made the following announcements:

RESIGNATION

Effective February 14, 2018:

<u>Name:</u>	<u>Current Placement:</u>
Shannon Brady	Vice Principal, Notre CSS

APPOINTMENT TO SECONDARY VICE PRINCIPAL ROSTER

Effective March 19, 2018:

<u>Name:</u>	<u>Current Placement:</u>
Joseph Longo	Curriculum Chair, St. Mary CSS

PLACEMENT AS INTERIM SECONDARY VICE PRINCIPAL

Effective March 19, 2018:

<u>Name:</u>	<u>Current Placement:</u>	<u>New Placement</u>
Joseph Longo	Curriculum Chair, St. Mary CSS	Interim Vice Principal, St. Mary CSS

SECONDARY VICE PRINCIPAL TRANSFER

Effective March 19, 2018:

<u>Name:</u>	<u>Current Placement:</u>	<u>New Placement</u>
John Di Ianni	Vice Principal, St. Mary CSS	Vice Principal, Notre Dame CSS

RETIREMENT

<u>Name</u>	<u>Current Position</u>	<u>Effective</u>
Sandra Filetti	Teacher, St. Bridget CS	April 30, 2018

C.1 RECOGNITION OF ST. MARY CSS FINALISTS FOR THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION SHORT VIDEO CONTEST 2017

Students Andrew Hammond, Alex LeClair and Juliano Greco, from St. Mary Catholic Secondary School were recognized for being selected as finalists for their submission to the Ontario Catholic School Trustees' Association's (OCSTA) short video contest along the theme of "Stewards of Creation." The video, highlights PickWaste, a community initiative that was started as an effort to clean up the community and is a testament to the leadership role these students have played in caring for God's creation.

D. NOTICES OF MOTIONS

None.

E. DECLARATION OF INTEREST

None.

F. ACTIONS TO BE TAKEN

APPROVAL AND SIGNING OF MINUTES – JANUARY 22, 2017 REGULAR BOARD MEETING

Motion No. B2018-02-26-03

Approval and Signing of Minutes

Moved by J. McCafferty seconded by T. Corless

"THAT the Durham Catholic District School Board approve the Minutes of the Open session of the January 22, 2018 Regular Board Meeting."

Carried

BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF JANUARY 22, 2018

None

APPROVAL AND SIGNING OF MINUTES – JANUARY 29, 2017 SPECIAL BOARD MEETING

Motion No. B2018-02-26-04

Approval and Signing of Minutes

Moved by P. Pulla seconded by K. LeFort

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the January 29, 2018 Special Board Meeting.”

Carried

BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF JANUARY 29, 2018

None

APPROVAL AND SIGNING OF MINUTES – FEBRUARY 5, 2017 REGULAR BOARD MEETING (POLICY)

Motion No. B2018-02-26-05

Approval and Signing of Minutes

Moved by P. Pulla seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the February 5, 2018 Regular Board Meeting (Policy).”

Carried

BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF FEBRUARY 5, 2018 (POLICY)

None

G. PRESENTATIONS

g. 1 SAFE AND CARING SCHOOLS UPDATE

Superintendent Bowyer shared the winning entries of the DCDSB multi-media contest which launched in the fall. These include artwork from Noah Santos at All Saints Catholic Secondary School, and the Kindness Matters video submitted by a group of students at St. John Paul II Catholic School. Congratulations to all winners. Their work can be viewed at dcdsb.ca.

Superintendent Bowyer also shared an overview of the Board's Safe and Accepting Schools initiatives which fall under the four pillars to the Wellbeing Strategy: Equity and Inclusive Education; Safe and Accepting Schools; Healthy Schools; and Positive Mental Health. Some of the initiatives include:

- 2016 School Climate Results – key learning from Dr. Wendy Craig at PREVNet
- Safe and Accepting School Weeks
- Elephant in the Room Campaign

Trustee Corless inquired about school climate surveys. Superintendent Bowyer advised that surveys are done every two years. Director O'Brien added that through school improvement plans, sufficient results are garnered, and each school monitor on a school-by-school basis.

g.2 DURHAM CATHOLIC SECONDARY SCHOOL CHAPLAINCY REPORT

Superintendent Leclair, together with the Chaplaincy Team Leads from each DCDSB Catholic secondary school, provided the Board of Trustees with a view on Secondary School Chaplaincy. The Chaplains shared their experiences in promoting the spiritual dimension of the school through their work in the following areas:

- Retreat work
- Social Justice and Charity
- Liturgical life of the school and liaison with the Parishes
- Pastoral Care
- Adult Faith Formation
- Student leadership and student voice.

Through the Ministries of Presence, Advocacy, Celebration and Worship, Witness and Accompaniment, our Chaplains truly strive to enliven the faith dimension in our schools. A student from Grade 11, representing the student voice, spoke on ways in which students reaches out to those that are in need, both within and outside of the school community. Projects included: domestic outreach, where each home room was given a family to provide assistance to; a multicultural night; formation of aboriginal awareness group, black history group, unity group (for people of colour); and other ways that emphasizes the essential role of the student.

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g.3 MULTI-YEAR BUDGET FRAMEWORK

Superintendent Putnam presented the updated Multi-Year Budget Framework. The framework projects the Board's overall financial position for the next five years through 2023. Significant factors incorporated in the framework include anticipated enrolment growth, unfunded leave plan costs, minimum wage implications and student transportation. The Finance Committee will be engaging the Broader Catholic Community in its annual budget consultation process in early April. Staff will present the first draft of the budget in May with final approval by the Board of Trustees being sought at the June Board meeting. Trustee Corless and Student Trustee Paul inquired about cafeteria pricing. Superintendent Putnam noted that a report will be forthcoming at a future Board meeting.

H. DELEGATION

None

I. CONSIDERATION OF MOTION**i.1 MOTIONS TO BE READ IN OPEN SESSION FROM THE IN CAMERA SESSION OF THE BOARD MEETING OF FEBRUARY 26, 2018**

Vice Chair Forster deemed the Motions read from the In Camera session of the February 26, 2018 Board meeting.

J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**j.1 RECORD KEEPING OF MINUTES OF BOARD AND COMMITTEE MEETINGS**

Trustee Pulla thanked staff for bringing forward the motion to upgrade the audio system in the Boardroom. Discussion ensued regarding recording, video recording and live-streaming capabilities. Chief Information Officer Rodriguez advised that the various options provided, would enable the Board to add-on features to the system in the future. Trustee Rinella asked about the audio system installed at the time of the Boardroom's renovation and the viability of one camera as noted in Option 3. Director O'Brien noted that only microphones were replaced at that time. Trustee Corless asked about out-sourcing for quotes from other vendors. Trustees agreed to Option 3 and to amend the second Motion accordingly. With regard to Minutes, Trustees agreed to review the Minutes from other Board, and amended the third Motion to include the formation of an Ad Hoc Committee. Chair Chapman, Trustees Pulla, Corless and McCafferty noted their interest in membership on the Ad Hoc Committee.

j.1 RECORD KEEPING OF MINUTES OF BOARD AND COMMITTEE MEETINGS – continued

Motion No. B2018-02-26-06

Record Keeping of Minutes of
Board and Committee Meetings

Moved by P. Pulla seconded by J. McCafferty

“THAT the Durham Catholic District School Board receive as information the Record Keeping of Minutes of Board and Committee Meetings report dated February 26, 2018.”

Carried

Motion No. B2018-02-26-07

Record Keeping of Minutes of
Board and Committee Meetings

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board approve the replacement of the Board Room Audio Visual System as per Option 3.”

Carried

Motion No. B2018-02-26-08

Record Keeping of Minutes of
Board and Committee Meetings

Moved by P. Pulla seconded by T. Corless

“THAT the Durham Catholic District School Board develop an Ad Hoc Committee and conduct a review of the recording process and published content of Minutes in school boards.”

Carried

EXTENSION OF LENGTH OF MEETING

Motion No. B2018-02-26-09

Extension of Length of Meeting

Moved by J. Oldman, seconded by J. Rinella

“THAT the Durham Catholic District School Board extend the length of the Regular Board Meeting of February 26, 2018 by one hour according to the Working By-laws of the Board Section 3.26.”

Carried

K. COMMITTEE REPORTS

k.1.1 IPRC REPORT FOR JANUARY 2018

Motion No. B2018-02-26-10

IPRC Report for January 2018

Moved by P. Pulla seconded by J. Oldman

“THAT the Durham Catholic District School Board accept the IPRC Report for the month of January 2018.”

Carried

k.1.2 DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE – FEBRUARY 2018

Motion No. B2018-02-26-11

Durham Catholic Parent
Involvement Committee –
February 2018

Moved by P. Pulla seconded by J. Oldman

“THAT the Durham Catholic District School Board accept the written report from the Durham Catholic Parent Involvement Committee Meeting of Thursday, February 15, 2018.”

Carried

k.1.3 FINANCE COMMITTEE MINUTES – FEBRUARY 12, 2018

Motion No. B2018-02-26-12

Finance Committee Minutes –
February 12, 2018

Moved by P. Pulla seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file the minutes of the February 12, 2018 Finance Committee meeting.”

Carried

K.1.4 SCHOOL YEAR CALENDAR COMMITTEE MINUTES – FEBRUARY 12, 2018

Motion No. B2018-02-26-13

School Year Calendar Committee
Minutes – February 12, 2018

Moved by P. Pulla seconded by J. Oldman

“THAT the Durham Catholic District School Board receive as information the minutes of the February 12, 2018 School Year Calendar Committee meeting.”

Carried

K.2. MATTERS REFERRED FROM COMMITTEE

None

L. STAFF REPORTS

I.1. STUDENT SERVICES

I.1.1 SAFE AND CARING SCHOOLS UPDATE

Motion No. B2018-02-26-14

Safe and Accepting Schools
Update

Moved by T. Corless seconded by J. McCafferty

“THAT the Durham Catholic District School Board receive and file as information the Safe and Caring Schools Update.”

Carried

I.2 FAITH FORMATION

I.2.1 DURHAM CATHOLIC SECONDARY SCHOOL CHAPLAINCY REPORT

Motion No. B2018-02-26-15

Durham Catholic Secondary
School Chaplaincy Report

Moved by T. Corless seconded by J. McCafferty

“THAT the Durham Catholic District School Board receive and file as information the presentation on Durham Catholic Secondary School Chaplaincy.”

Carried

I.3 BUSINESS SERVICES

I.3.1 MULTI-YEAR BUDGET FRAMEWORK

Motion No. B2018-02-26-16

Multi-Year Budget Framework

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board receive as information the Multi-Year Budget Framework as presented by staff on February 26, 2018.”

Carried

I.3.2 2018/2019 SCHOOL YEAR CALENDARS

Motion No. B2018-02-26-17

School Year Calendars

Moved by M. Forster seconded by P. Pulla

“THAT the Durham Catholic District School Board receive as information the 2018/2019 School Year Calendar report dated February 26, 2018.”

Carried

Motion No. B2018-02-26-18

School Year Calendars

Moved by M. Forster seconded by P. Pulla

“THAT the Durham Catholic District School Board approve the 2018/2019 School Year Calendars for elementary and secondary schools, subject to final approval by the Ministry of Education.”

Carried

I. 4 FACILITIES SERVICES**I.4.1 INTERIM ACCOMMODATION OPTIONS ST. MARGUERITE d'YOUVILLE CATHOLIC SCHOOL**

Superintendent Camozzi noted that following the approval from the Ministry of Education to replace the existing St. Marguerite d'Youville Catholic School, staff analyzed the various options for relocating students. It was determined that placing all students at St. John the Evangelist Catholic School would be the most viable option. Public consultation with the school communities are planned.

Motion No. B2018-02-26-19

Interim Accommodation Options
St. Marguerite d'Youville Catholic
School

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board receive as information the report entitled Interim Accommodation Options St. Marguerite D'Youville Catholic School dated February 26, 2018.”

Carried

Motion No. B2018-02-26-20

Interim Accommodation Options
St. Marguerite d'Youville Catholic
School

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board approve the relocation of students from St. Marguerite D'Youville Catholic School to St. John the Evangelist Catholic School to facilitate reconstruction as outlined within the report.”

Carried

**I.4.2 UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
BOUNDARY REPORT**

Motion No. B2018-02-26-21

Unnamed North Oshawa Catholic
Elementary School Boundary
Report

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board receives, for information the Unnamed North Oshawa Catholic Elementary School Boundary Report dated February 26, 2018.”

Carried

Motion No. B2018-02-26-22

Unnamed North Oshawa Catholic
Elementary School Boundary
Report

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board approves ‘In Principle’ the proposed boundary revisions for Father Joseph Venini Catholic School and the New Unnamed North Oshawa Catholic Elementary School outlined in the report dated February 26, 2018.”

Carried

I.4.3 LONG TERM ACCOMMODATION PLAN 2017-2021 UPDATE

Motion No. B2018-02-26-23

Long Term Accommodation Plan
2017-2021 Update

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board receive as information the report entitled Long Term Accommodation Plan 2017-2021 Update dated February 26, 2018.”

Carried

I.4.4 TRUSTEES DETERMINATION AND DISTRIBUTION REPORT

Motion No. B2018-02-26-24

Trustees Determination and
Distribution Report

Moved by K. LeFort seconded by P. Pulla

“THAT the Durham Catholic District School Board receive for information the
Trustee Determination and Distribution report dated February 26, 2018.”

Carried

I. 5 DIRECTOR'S REPORT

I.5.1 2017-2018 SCHEDULE FOR BOARD AND COMMITTEE MEETINGS

The Calendar was revised to include April 11 as an additional date to accommodate the
Finance Committee Public Consultation process.

Motion No. B2018-02-26-25

2017-2018 Schedule for Board
and Committee Meetings

Moved by J. Oldman seconded by K. LeFort

“THAT the Durham Catholic District School Board approve the revised
Schedule of Board and Committee Meetings for the 2017-2018 school
year.”

Carried

I.5.2 TRUSTEES ATTENDANCE – JANUARY – DECEMBER 2017

Motion No. B2018-02-26-26

Trustees Attendance – January –
December 2017

Moved by J. Oldman seconded by K. LeFort

“THAT the Durham Catholic District School Board receive and file as information,
Trustees Attendance Report for the period January to December 2017.”

Carried

I.5.3 OUT OF PROVINCE

Trustee Corless asked about the cost for Out of Province travel and the number of staff attending. Superintendent Barill noted that costs for two of the planned trips were covered by NORCAN. NORCAN is a joint initiative involving educators from Norway, Alberta and Ontario which is supported by the Ontario Teacher's Federation and the Ministry of Education. Monsignor Pereyma Catholic Secondary School was invited to participate in NORCAN in 2016 as a result of the excellent work they were doing with the Teacher Learning and Leadership Program. Through NORCAN, participants are exploring the effects of inter-jurisdictional educator collaboration on student achievement focused particularly on mathematics. In our own Board the NORCAN partnership has led to the establishment of Student Math Councils, first at Monsignor Pereyma and now being spread to other Catholic Secondary Schools. Students participating in the Math Learning Councils have provided specific feedback on the learning environment and how they would like to be supported. The inquiry project connected with this travel will allow educators to observe and learn from schools, educators and Boards in other jurisdictions who have more experience in implementation of some of the strategies that students are requesting. This research will further enhance local instructional initiatives in support of enhanced student achievement, engagement and well-being in Mathematics which aligns completely with the Board's Numeracy Action Plan. The NORCAN Summit which is also fully covered will involve educators and students.

