

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



REGULAR BOARD MEETING

AGENDA

Monday, May 28, 2018

7:30 p.m.

Pope Francis Centre



Pope Francis Centre, 652 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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Durham Catholic District School Board

REGULAR BOARD MEETING

Monday, May 28, 2018

Open Session 7:30 p.m.

Pope Francis Centre

652 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.)	St. James School Choir
a.2	National Anthem (7:30 p.m.)	
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>PRESENTATIONS OF AWARDS</u>	
c. 1	Board Award of Merit	
c. 2	Trustees' Youth Awards	
c. 3	Reverend John Markle Memorial Trophy for Outstanding Home/School Communication 2017-2018	
c. 4	Student Senators Recognition 2017-2018	
c. 5	25 Years' Service in Catholic Education	
D.	<u>ANNOUNCEMENTS</u>	
d.1	Announcements from the In Camera Session of the Board Meeting	
d.2	ECO Schools Award Recognition - Facilities Services	
d.3	Premier's Awards for Accepting Schools – St. Mary Catholic Secondary School	
E.	<u>NOTICES OF MOTIONS</u>	
F.	<u>DECLARATIONS OF INTEREST</u>	
f.1	Declaration of conflict of interest	
G.	<u>ACTIONS TO BE TAKEN</u>	
g.1	Approval and Signing of Minutes of the Open Session of the Regular Board Meeting of April 23, 2018	4
g.2	Business Arising from the Open Session of the Regular Board Meeting of April 23, 2018	
g.3	Approval and Signing of Minutes of the Open Session of the Regular Board Meeting (Policy) of May 7, 2018	18
g.4	Business Arising from the Open Session of the Regular Board Meeting (Policy) of May 7, 2018	

H. **PRESENTATION**

- h.1 2018/2019 Draft Estimates – Ryan Putnam, Superintendent of Business

I. **DELEGATION**

J. **CONSIDERATION OF MOTION**

- j.1 Motion to be read in Open Session from the In Camera Session of the Board Meeting of May 28, 2018

K. **UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**

L. **COMMITTEES**

l.1 **Committee Reports**

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| l.1.3 | Durham Catholic Parent Involvement Committee – April and May 2018 | 38 |
| l.1.4 | Finance Committee – May 14, 2018 | 50 |

l.2 **Matters Referred from Committee**

M. **STAFF REPORTS**

m.1 **Business Services**

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m.2 **Policy Development**

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m.3 **Student Achievement: Student Senate**

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m.4 **Director's Report**

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| m.4.3 | 2018/2019 Schedule for Board and Committee Meetings | 135 |
| m.4.4 | Director's Verbal Report | |

m.5 **Chair's Report**

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| m.5.1 | Chair's Verbal Report | |
| m.5.2 | Student Trustees Verbal Report | |

N. **CORRESPONDENCE**

137

O. **INQUIRIES AND MISCELLANEOUS**

P. **PENDING ITEMS**

Q. **ADJOURNMENT**

R. **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, April 23, 2018.

Trustees Present

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

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. 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. B2018-04-23-01

Motion to Move In Camera

Moved by J. Oldman seconded by K. LeFort

"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 Saint Catholic School students sang O Canada before prayers. Special intentions were noted to pray for those affected by the tragic event that occurred in Toronto.

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 and Trustee Rinella attended by teleconference.

B. APPROVAL OF AGENDA

ITEM b1. CHANGES TO THE PRINTED AGENDA

Trustee Corless asked to add Item c.3 Youth Fusion

ITEM b.2 APPROVAL OF AGENDA

Motion No. B2018-04-23-02

Approval of Agenda

Moved by T. Corless seconded by M. Forster

“THAT the Durham Catholic District School Board approve the agenda of the Monday, April 23, 2018 Regular Board Meeting as amended.”

Carried

C. ANNOUNCEMENTS**RESIGNATIONS**

<u>Name</u>	<u>Current Position</u>	<u>Effective Date</u>
Lori Fraser	Teacher, Father Fénelon C.S.	August 31, 2018
Valerie Levac	Elementary Teacher on Director's Leave	August 31, 2018.

RETIREMENTS

<u>Name</u>	<u>Current Position</u>	<u>Effective</u>
Marina Albis	Teacher, St. Matthew the Evangelist C.S.	June 30, 2018
Jacqueline Albright	Teacher, St. Christopher C.S.	June 30, 2018
Vince Belmonte	Teacher, St. Mary C.S.S.	June 30, 2018
Philip Bonnell	Teacher, St. Luke the Evangelist C.S.	June 30, 2018
Anna Camazzola	Principal, Father Joseph Venini C.S.	June 30, 2018
Susan Clancy	Teacher, Father Leo J. Austin C.S.S.	June 30, 2018
Leahann Costello	Teacher, St. Andre Bessette C.S.	June 30, 2018
Valerie Gray	Teacher, St. Elizabeth Seton C.S.	June 30, 2018
Mary Ann Joseph	Teacher, St. Elizabeth Seton C.S.	June 30, 2018
Marlene Kearsey	Teacher, St. Bridget C.S.	June 30, 2018
Steve Kinahan	Teacher, St. Teresa of Calcutta C.S.	June 30, 2018
Gertuda Langenberg	Teacher, Holy Family C.S.	June 30, 2018
Mike Loudfoot	Teacher, St. Mary C.S.S.	June 30, 2018
Dolly Pargetter	Teacher, St. Luke the Evangelist C.S.	June 30, 2018
Lila Pavon	Teacher, Father Leo J. Austin C.S.S.	April 30, 2018
Krystyna E. Rogers	Teacher, St. Wilfrid C.S.	June 30, 2018
Lawrence Santin	Teacher, St. Wilfrid C.S.	June 30, 2018

C.1 HEALTHY SCHOOL AWARD RECOGNITION – DURHAM REGION HEALTH DEPARTMENT

Chris Arnott from the Durham Region Health Department presented the Healthy School award to members of the Staff Wellness Committee, acknowledging their dedication to employee wellbeing with a focus on mental health.

C.2 YOUTH FUSION

Trustee Corless indicated that she attended a meeting with Director O'Brien, Superintendent Leclair and the Mayor of Oshawa, John Henry to discuss an opportunity for partnership regarding Youth Fusion. She noted that the program encourages student retention in schools and potential participating schools include Monsignor Paul Dwyer Catholic High School and St. Joseph Catholic School.

D. NOTICES OF MOTIONS

None.

E. DECLARATION OF INTEREST

None.

F. ACTIONS TO BE TAKEN

APPROVAL AND SIGNING OF MINUTES – MARCH 19, 2018 REGULAR BOARD MEETING

Motion No. B2018-04-23-03

Approval and Signing of Minutes

Moved by T. Corless seconded by M. Forster

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the March 19, 2018 Regular Board Meeting.”

Carried

BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF MARCH 19, 2018

None.

G. PRESENTATIONS**g. 1 DURHAM CATHOLIC CHILDREN'S FOUNDATION ANNUAL REPORT 2017**

Stan Karwowski, Chair of the Durham Catholic Children's Foundation and Vice-Chair Brian Miettinen, presented the 2017 Durham Catholic Children's Foundation Report. A highlight for the Board of Directors this year was the development of the Foundation's mission – to bring hope to students in need; and vision – a Catholic community that supports students in becoming who they are called to be. Chair Karwowski noted that the charity status should be assigned to the Foundation within the coming months. Principals Mike O'Neill and Carolyn Bartlett shared personal experiences of the supports that were provided to families and students through the school-based family assistance program. Chair Karwowski commended staff for their work with the Foundation. Trustees extended their thanks to Chair Karwowski, Vice Chair Miettinen and the Board of Directors for their dedication to the Foundation.

g.2 UPDATED MULTI-YEAR BUDGET FRAMEWORK

Ryan Putnam, Superintendent of Business Services and Chief Financial Officer presented the Multi-Year Budget Framework. He highlighted the Board's current financial position, enrolment and utilization, provincial outlook, and anticipated cost pressures. He indicated that staff is in the process of developing the first draft of the 2018/2019 budget to be presented to the Finance Committee and the Board of Trustees in May. The final budget will be presented for approval in June. Trustee Corless asked about teacher replacement costs. Superintendent Putnam noted that there was an increase in costs due to the Provincial Earned and Sick Leave Program. Trustee Corless asked about Ministry funds for students transitioning from elementary to high school. Superintendent Putnam indicated that the Ministry of Education has provided funding to add Guidance teachers targeted at Grades 7 and 8. Trustee Corless inquired about the cost of replacement and/or repair of musical instruments in high schools. Superintendent Barill noted that costs are covered at school level and added that a central online inventory system is being developed for use by all high schools.

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 MARCH 19, 2018**

Vice Chair Forster deemed the Motions read from the In Camera session of the March 19, 2018 Board meeting.

J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

K. COMMITTEE REPORTS

k.1.1 IPRC REPORT FOR MARCH 2018

Motion No. B2018-04-23-04

IPRC Report for March 2018

Moved by K. LeFort seconded by J. Oldman

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

Carried

k.1.2 SPECIAL EDUCATION ADVISORY COMMITTEE MEETING – APRIL 10, 2018

Motion No. B2018-04-23-05

Special Education Advisory
Committee Meeting – April 10,
2018

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board accept the report of the April 10, 2018 Special Education Advisory Committee meeting.”

Carried

k.1.3 DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE – MARCH 2018

Motion No. B2018-04-23-06

Durham Catholic Parent
Involvement Committee – March
2018

Moved by K. LeFort 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, March 22, 2018.”

Carried

k.1.4 AD HOC COMMITTEE MEETING – MARCH 21, 2018

Motion No. B2018-04-23-07

Ad Hoc Committee Meeting –
March 21, 2018

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board accept the written report from the Ad Hoc Committee of Wednesday, March 21, 2018.”

Carried

k.1.5 FINANCE COMMITTEE – PUBLIC CONSULTATION SESSION – APRIL 9, 2018

Trustee Corless thanked the groups that came out to speak at the Public Consultation session and for being a part of the process.

Motion No. B2018-04-23-08

Finance Committee – Public
Consultation Session – April 9,
2018

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board receive as information the minutes of the April 9, 2018 Finance Committee Public Consultation Session.”

Carried

k.1.5 FINANCE COMMITTEE – APRIL 11, 2018

Motion No. B2018-04-23-09

Finance Committee – April 11,
2018

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board receive as information the minutes of the April 11, 2018 Finance Committee Meeting.”

Carried

k.2. MATTERS REFERRED FROM COMMITTEE

None

L. STAFF REPORTS

I.1. BUSINESS SERVICES

I.1.1 UPDATED MULTI-YEAR BUDGET FRAMEWORK

Motion No. B2018-04-23-10

Updated Multi-Year Budget
Framework

Moved by K. LeFort seconded by T. Corless

“THAT the Durham Catholic District School Board receive as information the Updated Multi-Year Budget Framework as presented by staff on April 23, 2018.”

Carried

I.1.2 2017-2018 SECOND QUARTER BUDGET STATUS REPORT

Motion No. B2018-04-23-11

2017-2018 Second Quarter
Budget Status Report

Moved by P. Pulla seconded by J. Oldman

““THAT the Durham Catholic District School Board receive as information the 2017/2018 Second Quarter Budget Status Report for the period ending February 28, 2018.”

Carried

I.2 POLICY DEVELOPMENT

I.2.1 POLICIES AND ADMINISTRATIVE PROCEDURES

Motion No. B2018-04-23-12

Policies and Administrative
Procedures

Moved by K. LeFort seconded by T. Corless

“THAT the Durham Catholic District School Board receive and file as information the Current Roster of Policies and Administrative Procedures – April 23, 2018.”

Carried

I.2.1 POLICIES AND ADMINISTRATIVE PROCEDURES - continued

Motion No. B2018-04-23-13

Policies and Administrative
Procedures

Moved by K. LeFort seconded by T. Corless

“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).”

Carried

Motion No. B2018-04-23-14

Policies and Administrative
Procedures

Moved by K. LeFort seconded by T. Corless

“THAT the Durham Catholic District School Board approve the Second Reading of the revised Anaphylactic Students (Protection of) Policy (PO608).”

Carried

Motion No. B2018-04-23-15

Policies and Administrative
Procedures

Moved by K. LeFort seconded by T. Corless

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

Carried

Motion No. B2018-04-23-16

Policies and Administrative
Procedures

Moved by K. LeFort seconded by T. Corless

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

Carried

I.2.1 POLICIES AND ADMINISTRATIVE PROCEDURES – continued

Motion No. B2018-04-23-17

Policies and Administrative
Procedures

Moved by K. LeFort seconded by T. Corless

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

Carried

I. 3 FACILITIES SERVICES

**I.3.1 UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
BOUNDARY REPORT**

Superintendent Camozzi summarized the public consultation process, noting that at all of the sessions, it was clear that the public was grateful for a new school and was in support of students remaining with their peers. Trustee Corless asked about the street that is outside of the boundary but within walking distance of the new school and whether a guarantee could be given to the families who would be using the Cross-Boundary process for their children to attend this new school. The Director noted that when the approval for a new high school is received; there will be a full boundary review. The Director indicated that Cross Boundary applications will be honoured however, as per policy, this process is reviewed annually, until the new school is built.

Motion No. B2018-04-23-18

Unnamed North Oshawa Catholic
Elementary School Boundary
Report

Moved by P. Pulla seconded by T. Corless

“THAT the Durham Catholic District School Board receives, for information the Unnamed North Oshawa Catholic Elementary School Boundary Report dated April 23, 2018.”

Carried

Motion No. B2018-04-23-19

Unnamed North Oshawa Catholic
Elementary School Boundary
Report

Moved by P. Pulla seconded by T. Corless

“THAT the Durham Catholic District School Board approves the proposed boundary revisions for Father Joseph Venini Catholic School and the New Unnamed North Oshawa Catholic Elementary School outlined in the report dated April 23, 2018.”

Carried

I.3.2 ANNUAL FACILITY PARTNERSHIP OPPORTUNITIES

Motion No. B2018-04-23-20

Annual Facility Partnership
Opportunities

Moved by J. Oldman seconded by T. Corless

“THAT the Durham Catholic District School Board receive as information the Annual Facility Partnership Opportunities report dated April 23, 2018.”

Carried

I.3.3 LONG TERM ACCOMMODATION PLAN 2018-2022 UPDATE

Trustee Corless asked about the status of the new secondary school in the north. The Director advised that she believes it is of key importance and is hopeful for approval. Trustee LeFort asked if the schools in the north are being considered as potential locations for a regional outdoor education centre. Superintendent Barill noted that there are lots of potential in that area to review. Chair Chapman asked about the status of the consultation process regarding St Marguerite d'Youville Catholic School. Superintendent Camozzi noted that he met with school councils and he provided an update on the layout and schedules of both schools. Superintendent Camozzi added that additional parking spaces for staff was requested through the Archdiocese of Toronto.

Motion No. B2018-04-23-21

Long Term Accommodation Plan
2018-2022 Update

Moved by J. McCafferty seconded by K. LeFort

“THAT the Durham Catholic District School Board receive as information the report entitled Long Term Accommodation Plan 2018-2022 Update dated April 23, 2018.”