Motion No. B2018-02-26-27

Out of Province

Moved by J. Oldman seconded by K. LeFort

“THAT the Durham Catholic District School Board approve the request of four team members of the Board to travel to Norway from April 20-28, 2018.”

Carried

I.5.4 OUT OF PROVINCE

Motion No. B2018-02-26-28

Out of Province

Moved by J. Oldman seconded by K. LeFort

“THAT the Durham Catholic District School Board approve travel for 8 staff members to Vancouver, BC to facilitate observation and deeper collaboration on instructional strategies in Secondary schools that support feedback-based learning classrooms.”

Carried

I.5.5 OUT OF PROVINCEMotion No. B2018-02-26-29Out of Province

Moved by J. Oldman seconded by K. LeFort

“THAT the Durham Catholic District School Board approve the request of members of the Board, the Director and/or designate at the Canadian Catholic School Trustees’ Association Annual General Meeting scheduled June 7-9, 2018 in Kelowna, British Columbia.”

Carried

I.5.6 DIRECTOR’S VERBAL REPORT

Director O’Brien acknowledged and thanked students and staff for hosting Black History Month celebrations and activities throughout the month of February. She noted that along with Chair Chapman, she had the opportunity to visit schools during some of the events, and were amazed at the enriched learning opportunities that this month presents, and the creativity that is involved in planning and coordinating the inspiring speakers, presentations, talent shows, announcements and other activities that honoured black history and culture.

The Director also acknowledged that today was the first day of Stand Up to Bullying Week in DCDSB schools. In connection with the board’s Year of Service, the theme is Serving My School Community through Acts of Kindness. Director O’Brien extended congratulations to the winners of our Stand Up to Bullying multi-media contest. Their work can be viewed at dcdsb.ca. She encouraged all Trustees and guests present to join students and staff in a collective movement to stand up to bullying on Pink Shirt Day this Wednesday, February 28.

Director O’Brien mentioned that upcoming plans in support of the Durham Catholic Children’s Foundation are in place. Tickets for the Annual Foundation Gala on May 3 can be purchased at durhamcatholicfoundation.ca.

February 14 was Ash Wednesday, marking the beginning of our Lenten journeys for 2018. Director O’Brien thanked Deacon Dominic Pullano for facilitating Lenten prayers for staff at the Catholic Education Centre in our Chapel of St. Francis of Assisi, and to school staff for organizing Liturgies and prayers throughout the season of Lent.

I.6 CHAIR'S REPORT

I.6.1 CHAIR'S VERBAL REPORT

Chair Tricia Chapman thanked staff and members of the community who attended the Showcase of the Arts this week, showcasing the amazing talent of our students across the board. She also thanked staff members for the integral role they play in enhancing DCDSB's Arts programs.

The Chair noted that auditions for the upcoming Regional Arts and Media Program scheduled to open at All Saints Catholic Secondary School in September 2018 took place in January and February.

Chair Chapman commented on the enthusiasm across DCDSB schools, celebrating and honouring Black History Month throughout the month of February. She extended her congratulations to schools on an enriched curriculum within the context of Black History, noting she was inspired when at an assembly dedicated to Black History and inclusion at St. Luke the Evangelist Elementary School. She also expressed that it was an honour to be on panels honouring Black History in the context of Equity, Diversity and Inclusion at Monsignor John Pereyma Catholic Secondary School in Oshawa and Father Leo J. Austin Catholic Secondary School in Whitby.

Having entered the season of Lent, and as a Catholic school system in this Year of Service, the Chair thanked trustees and staff for their presence, their prayers and their offerings toward the Year of Service initiative on February 24, working together to prepare 18 casseroles that were donated to the Good Shepherd Ministries. She extended her wishes to all with "reflections that strengthen our relationship with God as we remain true to our calling as leaders in Catholic education."

I.5.2 STUDENT TRUSTEES' REPORT

Student Trustee Malkin and Paul advised that they would be initiating the Student Senate Lenten Walk of Faith this week and provided details. The Senate is also working on a "Catholic Youth Day" to be celebrated on Tuesday, May 8th, 2018. The focus of the day will be to raise awareness about the lack of clean and accessible water in our own country and throughout the world; and to raise funds and generate support for clean water projects sponsored by the "WE" organization or local and/or international projects supported by the Board or individual schools. The Senate is also working on a joint effort with the Durham District School Board on making moccasins.

CORRESPONDENCE

In reviewing the letter included in the Board report from the President of the Ontario Catholic School Trustees' Association, Trustees agreed that a letter from the Board should be sent to the Prime Minister.

Motion No. B2018-02-26-30

Correspondence

Moved by J. Oldman seconded by K. LeFort

“THAT the Durham Catholic District School Board receive and file as information the following correspondence:
- Ontario Catholic School Trustees' Association 'Government of Canada Summer Jobs Program.”

Carried

p. ADJOURNMENT

Motion No. B2018-02-26-31

Adjournment

Moved by J. McCafferty, seconded by P. Pulla

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, February 26, 2018.”

Carried

Tricia Chapman, Chair of the Board
Durham Catholic District School Board

Anne O'Brien, Director of the Board
Durham Catholic District School Board

(11:15 p.m.)

V. Kunar, Recording Secretary



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Subject: **I.P.R.C. Report for February 2018**

Origin: Janine Bowyer, Superintendent of Education – Student Services

RECOMMENDATION

Moved by , seconded by

“THAT the Durham Catholic District School Board accept the I.P.R.C. report for the month of February 2018.”

RATIONALE

I.P.R.C. REPORT FOR FEBRUARY

Number of Pupils Referred to I.P.R.C.:	0
Number of Pupils Identified as Exceptional:	0
Number of Pupils Reviewed by I.P.R.C.:	0

FROM SEPTEMBER 2017 TO JUNE 2018

Total Number of Pupils Referred to I.P.R.C.:	0
Total Number of Pupils Identified as Exceptional:	6
Total Number of Reviews:	9
Total Number of Parent Requested Deferments:	0

AOB/JB:cc

MEMORANDUM

RECOMMENDATION

“THAT the Durham Catholic District School Board accept the report of the March 6, 2018 Special Education Advisory Committee meeting.”

As per attached minutes.

AOB:JB:cc
Attach.



Durham Catholic District School Board

MINUTES of the **SPECIAL EDUCATION ADVISORY COMMITTEE** meeting of Durham Catholic District School Board which was held in the North Board Room of the Catholic Education Centre, 650 Rossland Road West, in Oshawa on **Tuesday, March 6, 2018.**

Present	Staff	With Regrets	Absent
L. Smart	J. Bowyer	L. Cook	
K. LeFort	L. Coghlan		
V. Adamo	D. Mullane		
K. Burke	C. Baetz		
M. LePage	S. Phoenix		
C. Nosseir			
C. Pegler			
J. McCafferty			
T. McGarry			
A. Shiels			

S.E.A.C. Representatives

K. McCarthy, APSSP
C. Plouffe, OECTA Secondary
L. Wardle, Principal/Vice Principal Association

CALL TO ORDER

Item a.1 Memorials and Prayer

Chair Smart called the meeting to order at 7:32 p.m. and offered the opening prayer. She welcomed everyone to the meeting.

Item a.2 Roll Call and Apologies

APPROVAL OF AGENDA

Item b.1 Changes to Printed Agenda

None

Item b.2 Approval of Agenda

Motion No. SS-2018-03-06-01 Approval of Agenda

Moved by V. Adamo, seconded by M. LePage

“THAT the Special Education Advisory Committee approve the agenda of the Tuesday, March 6, 2018 meeting as printed.”

Carried

ANNOUNCEMENTS

None

CONSIDERATIONS OF MOTIONS

None

DECLARATIONS OF INTEREST

Item e.1 **Declaration of Conflict of Interest**

None

ACTIONS TO BE TAKEN

Item f.1 **Approval of Minutes of the Special Education Advisory Committee Meeting of January 9, 2018**

Motion No. SS-2018-03-06-02

Approval of Minutes

Moved by J. McCafferty, seconded by K. LeFort

“THAT the Special Education Advisory Committee approve the
Minutes of the January 9, 2018 meeting as submitted.”

Carried

Item f.2 **Business Arising from the Minutes of the Special Education Advisory Committee January 9, 2018**

None

PRESENTATIONS

Item g.1 **Pilot Speech Program (Grandview)**

M. Stratton

Meredith Stratton, Preschool Outreach Program Manager at Grandview provided an overview of the Preschool Outreach Pilot Program running from September 2017 to the end of March 2018. This pilot program focuses on licensed child care centres only. Previously Grandview would attend the child care centres to consult with the educators and assess the children and provide strategies to assist with the child’s development. Parents were not present during the consult/assessment. The Pilot Program allows for the assessments to be done at the Grandview Centre with the parent present and offers a separate consult visit with the educator to allow time for the educator to learn strategies moving forward. These consultations are provided by Ministry funded Speech Language Therapy Assistants who develop and documented plan with the educators

which is then provided to the parent. Grandview has recently been notified that this pilot program has been approved to become a permanent program by the Ministry of Education.

Item g.2 **Tiered Level of Intervention for Social Work/
Child Youth Counsellor Support** **S. Phoenix**

Shelley Phoenix, Manager of Clinical Services, Durham Catholic District School Board, provided an overview of the Tiered Levels of Intervention.

Tier 1 are often manualized programs being designed for whole classrooms/schools. This allows the teachers to implement these programs on their own and can be reinforced throughout the day. Child and Youth Counsellors can offer support if needed.

Tier 2 are programs designed for few students when a concern has been identified. This can include Child and Youth Counsellor supports in the area of social-emotional well-being, bullying intervention/prevention, coping skills, etc. and Social Work supports in the area of Mental Health, counselling, crisis intervention, etc. These programs can be offered to individuals as well as in a smaller group setting.

Tier 3 programs require a lot of collaboration with community partners. These programs support students with the greatest needs.

DELEGATIONS

None

NOTICES OF MOTIONS

None

UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

STAFF REPORTS

Item k.1 **Coordinator's Report – L. Coghlan**

Renewed Math Strategy:

On February 13, gr. 9 and 10 math teachers and math coaches continued to explore teaching and learning in their classes. This session focused on the work of Steven Katz and using teacher self-assessment to improve teaching and learning. School teams also had an opportunity to work with math tools and solving problems in unique ways.

DCDSB recognizes World Down Syndrome day on March 21. Staff and students throughout the system will wear blue and yellow on this day.

Item k.1 **Coordinator's Report – L. Coghlan** (cont'd)

World Autism Awareness Day:

On Tuesday, April 3, DCDSB will celebrate World Autism Awareness Day. Schools will be emailed a package which contains student activities for the month of April, for each grade, as well as a Program Support Teacher lead initiative to decorate their front foyer in a "Light It Up Blue" theme. Prizes will be awarded for most creative display. Schools are encouraged to use the age-appropriate video links provided, to share with students. Principals are asked to tweet a picture of their Light It Up Blue display to further promote Autism Awareness. The goal is to improve understanding and awareness of people with an autism diagnosis, and to celebrate each student's unique strengths.

Item k.2 **Mental Health Leader's Report – D. Mullane**

We were very disappointed that our parent conference had to be cancelled, due to speaker illness. We're in conversation with Dr. Clinton and plan to reschedule for an October date.

In January, our Staff Wellness Committee officially launched our "Elephant in the Room" campaign. Principals were given a blue elephant, an information brochure and posters to bring back to their schools, as well as a presentation to share with staff. The blue elephant is intended to symbolize a safe place to speak about mental health issues, and we hope that it will increase awareness and continue the conversation. The campaign has been positively received by schools and the media, including Metroland, Global Durham and CTV, all who have done stories on it. This anti-stigma campaign was a good lead-up to Bell Let's Talk Day, an initiative in which many of our schools participated.

On the Feb 16 PD Day, staff from 7 schools, Student Services and Teaching and Learning participated in the first phase of our Trauma-Informed Schools Pilot. In this first phase, staff heard from an expert in the field, Dr. Kristen McLeod. Part 2 of this pilot will include a voluntary book study with the 7 pilot schools, led by our Social Work and/or Psych staff, to allow for deeper learning on this topic. (Note: Trauma-informed practice is a school-wide approach in which all adults in the school are aware of how trauma impacts learning and are committed to practices and relationships that support safety and collaboration and reduce the negative effects of trauma. Using a "trauma-lens" means considering the context of behaviour, suspending judgement, moving from a punitive approach and responding with supports and strategies that help students feel safe, supportive and valued).

Other staff capacity building initiatives include two Mental Health First Aid certificate trainings, one in January and one in early March; a "Supporting Minds @ School: Mental Health Literacy" (3 part) series being offered as an after-school workshop in Feb/March; and a follow-up session for our Mindfulness pilot groups on bringing mindfulness to the classroom on March 21st.

Item k.3 Superintendent's Report - J. Bowyer

Superintendent Bowyer handed out the Director's Annual Report for 2016-2017 and reviewed the section on Celebrating Inclusion found on page 35.

Dr. Carla Baetz provided an update on the Special Needs Strategy and answered questions about the next steps for the Durham proposal.

Superintendent Bowyer reviewed Policy and Program Memorandum 161 from the Ministry of Education on Prevalent Medical Conditions. PPM 161 directs Boards to create a policy on prevalent medical conditions that includes anaphylaxis, asthma, diabetes and epilepsy, recognizing that Boards are already required to have policies on anaphylaxis and asthma. Superintendent Bowyer shared that the policy would be going to first reading at the Board on Monday March 19 and members of SEAC are invited to go onto the public consultation site on our Board website to provide any feedback they wish.

Nominations for the DCDSB Board Award of Merit. Candice will email the form. If you know someone, or a group, who meets the criteria please consider nominating them or we could nominate someone as SEAC. Nominations close on Friday April 8.

Updates from the Durham Catholic Children's Foundation. 5th Annual Durham Catholic Children's Foundation Dinner – Thursday May 3, 2018. At the Jubilee Pavilion. Tickets are 100. Can be purchased online.

Catholic School Board Budget Consultation Process – Please go on line to see the process. Either individual submissions on line or an in person. We will discuss the special education budget at the April meeting after the budget gets announced at the end of March. Candice will send out the budget consultation information tomorrow.

Superintendent Bowyer provided answers to questions asked by the Learning Disabilities Association of Durham Region regarding transitions for students with a Learning Disability from grade 8 to 9 and from secondary to post-secondary.

Motion SS-2018-03-06-03

Approval of the March 6, 2018 Verbal Coordinator, Mental Health Leader and Superintendent Reports

Moved by C. Nosseir, seconded by J. McCafferty

“THAT the Special Education Advisory Committee accept the verbal Coordinator, Mental Health Leader and Superintendent Reports at the March 6, 2018 Meeting.”

Carried

ASSOCIATION REPORTS

Learning Disabilities Association of Durham Region – L. Smart

Preparing for a transition to high school: March 29/18: See attached flyer

Student Self-Advocacy Training: 4 sessions geared to students in Gr. 7 or 8 starting on April 16th. Registration is info@ldadr.on.ca or call 905-430-9230

AMI Scholarship Program <http://ami.ca/scholarship>

VOICE – V. Adamo

<http://www.voicefordeafkids.com/>

Dress Loud Day will be celebrated on Friday May 4 this year, it is the annual fund raising and awareness event in support of the voice organization. Materials are available for use in this campaign on the voice web site.

The Annual voice conference is also being held in May on May 4 and 5th. This year it will be held at Centennial College. Tickets can be purchased on Eventbrite and information is available on the voice web site.

Planning for our annual summer family camp is underway and information should be available on registration soon on the voice website. Camp will be held again in August at the Bark Lake Leadership Centre, Irondale Ontario

Autism Ontario – Durham Chapter – C. Pegler/E. Van Klippe

www.autismontario.com/durham

On Saturday March 10th there is a workshop being held at the Courtyard by Marriott Toronto Mississauga/West. This workshop is for parents with children that have been newly diagnosed with ASD and will help familiarize families with current best practices of early intervention. This workshop is now sold out but given the popularity of it, we hope to have more in the near future.

On Saturday April 7th, there will be a workshop held by Education Consultant, Ed Mahony at the Courtyard by Marriott in Mississauga. This workshop is designed to support parents in asserting rights, allowing them to be heard in a respectful and positive manner. Tickets are \$10 each and can be purchased through Eventbrite: <https://www.eventbrite.ca/e/mississauga-workshop-helping-parents-be-heard-by-ontario-school-boards-hosted-by-educational-tickets-43090473767>

Autism Ontario – Durham Chapter – C. Pegler/E. Van Klippe (cont'd)

We are now accepting applications for Ontario wide Scholarships:

- MacDonald Family Scholarship for students with a parent with ASD
- Jeanette Holden Scholarships for siblings
- Eleanor Ritchie Scholarship for students with ASD

Deadline for applications is May 7th and more information can be found:

<http://www.autismontario.com/client/aso/ao.nsf/web/Scholarships>

For Durham residents only: We are accepting applications for the Hollylynn Towie Scholarship fund to students with ASD. Application due date is April 16th. Application package for download can be found on our website.

World Autism Awareness Day is April 2. Autism Ontario would like to invite everyone to register and help celebrate with us on April 3rd. Participation in our campaign means access to World Autism Awareness Day resources to help your school or business celebrate! Help us build ASD inclusive schools and communities across our province.

As of March 2nd, we are now completely out of flags but you are still able to register at rtf@autismontario.com

DDSA – A. Shiels

Our World Down Syndrome Day Celebrations will take place on Sunday March 25 from 3:00-5:00pm at the Brooklin Community Centre. Please distribute the attached poster with all the details.

The AGM for the Durham Down Syndrome Association will take place on Monday March 26th, starting at 7:00pm in one of the Meeting Rooms at The Whitby Public. At this time we are looking to elect up to 5 new members to the DDSA Board of Directors. Any person interested is welcome to attend the AGM and run for election.

On Saturday April 28th the DDSA will be hosting a Spring Formal Dance for young adults. The dance will be held at Port Whitby Marina beginning at 7:00pm. DDSA members and non-members are invited to the dance. More detailed information will be coming about the dance.

Community Living Durham North – T. McGarry

We are running a March Break program through our Youth Group. This program is open to all and there are still openings for those who are interested.

Cystic Fibrosis Canada – Durham Chapter – M. LePage

Outrun Cystic Fibrosis 5K Walk/Run – Carruthers Marsh Pavilion, Sunday, April 15,
Registration – 11 a.m./ Event begins at 12 Noon

Strokes for Life Golf Tournament – Oshawa Golf and Curling Club, Thursday, June 7,
Registration details TBA

CORRESPONDENCE

Item m.1 Correspondence from Catholic District School Board of Eastern Ontario
dated January 30, 2018

Motion SS-2018-03-06-04 Acceptance of the correspondence from Catholic
District School Board of Eastern Ontario dated
January 30, 2018

Moved by V. Adamo, seconded by C. Pegler

“THAT the Special Education Advisory Committee accept the
correspondence from Catholic District School Board of Eastern Ontario
dated January 30, 2018.”

Carried

Item m.2 Correspondence from Conseil scolaire catholique Franco-Nord dated
February 5, 2018

Motion SS-2018-03-06-05 Acceptance of the correspondence from Conseil
scolaire catholique Franco-Nord dated February 5,
2018

Moved by J. McCafferty, seconded by T. McGarry

“THAT the Special Education Advisory Committee accept the
correspondence from Conseil scolaire catholique Franco-Nord dated
February 5, 2018.”

Carried

INQUIRIES AND MISCELLANEOUS

None

PENDING ITEMS

None

ADJOURNMENT

The meeting adjourned at 9:18 p.m.

Motion No. SS-2018-03-06-06 Adjournment

Moved by J. McCafferty, seconded by C. Pegler

“THAT the Special Education Advisory Committee meeting of
March 6, 2018 adjourn.”

Carried

CLOSING PRAYER

The closing prayer was offered by V. Adamo

Lynne Smart
Chair, Special Education Advisory Committee

Janine Bowyer
Superintendent of Education

Recording Secretary: Candice Cavalier

MEMORANDUM

To: Board of Trustees

From: Janine Bowyer, Superintendent of Equity and Inclusive Education

Date: March 19, 2018

Subject: **Together for All Equity Action Plan and Together for Hope Poverty Action Plan**

Moved by _____ seconded by _____

“THAT the Durham Catholic District School Board receive and file as information the Together for All Equity Action Plan.”

Moved by _____ seconded by _____

“THAT the Durham Catholic District School Board receive and file as information the Together for Together for Hope Poverty Action Plan.”

Ensuring equity is a central goal of Ontario's publicly funded education system, as set out in *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014). In September 2017, the Ministry of Education released its three-year Ontario Education Equity Action Plan. It stems from the fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances. The Ontario Education Equity Action Plan is a critical component of the Ministry of Education's commitment to the success of every student and child in Ontario.

 $\dots/2$

To: Board of Trustees

Re: Together for All Equity Action Plan and Together for Hope Poverty Action Plan

Date: March 19, 2018

Together for All is based on the belief that:

Working together we can create optimal conditions for learning by:

- Strengthening relationships with students and their families;
- Knowing our students and their families and including their voices within the classroom to make learning relevant;
- Challenging students with high expectations by providing them with daily feedback to show them that their efforts matter and by having a growth mindset about academic achievement; and
- Making a commitment to accessible opportunities for family engagement and involvement in the school.

Ontario's Education Equity Action Plan divides its goals into four key initiative areas; School and Classroom, Leadership Governance and Human Resources Practices, Data Collection, Integration and Reporting and Organization Culture Change. Together for All sets out broad goals for the next three years and also details the specific goals and actions for this year, year one of the plan. The goals and actions are divided into the same four key initiative areas as the Ontario Education Equity Action Plan.

One of the key actions of Together for All was to engage our schools and community partners in the creation of the **Together for Hope** Poverty Action Plan – a plan that ensures that all students have equitable access to rich learning experiences, especially students and their families who have been impacted by poverty. It outlines our strategic priorities for the next three years under the key initiative areas of Honouring Voice, Building Capacity and Engaging Family and Community. Together for Hope also details the strategic actions for this year, year one of the plan.

AOB/JB/cc



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Re: **International Education**

Origin: Michael T. Gray, Superintendent of Education -
Human Resources/Administrative Services and International Education

RECOMMENDATION

Moved by _____, seconded by _____

'THAT the Durham Catholic District School Board receive and file the report regarding international education as part of the Passport to Excellence Program.'

RATIONALE

The Board, under its Strategic Plan *Discovery 2020*, has the stated strategic priority of developing and implementing a service delivery model for an international education plan that will recruit international learners to the Board. This goal is consistent with the Ministry of Education's Strategy for International Education (2015).

Prior to the Board's strategic focus of recruiting and retaining international students, the enrolment count was seven (7) for such learners during the 2014-15 school year. With a strategic focus of developing a foundational infrastructure which properly supports a vibrant international education program, establishing a transparent communication network with our schools and attending recruitment fairs to effectively establish working relationships and agreements with agents, the Board's enrolment count of international learners has increased by 460% where there are 41 students for the current school year.

The goal of the international education team is to continue with such enrolment growth of international students. The means in which to this maintain and enhance the program's growth and integrity is threefold:

cont'd../2

To: Board of Trustees
 Re: International Education
 Date: March 19, 2018

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RATIONALE (cont'd)

Current Service Delivery Program Offerings/Student and School Supports

First, specific examples and highlights of the Passport to Excellence International Program's infrastructure that has been developed and implemented over the last three (3) school years include:

- literacy/numeracy assessments;
- central and school-based orientations;
- IELTS language preparation courses;
- after-school tutoring;
- health and wellness sessions;
- extra-curricular activities;
- international education club;
- excursions;
- Best Practices Working Group; and
- regular meetings with ESL and Guidance Teachers.

Strategic Partnerships

Second, to attract and recruit new international students, the Board needs to establish a unique market segment that provides for differentiating considerations for parents of these learners to choose the DCDSB. This has been accomplished by staff pursuing strategic partnerships as follows:

- Student Supports
 - Homestay providers;
 - Medical insurance including mental health supports (Ingle Insurance); and
 - Cellular phone plans
- Experiential Learning Credit Course Offerings
 - Travel and Tourism- China;
 - Environmental Science- Costa Rica; and
 - Senior French- France
- Post-Secondary Pathway Agreements
 - Durham College;
 - University of Ontario Institute of Technology (UOIT);
 - Kings' College at University of Western Ontario; and
 - St. Jeromes' College at University of Waterloo (in progress).

cont'd../3

To: Board of Trustees
Re: International Education
Date: March 19, 2018

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RATIONALE (cont'd)

Strategic Partnerships (cont'd)

- International Short Term Visits/Summer Camps
 - Developing programs and itineraries specifically tailored to client needs
 - Academic Preparation, ESL sessions, excursions, sports.
 - Current/Future Client Groups
 - China;
 - Japan;
 - Mexico; and
 - Spain
- International Sister School Partnership Agreements
 - Student exchange opportunities.
- International Online E-learning Courses
 - ESL Credit and Non-Credit Courses
 - Expanding and enhancing course offerings to meet
- International Summer School
 - Expanding course offerings to meet student needs.
- Teacher Training Centre of Excellence
 - Developing proposal for clients that allows DCDSB to train international teachers
 - Create a revenue-generating centre to re-invest to international education program and contribute to the overall Board budget.

Marketing and Recruitment

Third, to enhance international student enrolment goals Durham Catholic District School Board continues with the Board's marketing and recruitment efforts:

- Marketing tools
 - DCDSB website;
 - Passport to Excellence website, student handbook, postcards;
 - Canadian Association of Public School Boards- International (CAPS-I) website
 - Ontario Association of School Districts International Education (OASDI) website;
 - International Education publications
 - ST Magazine

cont'd../4

To: Board of Trustees
Re: International Education
Date: March 19, 2018

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RATIONALE (cont'd)

Marketing and Recruitment (cont'd)

- International Media releases and online presence:
 - Europe;
 - Middle East;
 - Philippines; and
 - South America
- Recruitment
 - Agents
 - On the ground market expertise
 - Fairs; and
 - Agreements.
 - Parent Meetings/Presentations
 - EduCanada; and
 - International Consultants for Education and Fairs (ICEF).
 - School Visits
 - Opportunity to meet with students, faculty and administration.

It is staff's view that to continue our path of expanding and enhancing the integrity of the Passport to Excellence International Education Program, we must ensure appropriate supports that foster innovative practices for our current students and their schools. Staff have appreciated the support from the Board of Trustees and the senior administrative team under the stewardship of the Board's Strategic Plan in developing the current program to what it has become today.

AOB/MTG/KB



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Subject: **Policies and Administrative Procedures**

RECOMMENDATIONS

Roster of Policies and Administrative Procedures

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the Current Roster of Policies and Administrative Procedures – March 19, 2018."

Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools Policy

Moved by _____, seconded by _____

"THAT the Durham Catholic District School approve the First Reading of the Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools Policy (PO601)."

Anaphylactic Students (Protection of) Policy

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board approve the First Reading of the revised Anaphylactic Students (Protection of) Policy (PO608)."

To: Board of Trustees
Re: Policies and Administrative Procedures
Date: March 19, 2018

Page 2

Anaphylactic Students (Protection of) Administrative Procedure

Moved by _____, seconded by _____

“THAT the Durham Catholic District School receive and file as information the revised Anaphylactic Students (Protection of) Administrative Procedure (AP608-1).”

Asthma Friendly Schools Policy

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the revised Asthma Friendly Schools Policy (PO615).”

Asthma Friendly Schools Administrative Procedure

Moved by _____, seconded by _____

“THAT the Durham Catholic District School receive and file as information the revised Asthma Friendly Schools Administrative Procedure (AP615-1).”

RATIONALE

As per attached.

AOB/BC
Attach.



Current Roster of Policies and Administrative Procedures 2017-2018

DEPARTMENT	TITLE	POLICY/ADMIN.PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 st READING (P) -FOR INFO. (AP)	BOARD -2 ND READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 rd READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
GOVERNANCE	Board Award of Merit	PO209	X							
	Board Award of Merit	AP209-1	X							
OPERATIONS	Records Management	AP	X	X						
	Anti-Spam	PO444	X	X						
	Anti-Spam	AP444-1	X	X						
	Ontario Student Record (on hold pending MOE direction)	PO418	X							
	Ontario Student Record (on hold pending MOE direction)	AP418-1	X							
	Modified Calendar		X							
	Communicable Diseases	PO446	X	X						
	Communicable Diseases	AP446-1	X	X						
	Fire Safety	AP414-1	X	X	X	X				
PROGRAM & INSTRUCTION	Catholic Education	PO517	X	X						
	Family Life Education	AP517-1	X	X						
	Student Excursions and/or Exchanges for Educational Purposes	PO512	X	X						
	Student Excursions and/or Exchanges for Educational Purposes	AP512-1	X	X						

HUMAN RESOURCES	Disability Management	PO312	X	X	X	X	X			
	Disability Management	AP312-1	X	X	X	X	X			
	Substance Abuse Prevention/Intervention	AP312-2	X	X	X	X				
	Employee Conflict of Interest	PO317	X	X	X	X	X			
	Employee Conflict of Interest	AP317-1	X	X	X	X	X			
	Application to the Leadership Position of Curriculum Chair	AP325-1	X	X						
	Application to the Leadership Position of Consultant/Coordinator	AP325-2	X	X	X	X				
	Workplace Harassment and Workplace Sexual Harassment (Annual Review)	PO320	X							
	Workplace Harassment and Workplace Sexual Harassment (Annual Review)	AP320-1	X							
	Workplace Violence (Annual Review)	PO324	X							
	Workplace Violence Prev (Annual Review)	AP324-1	X							
	Occupational Health and Safety (Annual Review)	PO318	X							
	Hearing Protection	AP318-1	X	X	X	X				
	Drone Safety	AP318-6	X	X	X	X	X			
	Indoor Environmental Quality (IEQ)	AP318-7	X	X	X	X				
	Staffing	PO328	X	X	X	X	X			
	Personnel File: Review by Employee	AP328-1	X	X	X	X	X			
	Teacher Recruitment and Hiring	AP328-2	X	X	X	X				
	Employees Running for, and/or Elected to Public Office	PO301	X	X	X	X	X			
	Teacher Transfers	AP328-3	X	X	X	X				

	Allocation of Teaching Staff	AP328-4	X	X	X	X				
	Staff Absence: Severe Weather Conditions	AP328-5	X	X	X	X	X			
	Transitional Work Program	AP328-6	X	X						
STUDENT CONDUCT & SAFETY	Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy in Schools)	PO601	X	X	X					
	Student Attendance (Annual Review)	PO613	X							
	Student Attend. – Elem. (Annual Review)	AP613-1	X							
	Student Attend. – Sec. (Annual Review)	AP613-2	X							
	Asthma Friendly Schools	PO615	X	X	X					
	Asthma Friendly Schools	AP615-1	X	X	X					
	Anaphylactic Students (Protection of)	PO608	X	X	X					
	Anaphylactic Students (Protection of)	AP608-1	X	X	X					
STUDENT SERVICES	Inclusion	PO804	X	X	X	X	X	X		
	Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder	AP804-1	X	X	X	X				
	Safe Physical Interventions with Students	AP804-2	X							



Durham Catholic District School Board

"The Board"

Policy

Title: Anaphylactic Students (Protection of)	Policy #: PO608
Policy Area:	Student Conduct and Safety
Source:	Superintendent of Education – Student Services
Date Approved:	February 27, 2006
Dates of Amendment:	May 12, 2014 (Interim); December 8, 2014

1.0 Introduction

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, when appropriate action is taken and immediate emergency medical assistance is obtained, anaphylaxis must **always** be considered a medical emergency requiring immediate treatment.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen (a substance capable of causing an allergic reaction). In rarer cases, the time frame can vary up to several hours after exposure. The most common allergens include certain foods and insect stings. Less common causes include medications, latex, and exercise.