Carried

I.4 DIRECTOR'S REPORT

1.4.1 DURHAM CATHOLIC CHILDREN'S FOUNDATION ANNUAL REPORT 2017

Motion No. B2018-04-23-22

Long Term Accommodation Plan
2018-2022 Update

Moved by J. Oldman seconded by T. Corless

“THAT the Durham Catholic District School Board receive and file the Durham Catholic Children's Foundation Annual Report 2017.”

Carried

1.4.2 OUT OF PROVINCE TRAVEL

Motion No. B2018-04-23-23

Out of Province Travel

Moved by K. LeFort seconded by M. Forster

“THAT the Durham Catholic District School Board approve the attendance of a staff member at the *Building More Effective Teams* Program scheduled for July 25-26, 2018 in Cambridge, Massachusetts.”

Carried

I.4.3 DIRECTOR'S VERBAL REPORT

Director O'Brien thanked students, staff and Trustees for their support earlier in April as the Board joined the broader community in response to the recent tragedy in Humboldt Saskatchewan through prayers, liturgies, announcements, moments of silence and fundraising activities.

The Director acknowledged an active month for April in every area of the Board including Easter celebrations with schools and parishes; World Autism Day National Volunteer Week and the Annual Distinguished Volunteer Awards Administrative Professionals Day and TEDx St. Mary CS School.

Director O'Brien shared the recent success of the DCDSB “Let's Move” Campaign, thanking the Teaching and Learning Department for promoting a day for all Durham Catholic schools and offices to be active for 10 minutes simultaneously at all schools and office locations.

I.4.3 DIRECTOR'S VERBAL REPORT - continued

The Director acknowledged Children's Mental Health Week May 7 to 13. She noted that this year staff launched the renewed Mental Health Strategy for the board, emphasizing the importance of mental health awareness for students and its role in their overall well-being and achievement.

The Director looks forward to celebrating Catholic Education Week in May and honouring the Durham Catholic Distinguished Educator award recipients. She also looks forward to presenting awards to the Distinguished Catholic Alumni at the 5th Annual Durham Catholic Children's Foundation Gala on May 3; the system wide Mass on May 7; and other opportunities to come together with friends and colleagues.

I.5 CHAIR'S REPORT

I.5.1 CHAIR'S VERBAL REPORT

On behalf of the Board of Trustees, Chair Chapman extended congratulations to the Director of Education, Anne O'Brien, who was recently honoured at the Ontario Catholic Supervisory Officers Association's (OCSOA) Annual General Meeting as the 2018 recipient of the Leadership Award from the Canadian Association of School System Administrators (CASSA). The Chair acknowledged the many faith-based activities taking place in schools and across the province at this time of year moving into the Month of Mary and Catholic Education Week, celebrations, promoting our Catholic school system and values with Masses, family events, staff recognition and more.

The Chair congratulated Durham Catholic Distinguished Volunteers who were honoured at the annual awards ceremony in April. She thanked the Durham Catholic Parent Involvement Committee for organizing the event and all volunteers in Durham Catholic schools and communities.

Chair Chapman noted she was pleased to attend the Indigenous Advisory Circle Meeting as Indigenous Education is a key priority in promoting equity at DCDSB. Also in connection with Indigenous Education, many schools are hosting Earth Week Activities, weaving Indigenous themes into their programs. She had attended an Earth Day assembly at St. Luke the Evangelist Catholic School and was truly impressed by the connections students are making through these teachings.

The Chair looks forward to joining fellow Trustees of the Durham Catholic District School Board and across the province at the upcoming Ontario Catholic Trustees' Association's Annual General Meeting – a professional learning opportunity as trustees continue to celebrate, promote and protect quality Catholic education for all students.

The Chair extended appreciation to Mr. Stan Karwowski, Chair, and Brian Miettinen, Vice-Chair of the Durham Catholic Children's Foundation, for providing an update on the work of the Foundation in 2017. "It is important to see the Foundation Board's mission at work supporting some of our most vulnerable students and families," she said. Chair Chapman extended her support for the Foundation's continued good work.

I.5.2 STUDENT TRUSTEES' REPORT

Student Trustee Malkin and Paul advised that the Student Senate held its elections earlier in the evening and commended the candidates who participated in the process. The Student Trustees indicated that they will be in attendance at the upcoming Ontario Catholic School Trustees' Association Annual General Meeting and Conference as well as the Youth Day for Catholic Education Week, where they will celebrate the efforts made by students to support the WE day initiative of building a well in Tanzania.

MOTION TO RECONVENE THE IN CAMERA SESSION (9:41 p.m.)

Motion No. B2018-04-23-24

Motion to Reconvene the In
Camera Session

Moved by J. McCafferty seconded by M. Forster

“THAT the Durham Catholic District School Board Meeting reconvene the In Camera Session.”

Carried

RESUMPTION OF OPEN SESSION (10:37 p.m.)

p. ADJOURNMENT

Motion No. B2018-04-23-25

Adjournment

Moved by T. Corless, seconded by J. Oldman

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, April 23, 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

(10:38 p.m.)

V. Kunar, Recording Secretary



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 Board Room of the Durham Catholic District School Board, 650 Rossland Road West, Oshawa, Ontario on Monday, May 7, 2018.

Trustees Present

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

Regrets

Staff Present

A. O'Brien
B. Camozzi
J. Mullins
J. Bowyer
B. Camozzi
M. Gray
R. Leclair
G. O'Reilly
T. Barill
R. Putnam
B. Camozzi
J. Mullins
R. Rodriguez

MOTION TO MOVE IN CAMERA

Motion No. B2018-04-23-01

Motion to Move In Camera

Moved by J. Oldman seconded by K. LeFort

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

Carried

RESUMPTION OF OPEN SESSION (7:48 p.m.)

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

a.3 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Chapman acknowledged Traditional Lands and Territory.

ITEM a.2 MEMORIALS AND PRAYERS

J. Rinella offered the opening prayer.

ITEM a.3 ROLL CALL AND APOLOGIES

None

APPROVAL OF AGENDA

ITEM b.1 CHANGES TO THE PRINTED AGENDA

Remove I.1.6, I.1.7 and I.1.15 for review and future discussion.

ITEM b.2 APPROVAL OF AGENDA

Motion No. B2018-05-07-02

Approval of Agenda

Moved by T. Corless, seconded by J. Rinella

“THAT the Durham Catholic District School Board approve the agenda of the May 7, 2018 Regular Board Meeting, as amended.”

Carried

ANNOUNCEMENTS

None

NOTICES OF MOTIONS

None

DECLARATIONS OF INTEREST

ITEM e.1 DECLARATION OF CONFLICT OF INTEREST

None

ACTIONS TO BE TAKEN

PRESENTATION

None

DELEGATIONS

None

CONSIDERATION OF MOTION

None

UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

COMMITTEES

ITEM k.1 Committee Reports

None

ITEM k.2 MATTERS REFERRED FROM COMMITTEE

None

STAFF REPORTS

ITEM I1.1 POLICIES AND ADMINISTRATIVE PROCEDURES

ITEM I1.1 ROSTER OF POLICIES AND ADMINISTRATIVE PROCEDURES

Superintendent Camozzi reviewed the current roster of Policies and Procedures. Trustee Corless inquired if an employee absenteeism policy would be included in the current roster. Superintendent Gray responded that it would not be included and was part of collective agreements and terms and conditions of employment for all employee groups. He stated that ongoing discussions regarding this issue have been occurring and will be part of the bargaining process during the next round of negotiations. Superintendent Camozzi added that the Disability Management Policy and Administrative Procedure included in the current roster also supported employee attendance. Director O'Brien added that this Human Resources process is important and will be part of ongoing future discussions with all employee groups.