Symptoms of anaphylaxis generally include one or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. Breathing difficulties and low blood pressure are the most dangerous symptoms and both can lead to death if untreated. Anaphylaxis is an unpredictable condition as signs and symptoms can vary from one person to the next and from one episode to another in the same person.

Epinephrine is the first line treatment for anaphylaxis. This life-saving medication helps to reverse the symptoms of a severe allergic reaction by opening the airways, improving blood pressure, and increasing the heart rate. It is recommended that epinephrine be given at the start of a known or suspected anaphylactic reaction. In normally healthy individuals, epinephrine will not cause harm if given unnecessarily. There are currently two epinephrine auto-injectors available in Canada: EpiPen® and Allerject™.

There are six key recommendations in the emergency management of anaphylaxis, including:

1. Epinephrine is the first line medication which should be used for the emergency management of a person having a potentially life-threatening allergic reaction.

1.0 **Introduction** (Cont'd)

2. Antihistamines and asthma medications should not be used as first line treatment for an anaphylactic reaction.
3. All individuals receiving emergency epinephrine must be transported to hospital immediately (ideally by ambulance) for evaluation and observation.
4. Additional epinephrine should be available during transport to hospital. A second dose of epinephrine may be administered within 5 to 15 minutes after the first does is given **if** symptoms have not improved.
5. Individuals with anaphylaxis who are feeling faint or dizzy because of impending shock should lie down unless they are vomiting or experiencing severe respiratory distress.
6. No person experiencing anaphylaxis should be expected to be fully responsible for self-administration of an epinephrine auto-injector

Individuals at risk of anaphylaxis are advised to carry an epinephrine auto-injector at all times when age appropriate. Additionally, they should wear medical identification, such as a MedicAlert® bracelet, which clearly identifies their allergy. Regular practice with an auto-injector trainer allows the allergic person and others to become familiar with the administration technique. In the school setting, this applies to all staff who are in regular contact with the student at risk.

Research is underway to better understand anaphylaxis. At present, the severity of reactions cannot be predicted. Therefore, it is not possible to identify which patients are most at risk for severe allergic reactions. Until there is a cure, avoidance of the allergen(s) is the only way to prevent an anaphylactic reaction. Measures can be taken to reduce, but not completely eliminate, the risk of exposure. In the school setting, this requires the cooperation of the school community, including students at risk, their parents or guardians, and school staff. This idea of sharing the responsibility of anaphylaxis management applies to other settings as well.

Anaphylaxis emergency plans can help to create safer environments for allergic individuals. School anaphylaxis plans help to reduce the risk of exposure to allergens and prepare school communities for an emergency situation.

Allergen-free schools are not within the mandate of this policy. Such an undertaking would be difficult to control and provide a false sense of security for those students most needing protection.

The Board, principals, teachers and parents play an important role in providing a safe environment for anaphylactic students. It is essential that all schools are aware of the issues facing students with anaphylaxis, have developed strategies to minimize the risk of an allergic reaction, and are equipped to respond appropriately in the event of an emergency.

Ensuring the safety of anaphylactic students within a school setting is highly dependent on the cooperation of the entire school community. To minimize the risk of exposure to allergens and to respond effectively in the event of an emergency, parents/guardians, students and school personnel must all understand and discharge their responsibilities.

2.0 **Definitions**

An **adult student** is a student who is eighteen years of age or over.

An **anaphylactic student** is a student who is living with anaphylaxis.

Anaphylaxis (pronounced anna-fill-axis) is a ~~severe systemic allergic reaction which results in a potentially fatal circulatory collapse or shock.~~ **serious and possibly life-threatening allergic reaction that requires immediate recognition and intervention.** Symptoms can vary from person to person and may include:

- **Skin:** hives, swelling (face, lips, and tongue), itching, warmth, redness
- **Breathing (respiratory):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Stomach (gastrointestinal):** nausea, pain/cramps, vomiting, diarrhea
- **Heart (cardiovascular):** paler than normal/blue skin colour, weak pulse, passing out, dizziness or light-headedness, shock
- **Other:** anxiety, sense of “doom” (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

Anaphylaxis Emergency Plan Plan of Care – ~~is the one page student plan noting the student photo, allergy information, injector dosage, symptoms, safety instructions and emergency contacts.~~ **a form that contains individualized information on a student with a prevalent medical condition.**

An **employee** is anyone who is on the Board payroll, except for a Trustee of the Board.

An **EpiPen® and Allerject™ Auto-Injector** is a disposable drug delivery system with a spring-activated, concealed needle. It is designed for emergency self-administration or for administration by an adult to a child to provide rapid, temporary, convenient first-aid to individuals sensitive to a potentially fatal allergic reaction. The EpiPen® is available in two forms, EpiPen® Jr. (0.15 mg) and EpiPen® (0.30 mg), and is prescribed depending on the weight of the individual. EpiPen® Jr. is meant for individuals weighing 15 kg (33 lbs) or less, while any student over 15 kg uses the regular EpiPen®. The Allerject™ is available in two forms, Allerject™ (0.15 mg) and Allerject™ (0.30 mg)

Epinephrine or adrenaline is the drug used in an EpiPen® and Allerject™ Auto-Injector to counteract an anaphylactic reaction.

Immunity – in relation to the Act to protect students diagnosed with Anaphylaxis (Sabrina's Law), immunity means *“no action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence”.*

Plan of Care – is a multi-page form that contains individualized information about a student with a prevalent medical condition.

3.0 **Purpose**

The purpose of this policy is to provide principals, teachers, parents and students with a framework to support students with life-threatening allergies through prevention strategies and/or an appropriate emergency response.

4.0 **Application/Scope**

This policy applies to all employees of the Board who have direct involvement with students and to students who have a known life-threatening allergy or who may exhibit signs of distress that could appear to be such a reaction.

5.0 **Principles**

5.1 The Board believes that:

- 5.1.1 all students have the right to be educated in an environment that is as free as possible of substances that could cause a life-threatening allergic reaction;
- 5.1.2 parents and school staff must work together within the scope and mandate of this policy to implement strategies that minimize the occurrence of life-threatening allergic reaction;
- 5.1.3 while an allergy-free environment cannot be guaranteed, preventative strategies including, but not limited to imposed restrictions can greatly minimize the occurrence of a life-threatening allergic reaction;
- 5.1.4 current and up-to-date information shared by parents, guardians and students is critical to developing a student-specific emergency response to a life-threatening allergic reaction;
- 5.1.5 staff have a duty and responsibility to respond to an anaphylactic reaction that includes, but is not limited to, the administration of medication by an EpiPen® or Allerject™ Auto-Injector and the engagement of paramedical services;

5.2 The Board shall:

- 5.2.1 develop and implement strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms, common school areas and on approved excursions and activities;
- 5.2.2 disseminate as part of a communication plan, information on life-threatening allergies to parents, students and employees of the Board;
- 5.2.3 establish a plan for providing appropriate basic and refresher training to all employees and volunteers who are in direct and regular contact with students that includes recognition and treatment of anaphylaxis, prevention strategies and emergency response procedures, including emergency administration of the EpiPen® or Allerject™ Auto-Injector as required;

5.0 **Principles (cont'd)**

5.2 The Board shall: (cont'd)

- 5.2.4 maintain a log of all training provided under this policy and its attendant administrative procedures that includes the date of the training sessions and the names of all employees and volunteers trained.

5.3 The Director shall:

- 5.3.1 issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

5.4 Principals shall:

- 5.4.1 develop in co-operation with parents/guardians of anaphylactic students and anaphylactic students an individual plan for each student who has a known anaphylactic allergy;
- 5.4.2 request annually from parents/guardians and students up-to-date details of life- threatening allergies;
- 5.4.3 maintain a ~~file~~ **plan of care** for each anaphylactic student that includes current treatment and/or any prescriptions and instructions from the pupil's physician or nurse and a current emergency contact list.

5.5 Parents/Guardians and adult students shall:

- 5.5.1 inform school officials forthwith of any life-threatening allergic condition and ensure that the information in the student's file, including but not limited to the medication that the student is taking is up-to-date and includes signed consent to disclose;
- 5.5.2 pre-authorize the administration of medication in response to an anaphylactic reaction provided that the school has up-to-date treatment medication and any applicable consent from the parent or guardian;
- 5.5.3 co-operate with school staff, after being informed of a life threatening condition, from bringing or sending to school any products, including but not limited to food items which are known to cause an anaphylactic reaction for any student.

5.6 Employees:

- 5.6.1 shall administer an EpiPen® or Allerject™ Auto-Injector or their medication as prescribed to a student whom they believe to be experiencing a life-threatening allergic reaction, provided that the appropriate pre-authorization and signed consent are filed in the student's individual file;

5.0 **Principles (cont'd)**

5.6 Employees: (cont'd)

- 5.6.2 may administer an EpiPen® or Allerject™ Auto-Injector or their medication as prescribed to a student whom they believe to be experiencing a life-threatening allergic reaction even if there is no pre-authorization;
- 5.6.3 are immune to action for damages within the limits defined in the attendant legislation:
“No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee’s gross negligence.”

6.0 **Sources**

- Education Act, R.S.O. 1990, Chapter E.2, Section 301(2)
- **PPM 161 Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools 2017**
- An Act to Protect Anaphylactic Pupils, 2005
- Sampson H. et al. Second Symposium on the Definition and Management of Anaphylaxis: Summary Report – Second National Institute of Allergy and Infectious Disease/Food Allergy and Anaphylaxis Network Symposium Journal of Allergy and Clinical Immunology 2006; 117(2) 391-397.
- Sicherer SH, Simons FE; American Academy of Pediatrics, Section on Allergy and Immunology. Self-injectable Epinephrine for First-Aid Management of Anaphylaxis. Pediatrics 2007; 119: 638-646.
- Lieberman P. et al. The diagnosis and management of anaphylaxis: an updated practice parameter. Journal of Allergy and Clinical Immunology 2005; 115: S483-523.
- Pumphrey RSH. Fatal posture in anaphylactic shock. Journal of Allergy and Clinical Immunology August 2003 (Letters to the Editor).

7.0 **Related Policies and Administrative Procedure**

- Anaphylactic Students (Protection of) (AP608-1)
- **Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools (PO601)**



Durham Catholic District School Board

"The Board"

Policy

Title: Anaphylactic Students (Protection of)	Policy #: PO608
Policy Area:	Student Conduct and Safety
Source:	Superintendent of Education – Student Services
Date Approved:	February 27, 2006
Dates of Amendment:	May 12, 2014 (Interim); December 8, 2014

1.0 Introduction

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, when appropriate action is taken and immediate emergency medical assistance is obtained, anaphylaxis must **always** be considered a medical emergency requiring immediate treatment.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen (a substance capable of causing an allergic reaction). In rarer cases, the time frame can vary up to several hours after exposure. The most common allergens include certain foods and insect stings. Less common causes include medications, latex, and exercise.

Symptoms of anaphylaxis generally include one or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. Breathing difficulties and low blood pressure are the most dangerous symptoms and both can lead to death if untreated. Anaphylaxis is an unpredictable condition as signs and symptoms can vary from one person to the next and from one episode to another in the same person.

Epinephrine is the first line treatment for anaphylaxis. This life-saving medication helps to reverse the symptoms of a severe allergic reaction by opening the airways, improving blood pressure, and increasing the heart rate. It is recommended that epinephrine be given at the start of a known or suspected anaphylactic reaction. In normally healthy individuals, epinephrine will not cause harm if given unnecessarily. There are currently two epinephrine auto-injectors available in Canada: EpiPen® and Allerject™.

There are six key recommendations in the emergency management of anaphylaxis, including:

1. Epinephrine is the first line medication which should be used for the emergency management of a person having a potentially life-threatening allergic reaction.

1.0 **Introduction** (Cont'd)

2. Antihistamines and asthma medications should not be used as first line treatment for an anaphylactic reaction.
3. All individuals receiving emergency epinephrine must be transported to hospital immediately (ideally by ambulance) for evaluation and observation.
4. Additional epinephrine should be available during transport to hospital. A second dose of epinephrine may be administered within 5 to 15 minutes after the first does is given **if** symptoms have not improved.
5. Individuals with anaphylaxis who are feeling faint or dizzy because of impending shock should lie down unless they are vomiting or experiencing severe respiratory distress.
6. No person experiencing anaphylaxis should be expected to be fully responsible for self-administration of an epinephrine auto-injector

Individuals at risk of anaphylaxis are advised to carry an epinephrine auto-injector at all times when age appropriate. Additionally, they should wear medical identification, such as a MedicAlert® bracelet, which clearly identifies their allergy. Regular practice with an auto-injector trainer allows the allergic person and others to become familiar with the administration technique. In the school setting, this applies to all staff who are in regular contact with the student at risk.

Research is underway to better understand anaphylaxis. At present, the severity of reactions cannot be predicted. Therefore, it is not possible to identify which patients are most at risk for severe allergic reactions. Until there is a cure, avoidance of the allergen(s) is the only way to prevent an anaphylactic reaction. Measures can be taken to reduce, but not completely eliminate, the risk of exposure. In the school setting, this requires the cooperation of the school community, including students at risk, their parents or guardians, and school staff. This idea of sharing the responsibility of anaphylaxis management applies to other settings as well.

Anaphylaxis emergency plans can help to create safer environments for allergic individuals. School anaphylaxis plans help to reduce the risk of exposure to allergens and prepare school communities for an emergency situation.

Allergen-free schools are not within the mandate of this policy. Such an undertaking would be difficult to control and provide a false sense of security for those students most needing protection.

The Board, principals, teachers and parents play an important role in providing a safe environment for anaphylactic students. It is essential that all schools are aware of the issues facing students with anaphylaxis, have developed strategies to minimize the risk of an allergic reaction, and are equipped to respond appropriately in the event of an emergency.

Ensuring the safety of anaphylactic students within a school setting is highly dependent on the cooperation of the entire school community. To minimize the risk of exposure to allergens and to respond effectively in the event of an emergency, parents/guardians, students and school personnel must all understand and discharge their responsibilities.

2.0 **Definitions**

An **adult student** is a student who is eighteen years of age or over.

An **anaphylactic student** is a student who is living with anaphylaxis.