Motion No. B2018-05-07-03

Roster of Policies and Administrative Procedures

Moved by J. Oldman, seconded by T. Corless

“THAT the Durham Catholic District School Board receive and file as information the Roster of Polices and Administrative Procedures – May 7, 2018.”

Carried

ITEM I1.2 FIRE SAFETY ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-04

Fire Safety Administrative Procedure

Moved by J. Oldman, seconded by P. Pulla

“THAT the Durham Catholic District School Board receive and file as information the Fire Safety Administrative Procedure (AP414-1).”

Carried

ITEM I1.3 DISABILITY MANAGEMENT POLICY

Motion No. B2018-05-07-05

Disability Management Policy

Moved by T. Corless, seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Disability Management Policy (PO312).”

Carried

ITEM I1.4 REVISED DISABILITY MANAGEMENT ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-06

Revised Disability Management Administrative Procedure

Moved by T. Corless, seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file as information the revised Disability Management Administrative Procedure (AP312-1).”

Carried

**ITEM I1.5 REVISED SUBSTANCE ABUSE PREVENTION/INTERVENTION
ADMINISTRATIVE PROCEDURE**

Superintendent Camozzi reviewed changes to the Policy and Procedures. Trustee Corless inquired as to whether cannabis would be included in the Substance Abuse Administrative Procedure. Superintendent Camozzi responded by pointing out that if and when legalization of cannabis occurs, that Board's will make relevant revisions in consultation with an external legal counsel working with school boards across the province. Director O'Brien indicated that cannabis, will have its own Policy regarding maintenance and distribution related to medical conditions..

Motion No. B2018-05-07-07

Revised Substance Abuse
Prevention/Intervention Administrative Procedure

Moved by J. Oldman, seconded by J. Rinella

"THAT the Durham Catholic District School Board receive and file as information the revised Substance Abuse Prevention/Intervention Administrative Procedure (AP312-2)."

Carried

**ITEM I1.8 REVISED APPLICATION TO THE LEADERSHIP POSITION OF
CONSULTANT/COORDINATOR ADMINISTRATIVE PROCEDURE**

Motion No. B2018-05-07-08

Revised Application to the Leadership Position of
Consultant/Coordinator Administrative Procedure

Moved by T. Corless, seconded by J. Rinella

"THAT the Durham Catholic District School Board receive and file as information the revised Application to the Leadership Position of Consultant/Coordinator Administrative Procedure (AP325-2)."

Carried

ITEM I1.9 HEARING PROTECTION ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-09

Hearing Protection Administrative Procedure

Moved by T. Corless, seconded by M. Forster

"THAT the Durham Catholic District School Board receive and file as information the Hearing Protection Administrative Procedure (AP318-1)."

Carried

ITEM I1.10 DRONE SAFETY ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-10

Drone Safety Administrative Procedure

Moved by J. Oldman, seconded by T. Corless

“THAT the Durham Catholic District School Board receive and file as information the Drone Safety Administrative Procedure (AP318-6).”

Carried

ITEM I1.11 REVISED INDOOR ENVIRONMENTAL QUALITY (IEQ) ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-11

Revised Indoor Environmental Quality (IEQ)
Administrative Procedure

Moved by J. Oldman, seconded by T. Corless

“THAT that Durham Catholic District School Board receive and file as information the revised Indoor Environmental Quality (IEQ) Administrative Procedure (AP318-7)”

Carried

ITEM I1.12 STAFFING POLICY

Motion No. B2018-05-07-12

Staffing Policy

Moved by P. Pulla, seconded by J. Rinella

“THAT that Durham Catholic District School Board approve the Third and Final Reading of the Staffing Policy (PO328).”

Carried

ITEM I1.13 REVISED PERSONNEL FILE: REVIEW BY EMPLOYEE ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-13

Revised Personnel File: Review by Employee Administrative Procedure

Moved by P. Pulla, seconded by J. Rinella

“THAT the Durham Catholic District School Board receive and file as information the revised Personnel File: Review by Employee Administrative Procedure (AP328-1).”

Carried

ITEM I1.14 REVISED TEACHER RECRUITMENT AND HIRING ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-14

Revised Teacher Recruitment and Hiring Administrative Procedure

Moved by P. Pulla, seconded by J. Rinella

“THAT the Durham Catholic District School Board receive and file as information the revised Teacher Recruitment and Hiring Administrative Procedure (AP328-2).”

Carried

ITEM I1.16 REVISED TEACHER TRANSFERS ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-15

Revised Teacher Transfers Administrative Procedure

Moved by J. Rinella, seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file as information the revised Teacher Transfers Administrative Procedure (AP328-3).”

Carried

ITEM I1.17 REVISED ALLOCATION OF TEACHING STAFF ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-16

Revised Allocation of Teaching Staff
Administrative Procedure

Moved by J. Rinella, seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file as information the revised Allocation of Teaching Staff Administrative Procedure (AP328-4).”

Carried

ITEM I1.18 REVISED STAFF ABSENCE: SEVERE WEATHER CONDITIONS ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-17

Revised Staff Absence: Severe Weather
Conditions Administrative Procedure

Moved by P. Pulla, seconded by J. Rinella

“THAT the Durham Catholic District School Board receive and file as information the revised Staff Absence: Severe Weather Conditions Administrative Procedure (AP328-5).”

Carried

ITEM I1.19 REVISED MODIFIED WORK PROGRAM ADMINISTRATIVE PROCEDURE

Superintendent Camozzi reviewed this new Administrative Procedure that will replace the redundant Transitional Work Program (AP313-1), and reviewed how this differs from modified work program.

Motion No. B2018-05-06-18

Revised Modified Work Program Administrative
Procedure

Moved by T. Corless, seconded by P. Pulla

“THAT the Durham Catholic District School Board receive and file as information the revised Staff Absence: Severe Weather Conditions Administrative Procedure (AP328-5).”

Carried

ITEM 11.20 INCORPORATING APPLIED BEHAVIOURAL ANALYSIS METHODS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER ADMINISTRATIVE PROCEDURE

Motion No. B2018-05-07-19

Incorporating Applied Behavioural Analysis
Methods for Students with Autism Spectrum
Disorder Administrative Procedure

Moved by J. Oldman, seconded by J. Rinella

“THAT the Durham Catholic District School Board receive and file as information the Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder Administrative Procedure (AP804-1).”

Carried

INQUIRIES AND MISCELLANEOUS

Superintendent Camozzi updated the Trustees regarding upcoming changes to the excursion policy and administrative procedure. He pointed out that the Board recently received clarifications from the Ministry of Education on procedures related to excursions that included water related activities and requirements of Boards. A revised excursions policy and administrative procedure will be brought to the October 2018 policy Board meeting.

CORRESPONDENCE

ELECTION FOR OCSTA REGIONAL DIRECTOR – REGION 9

Chair Chapman brought forward the correspondence sent to Trustees from OCSTA regarding the position for Regional Director, Region 9 and asked if Trustees are interested in submitting their names. Trustee McCafferty indicated that he nominated Vice Chair Forster for the position, Trustee Pulla noted that he seconded the position. Trustee Oldman indicated that she nominated Trustee Rinella, Trustee Corless noted that she seconded the nomination. Discussion ensued regarding two representatives from the Board for the position and it was agreed that both Trustees would be submitting their names for the position. Director O'Brien advised that in March 2016, Trustees approved a Motion to change the grouping for OCSTA to the Central Region for the purpose of attending conferences and seminars. However, she noted that Trustees may wish to reconsider the Motion, given we have two trustees who are considering representing the Region, and our Board aligns size-wise with the other Boards currently in Region 9. Chair Chapman concurred and asked for a motion to reconsider.