Anaphylaxis (pronounced anna-fill-axis) is a ~~severe systemic allergic reaction which results in a potentially fatal circulatory collapse or shock.~~ **serious and possibly life-threatening allergic reaction that requires immediate recognition and intervention.** Symptoms can vary from person to person and may include:

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- **Breathing (respiratory):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Stomach (gastrointestinal):** nausea, pain/cramps, vomiting, diarrhea
- **Heart (cardiovascular):** paler than normal/blue skin colour, weak pulse, passing out, dizziness or light-headedness, shock
- **Other:** anxiety, sense of “doom” (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

Anaphylaxis Emergency Plan Plan of Care – ~~is the one page student plan noting the student photo, allergy information, injector dosage, symptoms, safety instructions and emergency contacts.~~ **a form that contains individualized information on a student with a prevalent medical condition.**

An **employee** is anyone who is on the Board payroll, except for a Trustee of the Board.

An **EpiPen® and Allerject™ Auto-Injector** is a disposable drug delivery system with a spring-activated, concealed needle. It is designed for emergency self-administration or for administration by an adult to a child to provide rapid, temporary, convenient first-aid to individuals sensitive to a potentially fatal allergic reaction. The EpiPen® is available in two forms, EpiPen® Jr. (0.15 mg) and EpiPen® (0.30 mg), and is prescribed depending on the weight of the individual. EpiPen® Jr. is meant for individuals weighing 15 kg (33 lbs) or less, while any student over 15 kg uses the regular EpiPen®. The Allerject™ is available in two forms, Allerject™ (0.15 mg) and Allerject™ (0.30 mg)

Epinephrine or adrenaline is the drug used in an EpiPen® and Allerject™ Auto-Injector to counteract an anaphylactic reaction.

Immunity – in relation to the Act to protect students diagnosed with Anaphylaxis (Sabrina's Law), immunity means “*no action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence*”.

Plan of Care – is a multi-page form that contains individualized information about a student with a prevalent medical condition.

3.0 **Purpose**

The purpose of this policy is to provide principals, teachers, parents and students with a framework to support students with life-threatening allergies through prevention strategies and/or an appropriate emergency response.

4.0 **Application/Scope**

This policy applies to all employees of the Board who have direct involvement with students and to students who have a known life-threatening allergy or who may exhibit signs of distress that could appear to be such a reaction.

5.0 **Principles**

5.1 The Board believes that:

- 5.1.1 all students have the right to be educated in an environment that is as free as possible of substances that could cause a life-threatening allergic reaction;
- 5.1.2 parents and school staff must work together within the scope and mandate of this policy to implement strategies that minimize the occurrence of life-threatening allergic reaction;
- 5.1.3 while an allergy-free environment cannot be guaranteed, preventative strategies including, but not limited to imposed restrictions can greatly minimize the occurrence of a life-threatening allergic reaction;
- 5.1.4 current and up-to-date information shared by parents, guardians and students is critical to developing a student-specific emergency response to a life-threatening allergic reaction;
- 5.1.5 staff have a duty and responsibility to respond to an anaphylactic reaction that includes, but is not limited to, the administration of medication by an EpiPen® or Allerject™ Auto-Injector and the engagement of paramedical services;

5.2 The Board shall:

- 5.2.1 develop and implement strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms, common school areas and on approved excursions and activities;
- 5.2.2 disseminate as part of a communication plan, information on life-threatening allergies to parents, students and employees of the Board;
- 5.2.3 establish a plan for providing appropriate basic and refresher training to all employees and volunteers who are in direct and regular contact with students that includes recognition and treatment of anaphylaxis, prevention strategies and emergency response procedures, including emergency administration of the EpiPen® or Allerject™ Auto-Injector as required;

5.0 **Principles (cont'd)**

5.2 The Board shall: (cont'd)

- 5.2.4 maintain a log of all training provided under this policy and its attendant administrative procedures that includes the date of the training sessions and the names of all employees and volunteers trained.

5.3 The Director shall:

- 5.3.1 issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

5.4 Principals shall:

- 5.4.1 develop in co-operation with parents/guardians of anaphylactic students and anaphylactic students an individual plan for each student who has a known anaphylactic allergy;
- 5.4.2 request annually from parents/guardians and students up-to-date details of life- threatening allergies;
- 5.4.3 maintain a ~~file~~ **plan of care** for each anaphylactic student that includes current treatment and/or any prescriptions and instructions from the pupil's physician or nurse and a current emergency contact list.

5.5 Parents/Guardians and adult students shall:

- 5.5.1 inform school officials forthwith of any life-threatening allergic condition and ensure that the information in the student's file, including but not limited to the medication that the student is taking is up-to-date and includes signed consent to disclose;
- 5.5.2 pre-authorize the administration of medication in response to an anaphylactic reaction provided that the school has up-to-date treatment medication and any applicable consent from the parent or guardian;
- 5.5.3 co-operate with school staff, after being informed of a life threatening condition, from bringing or sending to school any products, including but not limited to food items which are known to cause an anaphylactic reaction for any student.

5.6 Employees:

- 5.6.1 shall administer an EpiPen® or Allerject™ Auto-Injector or their medication as prescribed to a student whom they believe to be experiencing a life-threatening allergic reaction, provided that the appropriate pre-authorization and signed consent are filed in the student's individual file;

5.0 **Principles (cont'd)**

5.6 Employees: (cont'd)

- 5.6.2 may administer an EpiPen® or Allerject™ Auto-Injector or their medication as prescribed to a student whom they believe to be experiencing a life-threatening allergic reaction even if there is no pre-authorization;
- 5.6.3 are immune to action for damages within the limits defined in the attendant legislation:
“No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee’s gross negligence.”

6.0 **Sources**

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7.0 **Related Policies and Administrative Procedure**

- Anaphylactic Students (Protection of) (AP608-1)
- **Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools (PO601)**



Durham Catholic District School

Board "The Board"

Administrative Procedure

Title: Anaphylactic Students (Protection of)	Procedure #: AP608-1
Administrative Area:	Student Conduct and Safety
Policy Reference:	Anaphylactic Students (Protection of) (PO608)
Date Approved:	February 27, 2006
Dates of Amendment:	May 12, 2014 (Interim); December 8, 2014

1.0 **Purpose**

The purpose of this administrative procedure is to support the implementation of the Protection of Anaphylactic Students Policy (PO608) and provide a framework for the prevention of anaphylactic reactions and an emergency response to life-threatening allergic reactions.

2.0 **Definitions**

An **adult student** is a student who is eighteen years of age or over. An **anaphylactic student** is a student who is living with anaphylaxis.

Anaphylaxis (pronounced anna-fill-axis) is a ~~severe systemic allergic reaction which results in a potentially fatal circulatory collapse or shock.~~ **serious and possibly life-threatening allergic reaction that requires immediate recognition and intervention.** Symptoms can vary from person to person and may include:

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- **Stomach (gastrointestinal):** nausea, pain/cramps, vomiting, diarrhea
- **Heart (cardiovascular):** paler than normal/blue skin colour, weak pulse, passing out, dizziness or light-headedness, shock
- **Other:** anxiety, sense of "doom" (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

2.0 **Definitions** (cont'd)

Anaphylaxis Emergency Plan Plan of Care – ~~is the one page student plan noting the student photo, allergy information, injector dosage, symptoms, safety instructions and emergency contacts.~~ **a form that contains individualized information on a student with a prevalent medical condition.**

An **employee** is anyone who is on the Board payroll, except for a Trustee of the Board.

An **EpiPen® and Allerject™ Auto-Injector** is a disposable drug delivery system with a spring-activated, concealed needle. It is designed for emergency self-administration or for administration by an adult to a child to provide rapid, temporary, convenient first-aid to individuals sensitive to a potentially fatal allergic reaction. The EpiPen® is available in two forms, EpiPen® Jr. (0.15 mg) and EpiPen® (0.30 mg), and is prescribed depending on the weight of the individual. EpiPen® Jr. is meant for individuals weighing 15 kg (33 lbs) or less, while any student over 15 kg uses the regular EpiPen®. The Allerject™ is available in two forms, Allerject™ (0.15 mg) and Allerject™ (0.30 mg)

Epinephrine or adrenaline is the drug used in an EpiPen® and Allerject™ Auto-Injector to counteract an anaphylactic reaction.

Immunity – in relation to the Act to protect students diagnosed with Anaphylaxis (Sabrina's Law), immunity means "*no action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence*".

Plan of Care – is a multi-page form that contains individualized information about a student with a prevalent medical condition.

3.0 **Procedures**

3.1 The Director shall ensure the development of a communication plan for the dissemination of information with respect to life-threatening allergic reactions, strategies for preventing them and suitable emergency responses includes the availability of critical information on the Board's website.

3.2 Principals shall:

3.2.1 identify all anaphylactic students and make them known to staff as necessary while giving due consideration to the issue of privacy;

3.2.2 collect up-to-date information collected under the Anaphylactic Students (Protection of) Policy (PO608) using the forms supporting this administrative procedure;

3.0 **Procedures** (cont'd)

- 3.2.3 maintain an individual plan (Appendix A) for each student known to have an anaphylactic allergy and ensure that the plan contains:
 - 3.2.3.1 a current emergency contact list;
 - 3.2.3.2 up-to-date medical information including a list of current required medication and appropriate EpiPen® and Allerject™ Auto-Injectors;
 - 3.2.3.3 pre-authorization to administer medications;
 - 3.2.3.4 physician's instructions and a signed reciprocal consent to disclose information with the attending physician;
 - 3.2.3.5 an emergency response plan that includes contingencies for school excursions and activities;
 - 3.2.3.6 parent/guardian or adult student consent to disclose;
 - 3.2.3.7 log of interventions and/or administration of medication;
 - 3.2.3.8 a current photograph of the student
 - 3.2.4 complete the allergy alert information on the student management system;
 - 3.2.5 review the individual student plan at least yearly prior to the commencement of classes and periodically thereafter as needed;
 - 3.2.6 arrange training for the school staff;
 - 3.2.7 identify consistent, safe accessible unlocked storage place known to all applicable staff for the EpiPen® and Allerject™ Auto-Injectors;
 - 3.2.8 send home a note with all students in class in case of anaphylaxis from food or other agents;
 - 3.2.9 ensure all school staff are made aware of and have access to the individual Plans of Care developed under the Anaphylactic Students (Protection of) Policy (PO608) and attendant administrative procedures.
 - 3.2.10 inform the school community, all students and all parents/guardians, of the precautions being taken to protect anaphylactic students at the start of each school year and periodically thereafter, and maintain a file of such notification.
 - 3.3 Parents/Guardians and adult students shall provide:
 - 3.3.1 specific and detailed information concerning their child's anaphylaxis;
 - 3.3.2 a medic-alert bracelet for their child;
 - 3.3.3 the information required under the Anaphylactic Students (Protection of) Policy (PO608) and its attendant administrative procedures and notify the school of any changes to the student information provided for the individual student plan;
-

3.0 **Procedures** (cont'd)

- 3.3.4 specific information from a physician regarding the anaphylaxis;
 - 3.3.5 physician's instructions for administering medication by EpiPen® or Allerject™ Auto-Injector.
 - 3.3.6 up-to-date EpiPen® or Allerject™ Auto-Injectors consisting of a minimum of 2 to address the need to repeat the injection should symptoms not improve or an EpiPen® or Allerject™ Auto-Injector malfunction.
 - 3.3.7 the appropriate signed consents to disclose as required under this administrative procedure.
 - 3.4 All staff in a school with anaphylactic students shall be in-serviced at the beginning of each school year, on the needs of students with allergic reactions and the use of the EpiPen® or Allerject™ Auto-Injector.
 - 3.5 Employees shall attend annually, upon request, the training provided with respect to life-threatening allergic reactions, strategies for preventing them and the appropriate emergency responses.
 - 3.6 EpiPen® or Allerject™ Auto-Injectors need to be available in unlocked accessible and secure locations known to all staff including custodians, teachers, educational assistants, secretaries, lunchroom supervisors and others as applicable.
 - 3.7 Used EpiPen® or Allerject™ Auto-Injectors shall be disposed in accordance with Board endorsed safety practices.
 - 3.8 Where a life-threatening food allergy exists, all attempts must be made to create a safe classroom and lunch area environment. All attempts should be made to keep the allergen(s) out of the student's classroom. Alternate lunch-eating arrangements may be made for students in order to create the safest environment for all.
 - 3.9 To ensure a controlled environment, all students should remain in the classroom to eat their snacks and allergens kept out of the classrooms of anaphylactic students.
 - 3.10 Staff must ensure that an EpiPen® or Allerject™ Auto-Injector is available to them when any anaphylactic student is on a class trip.
 - 3.11 Information about anaphylactic students must be included as part of a teacher's day plan including lesson plans and emergency plans left for supply teachers and/or internal coverage.
-

4.0 **Sources**

- Education Act, R.S.O. 1990, Chapter E.2
- An Act to Protect Anaphylactic Students, 2005
- Anaphylaxis Canada info@anaphylaxis.ca Resource Information at www.anaphylaxis.ca

5.0 **References**

- Anaphylactic Students (Protection of) (PO608)
- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools (PO601)

6.0 **Related Forms/Appendices**

- Protection of Anaphylactic Students Individual Student Plan (Form 001)
 - Appendix 1 – Anaphylaxis ~~Emergency~~ Plan of Care
 - Appendix 2 – How to Use EpiPen® and EpiPen Jr.® Auto-Injectors
 - Appendix 3 – How to Use Allerject™
-



I. PREVALENT MEDICAL CONDITION — ANAPHYLAXIS

Plan of Care

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN LIFE-THREATENING TRIGGERS

CHECK (✓) THE APPROPRIATE BOXES

☐ Food(s): _____ ☐ Insect Stings: _____

☐ Other: _____

Epinephrine Auto-Injector(s) Expiry Date (s): _____

Dosage: ☐ EpiPen® Jr. 0.15 mg ☐ EpiPen® 0.30 mg Location Of Auto-Injector(s): _____

☐ Previous anaphylactic reaction: **Student is at greater risk.**

☐ Has asthma. **Student is at greater risk.** If student is having a reaction and has difficulty breathing, give epinephrine before asthma medication.

☐ Any other medical condition or allergy? _____

DAILY/ROUTINE ANAPHYLAXIS MANAGEMENT

SYMPTOMS

A STUDENT HAVING AN ANAPHYLACTIC REACTION MIGHT HAVE ANY OF THESE SIGNS AND SYMPTOMS:

- **Skin system:** hives, swelling (face, lips, tongue), itching, warmth, redness.
- **Respiratory system** (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing.
- **Gastrointestinal system** (stomach): nausea, vomiting, diarrhea, pain or cramps.
- **Cardiovascular system** (heart): paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock.
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste.

EARLY RECOGNITION OF SYMPTOMS AND IMMEDIATE TREATMENT COULD SAVE A PERSON'S LIFE.

Avoidance of an allergen is the main way to prevent an allergic reaction.

Food Allergen(s): eating even a small amount of a certain food can cause a severe allergic reaction.

Food(s) to be avoided: _____

Safety measures: _____

Insect Stings: (Risk of insect stings is higher in warmer months. Avoid areas where stinging insects nest or congregate. Destroy or remove nests, cover or move trash cans, keep food indoors.)