MOTION TO RECONSIDER CHANGE IN GROUPING FOR OCSTA

Motion No. B2018-05-07-20

Motion to Reconsider Change in Grouping for
OCSTA

Moved by P. Pulla, seconded by K. LeFort

“THAT the Durham Catholic District School Board reconsider the Change in Grouping for OCSTA and remain in Region 9 for meetings, Conferences and Seminars.”

Carried

MOTION TO RECONVENE THE IN CAMERA SESSION (8:35p.m.)

Motion No. B2018-05-07-21

Motion to Reconvene the In
Camera Session

Moved by J. McCafferty seconded by M. Forster

“THAT the Durham Catholic District School Board Meeting reconvene the In Camera Session.”

Carried

RESUMPTION OF OPEN SESSION (9:10 p.m.)

ADJOURNMENT

Motion No. B2018-05-07-22

Adjournment

Moved by K. LeFort, seconded by M. Forster

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, May 7, 2018.”

Carried

CLOSING PRAYER

J. Rinella closed the meeting with a prayer.

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

Bob Camozzi, Superintendent of Education
Durham Catholic District School Board

(8:00 p.m.)



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 2018

Subject: **I.P.R.C. Report for April 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 April 2018.”

RATIONALE

I.P.R.C. REPORT FOR APRIL

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:	7
Total Number of Reviews:	10
Total Number of Parent Requested Deferments:	0

AOB/JB:cc

MEMORANDUM

To: Board of Trustees

From: Special Education Advisory Committee

Date: May 28, 2018

Subject: **Special Education Advisory Committee Meeting – May 8, 2018**

Origin: Janine Bowyer, Superintendent of Education – Student Services

Moved by _____ seconded by _____

“THAT the Durham Catholic District School Board accept the report of the May 8, 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, May 8, 2018.**

Present

L. Smart (Chair)
V. Adamo
K. LeFort
M. LePage
E. van Klippe (tele)
L. Cook
T. McGarry
C. Pegler

Staff

J. Bowyer
M. Meraw
C. Baetz
D. Mullane

With Regrets

C. Nosseir
A. Shiels
J. McCafferty

Absent**S.E.A.C. Representatives**

B. Larson, APSSP
L. Wardle, Principal/Vice Principal Association

CALL TO ORDER**Item a.1 Land Acknowledgment****Item a.2 Memorials and Prayer**

Chair Smart called the meeting to order at 7:37 p.m. and offered the opening prayer. She welcomed everyone to the meeting.

ANNOUNCEMENTS**CONSIDERATIONS OF MOTIONS****DECLARATIONS OF INTEREST****Item e.1 Declaration of Conflict of Interest**

None

PRESENTATIONS**Item g.1 Children's Foundation Update**

B. Miettinen
S. Karwowski

Stan Karwowski, Chair of the Durham Catholic Children's Foundation and Brian Miettinen, Vice-Chair of the Durham Catholic Children's Foundation provided an overview of the Durham Catholic Children's Foundation. They detailed the Foundation's mission and vision and provided examples and testimonials of how the Foundation has helped Durham Catholic families in the past, detailing how the schools receive their allocations and what types of situations they would be utilized for. They announced the

dates for the upcoming events to raise funds for the Foundation and presented a summary of funds raised in the past from these annual events.

Item g.2 **Special Education Plan**

M. Meraw

Michelle Meraw, Student Services Coordinator provided an overview of minor updates that were made to the 2017-2018 Special Education Plan. The Special Education Plan will be distributed electronically for the Committee's review and input. Input to be provided to Michelle Meraw or Candice Cavalier by May 31, 2018 for submission to the Ministry by July 31, 2018.

Item g.3 **Special Education and the Toronto Archdiocese**

M. Meraw

Deferred

DELEGATIONS

None

NOTICES OF MOTIONS

None

UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

STAFF REPORTS

Item k.1 **Coordinator's Report – M. Meraw**

The spring session of The Friendship Lab is in its final week. Our ninth and final week ends with a celebration with parents and children sharing a meal together as we review the Social Code for friendship making skills. We look forward to offering this social skills program in the 2018-19 school year as our After School Skills Development program.

Fitness Friends from across the system will be participating in the 19th annual end of year celebration at Iroquois Park on June 5th from 10am – 1 pm. DCDSB has participated in the program sponsored by Variety Village and was one of the founding partners. It is a great opportunity for our Fitness Friends teams to try new activities, connect with other students and educators, promote enthusiasm for our school's commitment to inclusive participation and enjoy the benefits of being active!

On June 8th, Program Support Teachers will attend an end of year gathering at Camp Samac to participate in fellowship, mass and a key note presentation by Raven Murphy.

June 4th is the final day for submitting Parent's Reaching Out (PRO) Grant application. These grants support projects that enhance parent involvement with their child, provide skill-building opportunities for parents and highlight schools as important resources for parents in the community. As in past years, we encourage our SEAC committee to submit an application for "Sharing of Excellence – Parents as Partners" project. As part of the proposal, our Student Services department would like to collaborate with SEAC to provide a workshop series for parents under two categories: 1) Supporting Students with Exceptional Programming Needs 2) Promoting Positive Mental Health. We would also like to include a parent conference in this proposal, "Connection is Key – Promoting Positive

Mental Health" with keynote speaker Dr. Jean Clinton. Break out sessions will be offered by our Student Services staff and community partners.

Mental Health Report

A couple highlights in April include:

- * our third and final TAMI Summit of the year, held on April 18 for Intermediate students,
- * receipt of the Healthy Workplace Award from the Region of Durham for our focus on staff mental health over the year.

Currently, our Continuing Education program has struck a committee to work on re-vamping the Head Start program. The intention is to formally schedule time each day to focus on well-being, and the proposed schedule will give equal time to well-being, numeracy, literacy and "high school life". We're working on "beefing up" the mini-lessons that had been previously created, and that were being used sporadically. This is good news, as youth have identified the transition to high school as a time of high stress.

This week is Children's Mental Health Week, celebrated across Ontario from May 7 to 13. Children's Mental Health Week focuses on increasing awareness of the signs of child and youth mental health problems, decreasing stigma and understanding that help is available and treatment works. To celebrate Children's Mental Health Week, we are offering two safeTALK sessions for staff on May 9th. These sessions are both full to capacity. Additionally, we have provided schools with two resources, including posters on the theme of "how to help a friend," as well as a children's book on the theme of facing your fears accompanied by a curriculum resource guide developed by one of our own teachers. Additionally, a Resource Package was provided to all schools with suggestions and ideas for promoting positive mental health in schools and classrooms, and links to online resources.

Item k.2 Superintendent's Report - J. Bowyer

This week is Catholic Education Week with the theme for Catholic Education Week determined by the Ontario Catholic School Trustees Association. The theme for this year is Renewing the Promise. Each day has an individual theme and we have system activities planned most of the days of this week.

After school tonight we honoured the Distinguished Catholic Educators and our Distinguished Catholic Leader for this year. The Distinguished Catholic Educator for Student Services was Nicola Dunning – one of our Speech Language Pathologists. The Distinguished Catholic Leader was Jim Wilson, the principal of Archbishop Anthony Meagher Con Ed.

Yesterday we celebrated our annual system wide Mass for Catholic Education week. We were very fortunate to have Bishop Nyguen celebrating the mass for us.

We had our distinguished Catholic Alumni celebrations last week. Very pleased to announce that Catherine Partlow, a graduate of Father Leo J Austin was honoured as a distinguished alumnus for her continued success in the Special Olympics and for her volunteer work in our Board. Last Tuesday, we gathered together with all of our grade 12 graduates from all of our secondary schools to celebrate Make Your Mark Day. It was the second year for this event and we look forward to it becoming a long-standing tradition.

Next year is the 50th Anniversary of the Board and we will be celebrating in many ways next year. The Children's Foundation Gala is going to be even bigger next year, so hopefully we will be able to have a table of SEAC members.

Last Friday, some schools across our system celebrated Dress Loud Day in support of students with hearing impairments.

Today we held our last official Program Support Meeting for this year. I am so impressed with the work that our program support teachers do each and every day and the dedication that they have for their important role in the school. Their participation and engagement in every program support teacher meeting speaks to this dedication. Elementary Program Support teachers are currently preparing for EQAO. Elementary Program Support Teachers are working with the secondary Program Support teams to support the transition of our students from grade 8 to 9. They have been asked to be very intentional in terms of setting up team meetings for the purpose of transitions. For example, there is a mandatory transition team meeting for any grade 8 student transitioning to high school who has a safety plan.

We are still working on the increased allocations as the result of our increases in this year's budget. At the next meeting I will be able to give you a full accounting of the increases to our department. We do know that we will be increasing the compliment of DCART and DCBRT so that they will have the opportunity to support more students. We also know that the Mental Health Workers in the schools money will allow us to pay for an additional 3 Social Workers.

ASSOCIATION REPORTS

Autism Ontario – E. Van de Kilppe and C. Pegler

Spirale is a new resource designed to help parents find professional services for their children on the spectrum. Professionals can self-list for anything from hairdressers to dentists to specialized doctors.

<http://www.autismontario.com/client/aso/spirale.nsf/web/Home?OpenDocument>

Building Friendships through Playdates Workshop on May 20th at the RA Centre in Oshawa. Leslie Cohen will focus on positive steps you can take to help your child enjoy successful play interactions with peers. Learn a variety of techniques for managing and structuring playdates and getting your child ready to have fun with other kids. To register: <https://www.eventbrite.ca/e/autism-ontario-workshop-building-friendships-through-playdates-tickets-43890187733>

Autism Ontario and the Ontario Autism Coalition partnered together for an Autism Supports Discussion with all four political parties on May 3rd. The goal of the event was to find out where each party stands for autism services and supports for those on the spectrum and their families. A recording of the event can be viewed:

<https://www.youtube.com/watch?v=V39wkusCb9Y>

One-to-one summer support worker reimbursement fund will continue to accept applications until June 1st. This reimbursement fund will determine eligibility by random draw for a maximum of \$600 per child to subsidize services purchased between June 25 and September 2.

<http://www.autismontario.com/client/aso/ao.nsf/web/campfunding?OpenDocument>

Autism Ontario's Provincially Speaking Survey is gathering information about the status of autism services in Ontario in 2018 and is available for participation until June 5th. All information will be shared with relevant stakeholders for informational and academic purposes.

<https://www.surveymonkey.com/r/ProvinciallySpeaking2018>

Grandview Children's Centre – C. Nosseir

Literacy Conference update and thank you:

The 7th Annual Durham Spring into Literacy Conference took place on Saturday April 21 at the DDSB office. 130 participants attended the event. Participants enjoyed a keynote address by Jill Javelosa-Alvarez, Early Literacy Specialist and chose two from among five offered break-out sessions. Participants also had an opportunity to explore a number of vendors and displays from community partners during breaks. The conference is a partnership between Grandview Children's Centre, DCDSB, DDSB, EarlyON and Carea Community Health.

Special Olympics – L. Cook

Today is variety village fundraising day at Pizza Nova chains. \$4.29 medium pepperoni Pizza – all proceeds to go to Variety Village

Special Olympics – Greater Durham invitation Youth Games May 14-17/18
Toronto, ON – Inaugural event to celebrate the 50th anniversary of Special Olympics

Cystic Fibrosis Canada – Durham Chapter – M. LePage

May is CF awareness month.

Wednesday, May 9 – CF meet and greet at Buffalo Wild Wing – Ajax

Thursday, June 7 – Strokes for Life at Oshawa Golf Club

Sunday, May 27 – Walk to Make CF history – Canada's Wonderland

DDSA – A. Shiels

2nd annual Spring formal dance was held on Saturday April 28 for ages 16+ and was a big success.

Our annual summer picnic will be held on Sunday June 24 at Nova's Ark in Brooklin, we will forward a digital poster soon.

VOICE – V. Adamo

Great Wolf Lodge Weekend June 1-3

Voice Camp Aug 10-12 again this year. Thanks to the Elks, kids will attend for free

Will be working with families to re-examine the disability tax credit rejections and determine how we can respond/advocate for this to be re-instated.

Very successful Voice conference held professionals day on May 4 with 50 attendees and others on May 5 with approx. 125 attendees. Thanks to Melissa Fregonese who partnered with Cindy from the public board on the professional Ecu progress and program.

CORRESPONDENCE

- m.1 Correspondence from Peel District School Board dated March 19, 2018
- m.2. Correspondence from Peterborough Victoria Northumberland and Clarington Catholic District School Board dated April 19, 2018
- m.3 2018: SB10 Memorandum from the Ministry of Education re: Special Education Funding in 2018-2019 dated April 27, 2018

INQUIRIES AND MISCELLANEOUS

- n.1 Guide to Special Education Grant 2018-2019
- n.2 PAAC on SEAC Funding Resource Guide 2018
- n.3 Well-Being – Full Report
- n.4 Review of Assessment and Reporting
- n.5 LDAO Comments on draft 'Special Education in Ontario'

PENDING ITEMS

None

ADJOURNMENT

The meeting adjourned at 9:17 p.m.

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



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Durham Catholic Parent Involvement Committee

Date: May 28, 2018

Re: **Durham Catholic Parent Involvement Committee
– April 12, 2018 and May 2018**

Origin: Rosemary Leclair, Superintendent of Education – Durham Catholic Parent Involvement Committee

RECOMMENDATIONS

Moved by _____, seconded by _____

<p>“THAT the Durham Catholic District School Board accept the written report from the Durham Catholic Parent Involvement Committee Meeting of Thursday, April 12, 2018 and Thursday, May 17, 2018.”</p>

RATIONALE

As per the attached minutes.

AOB/RL/lj



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the **DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING** of the Durham Catholic District School Board which was held at Catholic Education Centre, North & South Boardroom, 650 Rossland Road West, Oshawa, on **Thursday, April 12, 2018.**

Committee Members

Melissa Bevan
Candice Belmontes-
Deonarayan
Tom Brennan
Camilla Brown
Nancy Henry
Rose LoPresti
Babajide Ogundare
Caroline Ogundare
Amanda Roffey
Cynthia Scott
Trevor Aitcheson
John Rinella

Regrets

Adedowyin Adesemowo
Trustee - Theresa Corless
Natalie John
Chris Szent-Ivany
Linda Dodson-Trchala
Judy Bear
Erin Groat
Hannah Kent
Ken Lyons
Kamille Rambally
Josephine-Dora Spitale
Andrea Sullivan

Staff Present

Rosemary Leclair
Lori Jones

CALL TO ORDER

Item a.1

OPENING PRAYER

Vice-Chair Lo Presti opened with the Acknowledgement of Traditional Territory and offered the Opening Prayer.

Item a.2

WELCOME AND COURTESIES

Vice-Chair Lo Presti called the meeting to order at 8:05 p.m. and welcomed all committee members to the April 12, 2018 meeting.