Designated eating area inside school building _____

Safety measures: _____

Other information: _____

EMERGENCY PROCEDURES

(DEALING WITH AN ANAPHYLACTIC REACTION)

ACT QUICKLY. THE FIRST SIGNS OF A REACTION CAN BE MILD, BUT SYMPTOMS CAN GET WORSE QUICKLY.

STEPS

1. Give epinephrine auto-injector (e.g. EpiPen®) at the first sign of a known or suspected anaphylactic reaction.
2. Call 9-1-1. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine as early as five (5) minutes after the first dose if there is no improvement in symptoms.
4. Follow direction of emergency personnel, including transport to hospital (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 - 6 hours).
5. Call emergency contact person; e.g. Parent(s)/Guardian(s).

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

★ This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other individuals to be contacted regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__ — 20__ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year.)

Parent(s)/Guardian(s): _____ Date: _____
Signature

Student: _____ Date: _____
Signature

Principal: _____ Date: _____
Signature

How to use EpiPen® and EpiPen® Jr Auto-injectors.

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.



- Swing a'1d push orange tip firmly into mid-outer thigh until you hear a 'click
- Hold on thigh for several seconds.



Built-in needle protection

- When the EpiPen, Auto-injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.

After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within dose proximity to a healthcare facility or where they can call 911.

For more information visit EpiPen.ca.

EpiPen™ and EpiPen™ Jr Auto-injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

The product may not be right for you. Always read and follow the product label.



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Dey Pharma, LLC of Napa, California. All sub-licenses, Pfizer Canada Inc, Kirkland, Quebec, H9J 2M5
11000041397

EPIPEN.

(Epinéphrine) Auto-Injector 0.1/0.15mg

Trusted for over 25 years.

HOW TO USE ALLERJECT™

Practice With Allerject™ Trainer First

Allerject™ voice assisted auto injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis.



1

Pull AllerjectM from the outer case.

Do not go to step 2 until you are ready to use Allerject™. If you are not ready to use, put it back in the outer case.



2

Pull off RED safety guard.

To reduce the chance of an accidental injection, do not touch the black base of the auto-injector, which is where the needle comes out. If an accidental injection happens, get medical help immediately.

NOTE: The safety guard is meant to be tight.

Pull firmly to remove.



3

Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.

Only inject into the middle of the outer thigh (upper leg). Do not inject into any other location.

NOTE: Allerject™ makes a distinct sound (click and hiss) when you press it against your leg. This is normal and indicates Allerject™ is working correctly.

Seek immediate medical or hospital care.

Replace the outer case and take your used Allerject™ with you to your pharmacist or physician for proper disposal and replacement.

AFTER using Allerject™ seek immediate medical attention

Please consult the Consumer Information leaflet in your product package for complete dosage and administration instructions.

With a severe, long-lasting allergic reaction, you may need to administer an additional dose of epinephrine. More than two sequential doses of epinephrine should only be administered under direct medical supervision.

It is important that you seek immediate medical assistance or go to the emergency room immediately after using Allerject™. Following treatment, the patient must stay within close proximity to a hospital or where they can call 911 for the next 48 hours. To ensure Allerject™ is right for you, always read and follow the label.



How to store Allerject™

Keep your Allerject™ at room temperature. Do not refrigerate. Do not drop. Occasionally inspect your Allerject™ solution through the viewing window. Replace your Allerject™ if it is discolored or contains solid particles (precipitate) or if there are any signs of leakage. The solution should be clear.

For more information go to:

www.allerject.ca



Durham Catholic District School

Board "The Board"

Policy

Title: Asthma Friendly Schools	Policy #: PO615
Policy Area:	Student Conduct and Safety
Source:	Superintendent of Education – Policy Development
Date Approved:	March 29, 2016
Dates of Amendment:	

1.0 Introduction

In accordance with Ryan's Law – *Ensuring Asthma Friendly Schools – 2015*, it is the policy of the Durham Catholic District School Board to establish and maintain a policy for students diagnosed with asthma. **Additionally, this policy supports PPM161 Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools 2017.**

In respecting the dignity and worth of all people and in keeping with Gospel values, the Board believes that the safety of students with a medical condition such as asthma is a shared responsibility of the board, school, family, health care provider and community partners. This policy outlines the board's commitment to students with asthma.

2.0 Definitions

Asthma – as defined by the Ontario Lung Association, is a very common chronic (long-term) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers such as, poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. ~~Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness.~~ The symptoms can ~~range from~~ **cause** mild to severe **reactions** and ~~sometimes could be life threatening~~ **be fatal**.

Common asthma symptoms include:

- **Shortness of breath;**
- **Wheezing (whistling sound from inside the chest);**
- **Difficulty breathing;**
- **Chest tightness; and**
- **Coughing.**

2.0 **Definitions** (cont'd)

Emergency Medication – as defined for this policy refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation, for example, a reliever inhaler or stand-by medication. 'Medication' refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities.

Immunity – in relation to *The Act to Protect Pupils with Asthma* states that "No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act."

Plan of Care – is a multi-page form that contains individualized information about a student with a prevalent medical condition.

3.0 **Purpose**

The purpose of this policy will be to outline the board's commitment to students with asthma and provide a framework to support administrative procedure dddd-1 Asthma Friendly Schools that provides direction to school staff for providing assistance to students with asthma.

4.0 **Application/Scope**

This policy applies to all employees of the board who have direct involvement with students who have asthma.

5.0 **Principles**

5.1 The Board believes that:

- 5.1.1 all students have the right to be educated in an environment that is as safe as possible and that students who have asthma have access to their medication as needed.
- 5.1.2 current and up-to-date information shared by parents, guardians and students is critical to developing a student-specific emergency response to an asthma emergency.
- 5.1.3 parents and school staff must work together by communicating regularly and at least annually to review the medical needs of students, which includes but is not limited to, how asthma medication is to be accessed and administered in the event of an asthma exacerbation.

6.0 **Requirements**

6.1 The Board shall:

- 6.1.1 ensure that all students have easy access to their prescribed reliever inhaler(s) medications;
 - 6.1.2 identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce risk of exposure;
-

6.0 **Requirements** (cont'd)

6.1 The Board shall: (cont'd)

- 6.1.3 establish a communication plan to share information about asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma;
- 6.1.4 provide asthma education and training opportunities about recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;
- 6.1.5 require that every school principal establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;
- 6.1.6 require that every school principal develop an individual student asthma ~~management~~ plan **of care** for each student diagnosed with asthma, based on the recommendation of the student's health care provider;
- 6.1.7 require that every school principal maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student. If that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- 6.1.8 require that every school principal inform school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's asthma ~~management~~ plan **of care**;
- 6.1.9 review asthma policy as part of its regular policy review cycle;
- 6.1.10 include the asthma policy in the board policies posted on the school and board website.

6.2 The Director of Education shall issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

6.3 Principals shall:

- 6.3.1 identify all students diagnosed with asthma and make them known to staff as necessary while giving due consideration to the issue of privacy;
- 6.3.2 collect up-to-date information from parents/guardians related to a child's diagnosis of asthma.
- 6.3.3 maintain an individual plan **of care** for each student known to have a diagnosis of asthma and ensure that the plan contains:
 - 6.3.3.1 a current emergency contact list;
 - 6.3.3.2 up-to-date medical information including a list of current required medication and appropriate puffer devices;
 - 6.3.3.3 pre-authorization to administer medications;
 - 6.3.3.4 physician's instructions and a signed reciprocal consent to disclose information with the attending physician;

6.0 **Requirements** (cont'd)

6.3 Principals shall: (cont'd)

- 6.3.3.5 an emergency response plan that includes contingencies for school excursions and activities;
- 6.3.3.6 parent/guardian or adult student consent to disclose;
- 6.3.3.7 log of interventions and/or administration of medication;
- 6.3.3.8 a current photograph of the student
- 6.3.3.9 complete the allergy alert information on the student management system;
- 6.3.3.10 review the individual student plan at least yearly prior to the commencement of classes and periodically thereafter as needed;
- 6.3.3.11 arrange training for the school staff on how to administer asthma medication;
- 6.3.3.12 identify consistent, safe accessible unlocked storage place known to all applicable staff for asthma medication;
- 6.3.3.13 send home a note with all students in class in case of anaphylaxis from food or other agents;
- 6.3.3.14 annually send a letter to parents/guardians requesting that they inform the school immediately if their child(ren) have been diagnosed with asthma and accompanying medical/medication information.

6.4 Teachers shall:

- 6.4.1 in the case of an emergency assist with administering asthma medication to students in their care;
- 6.4.1 call 911 or notify the principal or designate to call 911 in the case of a medical emergency;
- 6.4.2 become familiar with all students in their care who have been diagnosed with asthma.
- 6.4.3 monitor the school's health and safety board or area where students who have been diagnosed with asthma have their pictures and medication information displayed;
- 6.4.4 communicate regularly with parents/guardians in their class who have a child diagnosed with asthma for any updates related to the child's medical care or condition;
- 6.4.5 report to the principal or designate of any student who has experienced an asthmatic exacerbation immediately or as soon as possible.

6.5 Parents/Guardians and adult students shall:

- 6.5.1 inform school officials forthwith of any diagnosis of asthma (or known triggers) for their child and ensure that the information in the student's file, including but not limited to the medication that the student is taking, is up-to-date and that consent has been given for their child to carry their asthma medication;
 - 6.5.2 pre-authorize the administration of medication in response to an asthma exacerbation provided that the school has up-to-date treatment medication and any applicable consent from the parent or guardian;
 - 6.5.3 co-operate with school staff when requests are made for information related to storage of medication, administration of medication and updated medical information.
-

7.0 **Sources**

- Ryan's Law, 2015 – *Ensuring Asthma Friendly Schools*
- Education Act, s.265 – Duties of Principal
- Regulation 298 s.20 – Duties of Teachers



Durham Catholic District School Board "The
Board"

Administrative Procedure

Title: Asthma Friendly Schools	Procedure #: AP615-1
Administrative Area	Student Conduct and Safety
Policy Reference:	Asthma Friendly Schools (PO615)
Date Approved:	March 29, 2016
Dates of Amendment:	

1.0 **Purpose**

The purpose of this Administrative Procedure is to support the Asthma Friendly Schools Policy PO615 by providing a framework for the requirements for staff to support students diagnosed with asthma. **Additionally, this administrative procedure supports PPM 161 Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools 2017.**

2.0 **Definitions**

Asthma – as defined by the Ontario Lung Association, is a very common chronic (long- term) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers such as, poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. ~~Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness.~~ The symptoms can ~~range from~~ **cause** mild to severe **reactions** and ~~sometimes could be life threatening~~ **be fatal**.

Common asthma symptoms include:

- **Shortness of breath;**
- **Wheezing (whistling sound from inside the chest);**
- **Difficulty breathing;**
- **Chest tightness; and**
- **Coughing.**

Emergency Medication – as defined for this administrative procedure refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation, for example, a reliever inhaler or stand-by medication. 'Medication' refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities.

2.0 **Definitions** (cont'd)

Immunity – in relation to *The Act to Protect Pupils with Asthma* states that “No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

Plan of Care – is a multi-page form that contains individualized information about a students with a prevalent medical condition.

3.0 **Procedures**

3.1 The Board shall:

- 3.1.1 ensure that all students have easy access to their prescribed reliever inhaler(s) medications;
- 3.1.2 identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce risk of exposure;
- 3.1.3 establish a communication plan to share information about asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma;
- 3.1.4 provide asthma education and training opportunities about recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;
- 3.1.5 require that every school principal establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;
- 3.1.6 require that every school principal develop an individual student asthma **management plan of care** for each student diagnosed with asthma, based on the recommendation of the student's health care provider;
- 3.1.7 require that every school principal maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student. If that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- 3.1.8 require that every school principal inform school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's asthma **management plan of care**;
- 3.1.9 review asthma policy as part of its regular policy review cycle;
- 3.1.10 include the asthma policy in the board policies posted on the school and board website.

3.2 Principals shall:

- 3.2.1 identify all students diagnosed with asthma and make them known to staff as necessary while giving due consideration to the issue of privacy;
 - 3.2.2 collect up-to-date information from parents/guardians related to a child's diagnosis of asthma.
-

3.0 **Procedures** (cont'd)

3.2 Principals shall: (cont'd)

- 3.2.3 maintain an individual plan for each student known to have a diagnosis of asthma and ensure that the plan contains:
 - 3.2.3.1 a current emergency contact list;
 - 3.2.3.2 up-to-date medical information including a list of current required medication and appropriate puffer devices;
 - 3.2.3.3 pre-authorization to administer medications;
 - 3.2.3.4 physician's instructions and a signed reciprocal consent to disclose information with the attending physician;
 - 3.2.3.5 an emergency response plan that includes contingencies for school excursions and activities;
 - 3.2.3.6 parent/guardian or adult student consent to disclose;
 - 3.2.3.7 log of interventions and/or administration of medication;
 - 3.2.3.8 a current photograph of the student
 - 3.2.3.9 complete the allergy alert information on the student management system;
 - 3.2.3.10 review the individual student plan at least yearly prior to the commencement of classes and periodically thereafter as needed;
 - 3.2.3.11 arrange training for the school staff on how to administer asthma medication;
 - 3.2.3.12 identify consistent, safe accessible unlocked storage place known to all applicable staff for asthma medication;
 - 3.2.3.13 send home a note with all students in class in case of anaphylaxis from food or other agents;
 - 3.2.3.14 annually send a letter to parents/guardians requesting that they inform the school immediately if their child(ren) have been diagnosed with asthma and accompanying medical/medication information.

3.3 Teachers shall:

- 3.3.1 in the case of an emergency assist with administering asthma medication to students in their care;
- 3.3.2 call 911 or notify the principal or designate to call 911 in the case of a medical emergency;
- 3.3.3 become familiar with all students in their care who have been diagnosed with asthma.
- 3.3.4 monitor the school's health and safety board or area where students who have been diagnosed with asthma have their pictures and medication information displayed;
- 3.3.5 communicate regularly with parents/guardians in their class who have a child diagnosed with asthma for any updates related to the child's medical care or condition;
- 3.3.6 report to the principal or designate of any student who has experienced an asthmatic exacerbation immediately or as soon as possible;
- 3.3.7 sign off an annually policy and procedure review form that includes the Asthma Friendly Schools policy and procedure.

3.4 Parents/Guardians and adult students shall:

- 3.4.1 inform school officials forthwith of any diagnosis of asthma (or known triggers)
 - 3.4.2 for their child and ensure that the information in the student's file, including but not limited to the medication that the student is taking, is up- to-date and that consent has been given for their child to carry their asthma medication;
-

3.0 **Procedures** (cont'd)

3.4 Parents/Guardians and adult students shall: (cont'd)

- 3.4.3 pre-authorize the administration of medication in response to an asthma exacerbation provided that the school has up-to-date treatment medication and any applicable consent from the parent or guardian;
- 3.4.4 co-operate with school staff when requests are made for information related to storage of medication, administration of medication and updated medical information.