APPROVAL OF AGENDA

Item b.1 **APPROVAL OF AGENDA**

Motion No. DCPIC2018-04-12-01 **Approval of Agenda**

Moved by T. Brennan, seconded by C. Scott

“THAT the Durham Catholic Parent Involvement Committee approve the April 12, 2018 Durham Catholic Parent Involvement Committee Meeting Agenda as printed.”

Carried

ANNOUNCEMENTS

Item c.1 The next Durham Catholic Parent Involvement Committee meeting will be held Thursday, May 17, 2018.

ACTIONS TO BE TAKEN

Item d.1 **APPROVAL AND SIGNING OF THE MINUTES OF THE OPEN SESSION OF THE DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING OF November 9, 2017**

Motion No. DCPIC2018-04-12-02 **Approval of Minutes**

Moved by T. Brennan seconded by C. Scott

“THAT the Durham Catholic Parent Involvement Committee approve the Minutes of the March 22, 2018 Durham Catholic Parent Involvement Committee Meeting.”

PRESENTATION

Item e.1 “Together for All: Equity and Inclusive Education Action Plan”

Superintendent Leclair introduced Superintendent of Education, Janine Bowyer from Student Services to present the Board’s powerpoint on “Together for All: Equity and Inclusive Education Action Plan”.

Item e.2 “Budget Framework”

Superintendent Leclair introduced Superintendent and Chief Financial Officer Ryan Putnam.

REPORTS/INFORMATION/DISCUSSION ITEMS

F.1 **Standing Items**

Item f.1.1 **CHAIR'S REPORT**

Vice-Chair Lo Presti reminded committee of the Distinguished Volunteer Awards Ceremony on April 19th and hoped to see everyone there. Vice-Chair Lo Presti called upon Camilla Brown to give update on how the evening organization was progressing.

Camilla Brown updated committee that evening was all ready to be underway. Camilla confirmed only a few committee members have volunteered to help and encouraged the committee to attend as it was a lovely evening. She also asked for more volunteers to help during the evening.

Item f.1.2 **TRUSTEE REPORT**

Trustee RinHELLa reminded the committee of St. Mark the Evangelist Catholic School in Whitby will be having their 25th Anniversary on April 25, 2018 and this is the 50th Anniversary coming up for the Durham Catholic District School Board.

Item f.1.3 **RESOURCE REPORT**

Superintendent Leclair mentioned she was looking forward to the celebration of the Distinguished Catholic Volunteer awards next Tuesday at Msgr. Paul Dwyer CHS. All are welcome.

Superintendent Leclair gave an update on Adult and Continuing Education sites. There are many courses being offered through Adult and Continuing Education at our sites. Registration for our summer school courses for secondary students, summer camps for students currently in grades 6,7, & 8, and a Reach Ahead program for students transitioning into Grade 9 in September are all underway. For more information please go to con-ed.ca.

Superintendent Lecair gave update on the May 1, 2018 special celebration for the Class of 2018 across our secondary schools entitled "Make Your Mark" day. Student performances from our students and keynote speaker Orlando Bowen will be highlighted that day.

A reminder to purchase a ticket to attend the 5th Annual Durham Catholic Children's Foundation Gala to be held this year on Thursday, May 3rd at the Jubilee Pavillion. Anyone interested in attending from the Committee please let Lori Jones know asap.

Item f.1.4 PRO GRANT SUB-COMMITTEE REPORT

Superintendent Leclair updated Committee that Josephine Dora-Spitale will not be Chairing this next year. Anyone interested in becoming the Pro-Grant Chair to please email Lori Jones. Superintendent Leclair offered to take on some of the responsibilities along with Lori Jones for the Pro Grant duties.

Superintendent encouraged Committee to start brain storming ideas for next year. Asked Committee to bring ideas to the next meeting to start discussing for next year's Pro-Grant application.

Superintendent Leclair will forward Pro-Grant slide show to Committee so they understand what the money may be used towards.

Item f.1.5 COMMUNICATIONS SUB-COMMITTEE REPORT

C. Belmontes-Deonarayan noted that the DCPIC Spring Newsletter is underway. A parent survey will be going out by April 30. Spring newsletter pending until after the volunteer awards night.

Item f.1.6 SCHOOL COUNCIL OUTREACH SUB-COMMITTEE REPORT

Deffered

Item f.1.7 FAITH FORMATION SUBCOMMITTEE REPORT

Currently there is no Chair for this subcommittee. Interested Committee Members were asked to please email Lori Jones.

Item f.1.8 POLICY SUBCOMITTEE REPORT

Cynthia Scott and Nancy Henry will Co-Chair this committee.

Item f.1.9 BUDGET SUBCOMMITTEE REPORT

Deffered

ADJOURNMENT

The DCPIC meeting adjourned at 8:29 p.m. Melissa Bevan the closing prayer.

Motion No. DCPIC2018-04-12-03 Adjournment

Moved M. Bevan. Seconded by T. Aitcheson.

“THAT the Durham Catholic Parent Involvement Committee meeting of
Thursday, April 12, 2018, adjourn.”

Carried

Linda Dodson-Trchala
Chair, Durham Catholic Parent
Involvement Committee

Rosemary Leclair
Superintendent of Education

Recording Secretary: Lori Jones



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the **DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING** of the Durham Catholic District School Board which was held at Catholic Education Centre, North & South Boardroom, 650 Rossland Road West, Oshawa, on **Thursday, May 17, 2018**.

Committee Members

Melissa Bevan
Adedoyin Adesemo
Trevor Aitcheson
Judy Bear
Candice Belmontes-
Deonarayan
Tom Brennan
Trustee Theresa Corless
Linda Dodson-Trchala
Erin Groat
Nancy Henry
Natalie John
Babajide Ogundare
Caroline Ogundare
Amanda Roffey
Cynthia Scott
Chris Szent-Ivany

Regrets

Bibi Ally
Camilla Brown
Hannah Kent
Rose LoPresti
Ken Lyons
Kamille Rambally
Josephine-Dora Spitale
Andrea Sullivan

Staff Present

Rosemary Leclair

CALL TO ORDER

Item a.1

OPENING PRAYER

Chair Dodson-Trchala opened with the Acknowledgement of Traditional Territory and C. Szent-Ivany offered the Opening Prayer.

Item a.2

WELCOME AND COURTESIES

Chair Dodson-Trchala called the meeting to order at 7:17 p.m. and welcomed all committee members to the May 17, 2018 meeting.

APPROVAL OF AGENDA

Item b.1 **APPROVAL OF AGENDA**

Motion No. DCPIC2018-05-17-01 **Approval of Agenda**

Moved by C. Scott, seconded by N. Henry

“THAT the Durham Catholic Parent Involvement Committee approve the May 17, 2018 Durham Catholic Parent Involvement Committee Meeting Agenda as printed.”

Carried

ANNOUNCEMENTS

Item c.1 The next Durham Catholic Parent Involvement Committee meeting will be held Thursday, June 7, 2018.

ACTIONS TO BE TAKEN

Item d.1 **APPROVAL AND SIGNING OF THE MINUTES OF THE OPEN SESSION OF THE DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING OF April 12, 2018**

Motion No. DCPIC2018-05-17-02 **Approval of Minutes**

Moved by T. Brennan seconded by C. Scott

“THAT the Durham Catholic Parent Involvement Committee approve the Minutes of the April 12, 2018 Durham Catholic Parent Involvement Committee Meeting.”

Carried

Item d.2

Motion No. DCPIC2018-05-17-03 **Approval of Change in Meeting Start Time**

Moved by T. Aitcheson seconded by M. Bevan

“THAT the DCPIC Meetings commence at 7:30 p.m. effective September, 2018.”