4.0 **Sources**

- Ryan's Law, 2015 – *Ensuring Asthma Friendly Schools*
- Education Act, s.265 – Duties of Principal
- Regulation 298 s.20 – Duties of Teachers

5.0 **Related Policies and Appendices**

- Appendix 1 – ~~Individual Student Asthma Management Plan~~ **Prevalent Medical Condition – Asthma Plan of Care**
- Asthma Friendly Schools Policy (PO615)
- Administration of Oral Medication Policy (PO609)
- **Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools**



II. PREVALENT MEDICAL CONDITION — ASTHMA

Plan of Care

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN ASTHMA TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

<input type="checkbox"/> Colds/Flu/Illness	<input type="checkbox"/> Change In Weather	<input type="checkbox"/> Pet Dander	<input type="checkbox"/> Strong Smells
<input type="checkbox"/> Smoke (e.g., tobacco, fire, cannabis, second-hand smoke)	<input type="checkbox"/> Mould	<input type="checkbox"/> Dust	<input type="checkbox"/> Cold Weather
<input type="checkbox"/> Pollen	<input type="checkbox"/> Other (Specify) _____		
<input type="checkbox"/> Physical Activity/Exercise			
<input type="checkbox"/> At Risk For Anaphylaxis (Specify Allergen) _____			
<input type="checkbox"/> Asthma Trigger Avoidance Instructions: _____			
<input type="checkbox"/> Any Other Medical Condition Or Allergy? _____			

EMERGENCY PROCEDURES

IF ANY OF THE FOLLOWING OCCUR:

- Continuous coughing
- Trouble breathing
- Chest tightness
- Wheezing (whistling sound in chest)

(* Student may also be restless, irritable and/or quiet.)

TAKE ACTION:

STEP 1: Immediately use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.

STEP 2: Check symptoms. Only return to normal activity when all symptoms are gone. If symptoms get worse or do not improve within 10 minutes, this is an **EMERGENCY!** Follow steps below.

IF ANY OF THE FOLLOWING OCCUR:

- Breathing is difficult and fast
- Cannot speak in full sentences
- Lips or nail beds are blue or grey
- Skin or neck or chest sucked in with each breath

(*Student may also be anxious, restless, and/or quiet.)

THIS IS AN EMERGENCY:

STEP 1: IMMEDIATELY USE ANY FAST-ACTING RELIEVER (USUALLY A BLUE INHALER). USE A SPACER IF PROVIDED.

Call 9-1-1 for an ambulance. Follow 9-1-1 communication protocol with emergency responders.

STEP 2: If symptoms continue, use reliever inhaler every 5-15 minutes until medical attention arrives.

While waiting for medical help to arrive:

- ✓ Have student sit up with arms resting on a table (do not have student lie down unless it is an anaphylactic reaction).
- ✓ Do not have the student breathe into a bag.
- ✓ Stay calm, reassure the student and stay by his/her side.
- ✓ Notify parent(s)/guardian(s) or emergency contact.

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

★ This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__— 20__ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____
Signature

Student: _____ Date: _____
Signature

Principal: _____ Date: _____
Signature



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Subject: **International/Foreign Student Fees 2018/2019**

Origin: Bob Camozzi, Superintendent of Education, Facilities Services
Michael Gray, Superintendent of Education, Human Resources
Lewis Morgulis, Manager of Planning, Admissions and Partnerships

RECOMMENDATIONS

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information, the Foreign Student Fees 2018/2019 Report dated March 19, 2018."

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board establishes Foreign Student Fees in the amount of \$12,500 for an elementary student and \$13,750 for a secondary school student for the 2018/2019 school year."

PURPOSE

In accordance with provisions of the Education Act a Board must charge tuition fees to foreign student to cover the cost of education. During the 2017/18 school year, the Board had 46 elementary and secondary foreign students. The purpose of this report is to review the current fee amount and recommend Foreign Student Fees for the 2018/2019 school year.

To: Board of Trustees
Re: International/Foreign Student Fees 2018/2019
Date: March 19, 2018

Page 2

RATIONALE

At the regular Board meeting held on March 27, 2017 the Board of Trustees approved a foreign student fee of \$12,500.00 for elementary students and \$13,750.00 for secondary students. In addition, the Board charges a one-time registration fee amount of \$250.00 for each foreign student. This fee amount has been in use since 2015.

The fees include a \$1,500.00 ESL component which the parents/guardians are required to pay. If the school determines that the student did not require ESL programme the \$1,500.00 will be refunded to the parent/guardian.

In determining an appropriate fee amount staff reviewed the fees charged to international students at six surrounding school boards. The table below indicates the fee amounts for elementary and secondary school students.

BOARD	ELEMENTARY	SECONDARY
Toronto DSB	\$13,000.00	\$14,500.00
Toronto Catholic DSB	\$12,000.00	\$13,500.00
York Region DSB	\$12,000.00	\$13,750.00
York Catholic DSB	\$12,000.00	\$13,500.00
Halton Catholic DSB	\$13,000.00	\$14,000.00
Durham DSB	\$13,400.00	\$14,600.00
Average	\$12,566.67	\$13,975.00

Staff recommends that the fees be set to \$12,500 for elementary students and \$13,750.00 for secondary students for the 2018/2019 school year. This fee amount is consistent with the tuition charged by neighboring boards and covers the cost of education as required by the Act.



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Subject: **Long Term Accommodation Plan 2018-2022 Update**

Origin: Bob Camozzi, Superintendent of Education, Facilities Services
Lewis Morgulis, Manager of Planning, Admissions & Partnerships

RECOMMENDATIONS

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information the report entitled Long Term Accommodation Plan 2018-2022 Update dated March 19, 2018."

Moved by _____, seconded by _____

RATIONALE

Overview

On January 22, 2018 the Board of Trustees received the Long Term Accommodation Plan 2018-2022 (LTAP) report. This report provides information to the Board of Trustees that summarizes the status of the projects identified in the LTAP and any actions taken to date.

On January 29, 2018 the Ministry of Education announced the approval of Capital projects submitted by the Durham Catholic District School Board in September 2017. The replacement of St. Marguerite D'Youville Catholic School was approved. The other three new school projects were not approved.

Requirements for interim accommodation of the existing school population at St. Marguerite D'Youville Catholic School are addressed in a separate report to the Board of Trustees.

To: Board of Trustees

Page 2 of 3

Re: **Long Term Accommodation Plan 2018 to 2022 Update**

Date: March 19, 2018

SUMMARY OF PROPOSED ACTIONS BY YEAR**2018**

1. Open the new Arts and Media Program (AMP) at All Saints Catholic Secondary School for grades 7-12 (now under construction);
2. Open the new St. Leo Catholic School Child Care Centre (now under construction);
3. Open the new St. John Paul II Catholic School Early On Centre;
4. Open the expanded Early On Centre at Sir Albert Love Catholic School (project completion scheduled for March 30, 2018);
5. Open the expanded Child Care centre at St. Elizabeth Seton Catholic School (project completion scheduled for March 30, 2018);
6. Open the expanded Child Care centre at St. Joseph Catholic School – Uxbridge (now under construction);
7. Determine the boundaries for the new Unnamed North Oshawa Catholic Elementary School;
8. Purchase the Unnamed North Oshawa Catholic Secondary School site subject to Ministry approval;
9. Purchase the Unnamed Seaton #1 Catholic Elementary School site in Pickering;
10. Purchase the Unnamed Seaton Catholic Secondary School site in Pickering;
11. Review potential locations for additional single track French Immersion programs;
12. Examine potential locations for a regional outdoor education centre;

SUMMARY OF ACTIONS TO DATE**Open the new Arts and Media Program (AMP) at All Saints Catholic Secondary School for grades 7-12 (now under construction);**

The renovation project was awarded to QuadPro Construction and demolition and construction started on site in December 2017. The project remains on track for a September 2018 completion.

Open the new St. Leo Catholic School Child Care Centre (now under construction);

The tender for construction closed on February 12, 2018 and was awarded to Gerr Construction Limited. Select demolition has commenced. The project remains on track for a September 2018 opening.

To: Board of Trustees

Re: **Long Term Accommodation Plan 2018 to 2022 Update**

Date: March 19, 2018

Open the new St. John Paul II Catholic School Early On Centre;

The Early On centre has opened at St. John Paul II Catholic School in existing vacant classroom space. Minor renovations will be undertaken during the summer of 2018 to improve the existing space.

Open the expanded Early On Centre at Sir Albert Love Catholic School

The renovation project was tendered in the Fall of 2017 and started in December 2017. Seaforth Construction will complete the project on site by March 30, 2018.

Open the expanded Child Care centre at St. Elizabeth Seton Catholic School

The renovation project was tendered in the Fall of 2017 and started in December 2017. Snyder Construction will complete the project on site by March 30, 2018. Licensing will take place during the month of April allowing the site to open before the end of the school year.

Open the expanded Child Care centre at St. Joseph Catholic School - Uxbridge;

The tender for construction closed on February 7, 2018 and was awarded to Seaforth Building Group 1992 Ltd. Select demolition has commenced.

Determine the boundaries for the new Unnamed North Oshawa Catholic Elementary School;

Further to the February 26th Board Report a community consultation process has begun in accordance with school boundary Board Policy PO415.

Purchase the Unnamed North Oshawa Catholic Secondary School site subject to Ministry approval;

This requirement will be addressed in 2019 or later as the Ministry did not approve the replacement of Monsignor Paul Dwyer Catholic High School. In addition, other requirements related to the replacement of Monsignor Paul Dwyer Catholic High School will be delayed by a minimum of one year and are still all subject to Ministry of Education approval.

Next Steps

Staff will bring updates to the Board of Trustees for all of the actions in the LTAP, and individual reports as required through the specific policies that drive those actions.



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Subject: Draft Revised Pupil Accommodation Review Guidelines

Origin: Bob Camozzi, Superintendent of Education, Facilities Services,
Lewis Morgulis, Manager of Planning, Admissions and Partnerships

RECOMMENDATIONS

Moved by , seconded by

"THAT the Durham Catholic District School Board receive as information, the Draft Revised Pupil Accommodation Review Guidelines Report dated March 19, 2018."

PURPOSE

The Board has historically undertaken accommodation reviews, each conducted in accordance with the Ministry of Education's Pupil Accommodation Review Guidelines (PARG) and in accordance with Board Policy PO430 Pupil Accommodation Review. The Ministry guidelines were first created in 2006 to manage school closures in a systemic way across the province, and subsequently revised in 2009 and most recently in 2015. The Ministry decided to review the most recent guidelines in June 2017 and announced that Boards should not initiate new Accommodation Reviews in B-Memo 2017:B09.

Following consultations held across the province during the Fall of 2017, the Ministry of Education prepared a revised PARG which was released on February 9, 2018 through Memorandum 2018:B02. (See Appendix A)

As part of the release of the draft, school boards were asked to provide written comments on the PARG. The deadline for providing comments is March 23, 2018. The purpose of this report is to review the proposed changes to the PARG and summarize any comments to be made to the Ministry with respect to the changes being considered.

To: Board of Trustees
Re: Draft Revised Pupil Accommodation Review Guidelines
Date: March 19, 2018

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RATIONALE

The rationale for reviewing the PARG was to create a stronger, more collaborative process that better promotes the well-being of students and specifically recognizes the impact of school closures on rural and northern communities in Ontario.

The proposed changes to the PARG stem from the Provincial Government's rural engagement in Spring 2017 and aimed to support:

- Quality rural education;
- Sustainable use of school space in rural communities; and
- Decision-making around school closures.

The Ministry undertook a consultation on proposed revisions to the PARG and CPPG between October 12 and December 6, 2017. (The Ministry's draft PARG is attached as Appendix B)

Proposed Changes

The substantive proposed changes from the previous PARG are as follows:

- The initial staff report to the Board of Trustees must contain at least three options to address the accommodation issue(s): a recommended option, an alternative option and a status quo option. *The previous 2015 PARG required at least one option, and if more than one option a staff preferred option be provided;*
- The option(s) included in the initial staff report must address the following four impacts:
 - Impact on student programming;
 - Impact on student well-being;
 - Impact on school board resources; and
 - Impact on the local community.
- The impact on the local community must include consideration of the local economy if at least one school that is eligible to receive support from the Rural and Northern Education Fund is included in a Pupil Accommodation Review (PAR) at any time. *In the 2006 and 2009 versions of the PARG impact on the local economy had to be considered. This requirement was removed from the 2015 PARG.*
- Boards will be required to use a ministry-approved template to write their initial staff reports. *This template is currently under development but will to an extent standardize how Boards undertake reviews.*

To: Board of Trustees
Re: Draft Revised Pupil Accommodation Review Guidelines
Date: March 19, 2018

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- For all standard PARs, a minimum of three public meetings for broader community consultation on the initial staff report must be held. There must be a minimum period of 60 business days between the first and final public meetings. *This is an increase from 2 required meetings in the 2015 PARG and a decrease from 4 required meetings in the 2006 and 2009 PARG.*
- For all standard and modified PARs, if a new school closure is introduced as part of any option in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations. *This requirement is new and makes sense to be added if Boards redraw the number of schools midway through the process.*
- A modified PAR may not be undertaken if one or more RNEF-eligible schools have been included in any of the accommodation options presented in the initial or final staff reports. That is, if a RNEF-eligible school is ever included in a PAR, that PAR must follow the standard process. *Modified PAR's were introduced in the 2015 PARG where Board's had chosen through Policy to use this option. In this Boards case we have only 1 RNEF eligible school.*

NEXT STEPS

The Ministry of Education plans to release a final revised PARG in Spring 2018, after which all school boards will be expected to amend their existing Pupil Accommodation Review policies.

As part of this process, the Ministry expects each school board to undertake extensive community consultations to promote understanding of the revised processes. For the Durham Catholic District School Board, this means revising the current Policy and Administrative Procedure prior to contemplating any new Accommodation Reviews.

Ministry of Education**Office of the ADM**

Capital and Business Support Division
 900 Bay Street
 20th Floor, Mowat Block
 Toronto ON M7A 1L2

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 aux affaires
 900, rue Bay
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**2018: B02**

MEMORANDUM TO: Directors of Education
 Secretary/Treasurers of School Authorities

FROM: Joshua Paul
 Assistant Deputy Minister
 Capital and Business Support Division

DATE: **February 9, 2018**

SUBJECT: **Draft Revised Pupil Accommodation Review Guideline
 and Community Planning and Partnerships Guideline
 Updates**

I am writing to inform you of the ministry's:

- Proposed revisions to the Pupil Accommodation Review Guideline (PARG).
- Next steps to support improved co-ordination of community infrastructure planning, including future revisions to the Community Planning and Partnerships Guideline (CPPG).

These policy initiatives were key elements of the province's Plan to Strengthen Rural and Northern Education. The plan responded to feedback received during the government's rural engagement in spring 2017 and aims to better support:

- Quality rural education;
- Sustainable use of school space in rural communities; and
- Decision-making around school closures.

The ministry undertook a consultation on proposed revisions to the PARG and CPPG between October 12 and December 6, 2017. The consultation included an online survey, 19 in-person engagement sessions during the ministry's fall education funding symposia and a meeting of the Minister's Reference Group on Community and Education Planning and Partnerships. The Minister's Reference Group includes representatives from the education and municipal sectors and an academic and its mandate is to

advise the Minister of Education on effective ways to improve co-ordination of community infrastructure planning from a public education perspective.

The policy reforms presented in the following sections respond to consultation feedback received by the ministry in fall 2017.

Draft Revised PARG – Summary of Key Changes

The amendments to the PARG presented below will affect all school boards across the province, not just those which cover rural and northern communities. I therefore encourage your board to provide feedback to the draft revised PARG, which is posted here, along with a summary of fall 2017 consultation feedback:

<http://www.edu.gov.on.ca/eng/policyfunding/reviewGuide.html>

The ministry will accept feedback during this current second phase of the consultation until **March 23, 2018**.

In addition, the ministry plans to convene a technical working group comprised of school board and municipal representatives to discuss these amendments in detail.

Initial Staff Report

The initial staff report to the Board of Trustees must contain at least **three** options to address the accommodation issue(s): a recommended option, an alternative option and a status quo option.

The option(s) included in the initial staff report must address the following **four** impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community*.

(Impact on the local community must include consideration of the local economy if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time.)*

Boards will be required to use a ministry-approved template to write their initial staff reports. This template is currently under development and will provide boards with flexibility to accommodate the varying circumstances of each pupil accommodation review.

The ministry is considering the following issues to support development of the template:

- **Student programming** issues such as multi-grade classrooms.
- While measurable **student well-being** indicators continue to evolve, impact on extracurriculars, student transportation and school climate surveys could be considered for inclusion.

- To support analysis of the impacts on **school board resources**, the ministry will provide additional guidance where there are standards in reporting, such as school capacity and facility condition.
- The current requirement for school boards to consider **community impacts**, such as loss or gain of community use of school space, will be maintained and extended to include consideration of any possible impacts on First Nation communities on-reserve.
- If at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time then **economic impacts** must also be given consideration for each accommodation option. School boards will have discretion to undertake economic impact assessments in other communities, if needed. The ministry will:
 - Develop guidance that will define key parameters it expects the economic impact assessment to address (such as, impact on local businesses, impact on family commutes / schedules and housing starts). We will consult with school boards and municipalities on how these key parameters are shaped;
 - Develop an approved list of vendors from which boards may select a third party to undertake this work.
 - Seek approval for additional funding for boards that will be required to undertake economic impact assessments.

More information about RNEF can be found in *Memorandum B09 - Plan to Strengthen Rural and Northern Education*, June 28, 2017.

These changes pertain to sections VI (Establishing An Accommodation Review) and VIII (School Information Profile) of the draft revised PARG.

Public Meetings

For all standard PARs, a minimum of **three** public meetings for broader community consultation on the initial staff report must be held. There must be a minimum period of **60 business days** between the first and final public meetings.

For all standard and modified PARs, if a **new school closure** is introduced as part of any option in the final staff report, then an **additional public meeting** must be held no fewer than **20 business days** from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than **10 business days** before the public delegations.

As a component of developing the template, the Ministry would like to hear from boards on what supports boards might need when undertaking PARs (i.e, facilitators, facilitation training).

These changes primarily pertain to sections X (Public Meetings), XIII (Timelines for the Accommodation Review Process) and XIV (Modified Accommodation Review Process) of the draft revised PARG.

Final Staff Report

For all standard and modified PARs, the final staff report must include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback.

In addition, the ministry is developing a template for community partners to engage boards with proposed alternatives to closures and proposals for community use of schools.

These changes pertain to section XI (Completing the Accommodation Review) of the draft revised PARG.

Modified PARs

A modified PAR may be not be undertaken if one or more **RNEF-eligible schools** have been included in any of the accommodation options presented in the initial or final staff reports. That is, if a RNEF-eligible school is ever included in a PAR, that PAR must follow the standard process.

This change pertains to section XIV (Modified Accommodation Review Process) of the draft revised PARG.

Administrative Review Process

Guidance on administrative reviews has been integrated into the PARG. In addition, the ministry will develop guidelines regarding the use of e-signatures in petitions for administrative reviews.

These changes pertain to section XV (Administrative Review Process) of the draft revised PARG.

Updates on Integrated Local Planning and the Community Planning and Partnerships Guideline

The ministry remains committed to updating the CPPG to further encourage joint responsibility for integrated community planning as we learn more from the new voluntary pilot program and other work across government. This decision was based on consultation feedback, which suggested that adding new requirements on school boards through the CPPG in an attempt to compel local partnerships is unlikely to be successful. Instead, the ministry plans to work with the Ministries of Infrastructure and Municipal Affairs to:

- Develop a new voluntary pilot program that will provide flexible support to municipalities, school boards, and other relevant local actors who wish to enhance their collective capacity for integrated local planning. Best practices and lessons learned will inform future policy and supports for integrated local planning across the province.
- Continue moving forward with initiatives to support *Community Hubs in Ontario: A Strategic Framework and Action Plan*, such as:
 - Provincial funding to retrofit excess school space for use by community partners.
 - The Community Hubs Mapper, which is an online tool within the Community Hubs Resource Network website that displays information about provincial and school board properties (www.communityhubsonario.ca/community-hubs-mapper/).
 - The Surplus Property Transition Initiative, a program designed to provide more time for communities to determine the viability of acquiring surplus provincial properties while covering the holding costs in order to repurpose the asset to meet the needs of the local community.

The above work will be undertaken chiefly through the Minister's Reference Group on Community and Education Planning and Partnerships. We also welcome any further input from boards and other partners.

During this period, the Ministry of Education expects school boards to continue to use the existing CPPG, including the requirement of convening an annual CPP meeting. In addition to sharing planning information at the annual CPP meeting, we encourage partners to continue these important conversations outside of this meeting and to develop other processes to foster better communication at the local level.

Next Steps

The ministry plans to release a final revised PARG in spring 2018, after which school boards will be expected to amend their existing PAR policies. As part of this process, the ministry expects school boards to undertake extensive community consultations to promote understanding of PAR processes. Only once revised PAR policies have been approved by trustees can any new PARs be started, unless PARs are required to support a joint-use school initiative between two school boards.

Details regarding the ministry's plans to release PARG support materials will be announced alongside the release of the final revised PARG.

Thank you for your continued work on these important policy initiatives, I look forward with interest to receiving your feedback. If you require further information about these changes, please contact Colleen Hogan at 416-325-1705 or Colleen.Hogan@ontario.ca or Hitesh Chopra at 416-325-1887 or Hitesh.Chopra@ontario.ca.

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Copy: Superintendents of Business and Finance

Enclosure: Draft Revised Pupil Accommodation Review Guideline

Appendix B



MINISTRY OF EDUCATION DRAFT PUPIL ACCOMMODATION REVIEW GUIDELINE

January 2018

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APPENDIX A – ADMINISTRATIVE REVIEW PETITION TEMPLATE

PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while being cognizant of the impacts of their decisions on student programming and well-being, school board resources and the local community.

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. The *Pupil Accommodation Review Guideline* (the "*Guideline*") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future disposition (that is, sale or lease) of the property. These sales are governed by Ontario Regulation 444/98 – Disposition of Surplus Real Property. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset

of the school board due to a projected need for the facility in the future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future disposition.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the *Guideline* is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This *Guideline* is effective upon release and replaces the previous *Guideline* of March 2015.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. School boards are required to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy and the government's *Pupil Accommodation Review Guideline* are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed by any relevant information obtained from local municipal governments and other

community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain at least three options to address the accommodation issue(s): a recommended option, an alternative option and a status quo option. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

Boards must use the ministry-approved template¹ to write their initial staff reports.

The option(s) included in the initial staff report must address the following four impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community*.

* Impact on the local community must include consideration of the local economy if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time.²

¹ An initial staff report template is under development.

² An economic impact assessment template is under development.

Boards should refer to section 5.6 (1) of *Ontario Regulation 193/10 – Restricted Purpose Revenues* (O. Reg. 193/10) for a description of the location of the list of schools eligible for Rural and Northern Education Fund Allocation. The list of RNEF-eligible schools for the 2017-18 school year can be found here: http://edu.gov.on.ca/eng/funding/1718/list_of_schools_eligible_rural_northern_allocation_en.pdf

If a school board has included a new school on the list through board motion, then the board should confirm that it has been included in the ministry's list of schools eligible for Rural and Northern Education Fund Allocation (as per O. Reg. 193/10) prior to the initial staff report to the Board of Trustees.

School boards will *have discretion* to undertake economic impact assessments in other communities, if needed, however this will only be *required* if at least one RNEF-eligible school is included in a pupil accommodation review at any time.

To support these impact analyses, the following factors should be included for each accommodation option:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each accommodation option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy, and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);

- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community.*

* Impact on the local community must include consideration of the local economy if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.
 - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
 - Size of the school site (acres or hectares).
 - Building area (square feet or square metres).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
 - Ten-year history of major facility improvements (item and cost).
 - Projected five-year facility renewal needs of school (item and cost).
 - Current Facility Condition Index (FCI) with a definition of what the index represents.
 - A measure of proximity of the students to their existing school, and the average distance to the school for students.
 - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
 - School utility costs (totals, per square foot, and per student).
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.
- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
 - Describe the course and program offerings at the school.
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
 - Current grade organization of the school (e.g., number of combined grades, etc.).
 - Number of out of area students.
 - Utilization factor/classroom usage.

- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
 - Description of the school's suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the options in the school board's initial staff report.

Invitations for this meeting will be sent to the elected Mayor, Chair, Warden, Reeve or equivalent, and to the Chief Administrative Officer, City Manager or equivalent for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the options in the school board's initial staff report

before the final public meeting. School boards must provide them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of three public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended and alternative option(s) contained in the initial staff report³.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended and alternative options; and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must include:

- A Community Consultation section that contains feedback from the ARC and all public consultations as well as any relevant information obtained

³ A template is under development for initial staff reports, which will have the intention of providing guidance on how options should be presented in order to ensure community understanding of the impacts on student programming, well being, school board resources, and the broader community.

- from municipalities and other community partners prior to and during the pupil accommodation review.⁴
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Potential options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback.

School board staff may choose to amend their proposed option(s) included in the initial staff report. However, if a new school closure is introduced as part of any option in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

⁴ A template is under development for community partners to engage boards with proposed alternatives to closures and proposals for community use of schools.

Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the elected Mayors, Chairs, Wardens, Reeves or equivalent and to the Chief Administrative Officers, City Managers, or equivalent of the affected single and upper-tier municipalities, other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation

for a meeting to discuss and comment on the options in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the options in the school board's initial staff report before the final public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.
- There must be a minimum period of 60 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- If a new school closure is introduced as part of any option in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex and do not include one or more schools eligible to receive support from the ministry's Rural and Northern Education Fund (RNEF), school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of conditions two to five:

1. exclusion of any RNEF-eligible school in the pupil accommodation review; and, either
2. distance to the nearest available accommodation; or
3. utilization rate of the facility; or
4. number of students enrolled at the school; or
5. when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. However, if a new school closure is introduced as part of any option in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The final staff report must include:

- A Community Consultation section that contains feedback from all public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the elected Mayors, Chairs, Wardens, Reeves or equivalent and to the Chief Administrative Officers, City Managers, or equivalent of the affected single and upper-tier municipalities, other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the option(s) in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards

and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- If a new school closure is introduced as part of any option in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. ADMINISTRATIVE REVIEW PROCESS

What is an Administrative Review?

The Ministry of Education encourages students, parents and community members to get involved in the accommodation review process.

If during the course of the pupil accommodation review process, you become concerned that the board is not following its pupil accommodation review policy, you may want to consult the board's policy and advise the Accommodation Review Committee (ARC) of your concerns.

You can find a copy of the board's policy on its website, or you can request it from the board.

If at the end of the process, you believe that the board did not follow its pupil accommodation review policy, then you can request an Administrative Review from the ministry.

Steps to Request an Administrative Review

Once the trustees have made their final decision, there are 30 calendar days to submit a petition to the ministry. The ministry will notify the contact person when the petition has been received. Within 60 calendar days, the ministry will decide whether to appoint a facilitator to undertake an Administrative Review.

A review of a school board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

Step 1

- Review the board's policy governing pupil accommodation reviews and identify areas where you believe the board did not follow its policy. Submit a copy of the board's pupil accommodation review policy highlighting how the pupil accommodation review process was not compliant with the school board's pupil accommodation review policy. Some examples could include:

- o The board policy may require that public meetings be held over a 90 day period, but the meetings were held over a 70 day period.

- o The board policy may require board staff to analyze a certain number of accommodation options developed by the ARC, and the board staff may not have done so.

Step 2

- Collect signatures of people who also believe the board did not follow its policy and who support a request for an Administrative Review. Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that formally participated in the accommodation review process are eligible to sign the petition.

- Eligible signatures are from:

- o parents or guardians of students who attend the school

- o other individuals who formally participated in the accommodation review process by attending a meeting, presenting a submission in person or in writing (including by email), or as ARC members.

- The petition⁵ should clearly provide a space for individuals to print and sign their name or provide an e-signature⁶; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has formally participated in the review process.

Step 3

- Write a letter or email to the Minister of Education to accompany your petition. You may want to follow the format provided in Appendix A. Your letter or email must explain in detail how you think the board did not follow its accommodation review policy.
- Submit the petition, letter, and justification to the school board and the Minister of Education within thirty (30) calendar days of the board's closure resolution. Your letter or email must identify one person as the contact person. One copy of your letter or email is to be sent to the Ministry and another copy is to be sent to the board.

The school board is then required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who formally participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) calendar days of receiving the petition.

If the conditions set out above have been met, the Ministry is then required to:

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) calendar days of receiving the school board's response.

⁵ Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*.

⁶ Guidelines regarding the use of e-signatures are under development.

XVI. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Capital and Business Support Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVII. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.

APPENDIX A – ADMINISTRATIVE REVIEW PETITION TEMPLATE

Dear Minister,

I am writing to request an Administrative Review of the accommodation review process undertaken by the [name of the school board] for the following school(s): [school name] , [school name] , [school name] .

On [date] , the Board of Trustees voted to [describe board resolution to close school/s, move students, keep school/s open and/or build new school/s] .

Attached please find our petition. The petitioners believe that the board did not follow its accommodation review policy in the following ways:

1) The board's policy states: [describe relevant section of the board's policy]

Instead, the board [describe how actual events differed]

2) The board's policy states: [describe relevant section of the board's policy]

Instead, the board [describe how actual events differed]

3) The board's policy states: [describe relevant section of the board's policy]

Instead, the board [describe how actual events differed]

[other examples as appropriate]

We believe the board did not follow its accommodation review policy, we hope that you will appoint an independent facilitator to review the board's accommodation review process.

Sincerely,

[Contact person for the petitioners]

Contact information



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 19, 2018

Re: **Correspondence**

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the following correspondence:
- Letter to Member of Parliament, Erin O'Toole from Chair Tricia Chapman regarding Canada Summer Jobs Program."

RATIONALE

As attached.

AOB:vk

Durham Catholic District School Board



March 13, 2018

The Honourable Erin O'Toole
Member of Parliament
House of Commons
Ottawa, Ontario
K1A 0A6

Dear Mr. O'Toole,

Thank you for all that you do to serve our community and advocate for our concerns. I understand that on or about March 19, Members of Parliament will vote on a motion in the House of Commons on the Canada Summer Jobs grant program.

The motion outlines that organizations that are engaged in non-political, non-activist work should be able to access summer student funding regardless of their private convictions, and whether or not they sign the application attestation. I agree, and I am writing to ask for your support of this motion in the House of Commons.

As a constituent, I believe that individuals and organizations should not be forced to make an attestation of values in order to be eligible for a government program or service. I believe this requirement fails to respect freedom of belief and expression in Canada, and in fact violates these fundamental freedoms.

I would respectfully ask that you and members of your party uphold the *Charter* guarantees of freedom of religion, belief, expression and opinion. These are fundamental freedoms for our country. Please let me know whether you will support this motion and what steps you are taking to remove or amend the Canada Summer Jobs attestation, which has caused great distress for thousands of charities across Canada.

Sincerely,

A handwritten signature in black ink that reads "Tricia Chapman". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Tricia Chapman
Chair of the Board