Carried

PRESENTATION

Item e.1 2017 Annual Report of the Durham Catholic Children's Foundation

Chair Dodson-Trchala introduced Stan Karwowski, Chair of the Durham Catholic Children's Foundation, to provide an update on their activities and to present an overview of their 2017 Annual Report. Chair Karwowski shared the mission, vision, role and impact of the Durham Catholic Children's Foundation and provided a summary of fundraising successes to date. Direct assistance to families has been provided through the Family Assistance Program and Secondary School Bursary Program. DCPIC members were encouraged to both attend and promote the annual events, including the upcoming Community Run for Hope, and to share information about the Foundation with members of their school communities.

REPORTS/INFORMATION/DISCUSSION ITEMS

F.1 **Standing Items**

Item f.1.1 **CHAIR'S REPORT**

Chair Dodson-Trchala provided an update on information shared at the OAPCE Board of Director's Meeting, including highlights from the presentations at this session.

OAPCE is seeking input from parents as they refine their vision in strengthening parent voice in Catholic education. She confirmed the date of the OAPCE Fall Symposium which will be hosted in the Durham Catholic District School Board and invited DCPIC members to be on hand to assist with the symposium on Saturday, October 27, 2018 (location to be determined). More information will be shared at future meetings.

She invited N. John and C. Belmontes-Deonarayan to provide feedback to the committee following their attendance at the Ministry of Education's PIC Symposium held in April. They shared an overview of topics highlighted by guest lecturers and affirmed that this session was an excellent networking opportunity for our members.

Item f.1.2 **TRUSTEE REPORT**

Trustee Corless thanked the committee for organizing the Distinguished Catholic Volunteer Award Reception and Ceremony held during National Volunteer Week. She noted it was a wonderful celebration of the important role that parent volunteers play in our schools. She offered special thanks to everyone who was in attendance and to Camilla Brown for coordinating.

Trustee Corless was pleased to participate in many system and school celebrations leading up to and during Catholic Education Week. She noted that she continues to be proud of our Catholic schools and encouraged the DCPIC members to continue to advocate for Catholic education in our communities.

Trustee Corless made special note of the Future Cities Competition which was held at the Pope Francis Conference Centre where students had the opportunity to showcase their models to represent an urban planning design challenge. She noted the creativity of the students was remarkable. She also was pleased to attend the Intercultural Dialogue Institute's Creative Minds Contest Award Ceremony. The theme this year was Empathy: Walking in Another's Shoes and our Board had a number of finalists and winners in multiple categories.

DCPIC Members were invited to attend the Regular Board Meeting on Monday, May 28th where a number of recognitions will be awarded including staff recognition for 25 years of service in Catholic education as well as the Trustee Awards, Board Award of Merit and Award for Home School Communication. All are welcome to attend this special evening. It was noted that the final meeting of the Board of Trustees for this academic year will be on June 11th.

Lastly, Trustee Corless congratulated Principal Chris Szent-Ivany who will be receiving the City of Pickering's Civic Award for Volunteerism in honour of his extensive work in community coaching.

Item f.1.3 RESOURCE REPORT

Superintendent Leclair echoed Trustee Corless' comments about the Distinguished Catholic Volunteer celebration and was pleased to share a special note of thanks from Director O'Brien to Camilla Brown for coordinating and to the entire committee for highlighting the importance of parent involvement in the schools.

Superintendent Leclair shared that she was proud to host a special celebration for the Class of 2018 which brought graduates from all DCDSB secondary schools together for "Make Your Mark Day" on May 1, 2018. Over 1000 students were in attendance and gathered to celebrate their achievement of the Catholic Graduate Expectations. Through student performance, liturgy and a keynote address, this celebration highlighted the importance of the gift of Catholic education and was designed to inspire the Class of 2018 to use their God-given gifts and talents to "Make Their Mark" in the world beyond graduation.

Superintendent Leclair reported that through the support of the Communications Sub-Committee we have seen a great response rate to the DCPIC Year-End survey which remains open until the end of May (approximately 900 respondents to date). The results will be presented to the committee at the strategic planning session in June.

Superintendent invited all committee members to consider attending the June Board Meeting where the DCPIC executive members will make a presentation to the Trustees on the activities of the committee this year.

Item f.1.4 PRO GRANT SUB-COMMITTEE REPORT

Superintendent Leclair provided an update on behalf of J. Spitale that the Digital Story Telling Project is on track for completion at the end of this year and is in the final stages of production.

Superintendent Leclair provided an overview of the Ministry of Education guidelines and priorities with respect to 2018/2019 PRO-Grant submissions. She reviewed the preliminary results from the DCPIC Year-End Survey which identified topics of interest to repondents. The committee discussed possible options for the PRO-Grant submission which would address both parent interest and the Ministry requirements. Based on the feedback provided by committee members, and PRO-Grant proposal will be submitted to the Ministry by the deadline of June 5, 2018.

Item f.1.5 **COMMUNICATIONS SUB-COMMITTEE REPORT**

C. Belmontes-Deonarayan noted that final DCPIC Newsletter for the year should be completed by the end of May. It will include articles on mental health and well-being, information about summer camp opportunities for students and tips for helping keep children engaged in math learning over the summer.

Item f.1.6 **SCHOOL COUNCIL OUTREACH SUB-COMMITTEE REPORT**

M. Bevan shared that preliminary planning is underway for the annual DCPIC Commissioning Mass and Orientation Session for Catholic School Council Chairs in October 2018. She is pursuing the idea of working with the Numeracy Consultants from the Teaching and Learning Department to launch a series of take home math tasks that will support skill development in math. She may also incorporate a suggestion from J. Bear who proposed the DCPIC promote a series of family math challenges throughout the year that could be shared via social media and also launched at the orientation session.

Item f.1.7 **FAITH FORMATION SUBCOMMITTEE REPORT**

N. John offered to step forward to assume the role of Chair of the Faith Formation Subcommittee.

Item f.1.8 **POLICY SUBCOMITTEE REPORT**

C. Scott and N. Henry shared that, in consultation with Chair Dodson-Trchala, they have established a framework for providing input to policies and procedures that are up for review by the Board. They have established a Microsoft Team page and members of the sub-committee will be receiving an email to join. Web-based meetings will take place throughout the upcoming year to review and provide input on policies. Sub-committee membership will be confirmed at the upcoming strategic planning session in June.

Item f.1.9 **BUDGET SUBCOMMITTEE REPORT**

Deferred

ADJOURNMENT

The DCPIC meeting adjourned at 9:17 p.m. C. Szent-Ivany led the closing prayer.

Motion No. DCPIC2018-05-17-04 **Adjournment**

Moved M. Bevan. Seconded by T. Aitcheson.

“THAT the Durham Catholic Parent Involvement Committee meeting of
Thursday, May 17, 2018, adjourn.”

Carried

Linda Dodson-Trchala
Chair, Durham Catholic Parent
Involvement Committee

Rosemary Leclair
Superintendent of Education

Recording Secretary: Lori Jones



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 2018

Subject: **Finance Committee Minutes – May 14, 2018**

Origin: Ryan Putnam, Superintendent of Business & CFO

RECOMMENDATION:

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board receive and file the minutes of the May 14, 2018 Finance Committee meeting.”

RATIONALE:

See attached.

AOB:RP:br
Attachment



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the **FINANCE COMMITTEE** meeting which was held at the Catholic Education Centre on Monday, May 14, 2018.

Committee Members

T. Corless (Chair)
M. Forster (Vice Chair)
P. Pulla (Teleconference)

Staff

R. Putnam
A. O'Brien
M. Gray
R. Rodriguez
M. Hammond

Regrets

A. CALL TO ORDER

T. Corless called the meeting to order at 7:03 p.m.

a.1 Memorials and Prayers

M. Forster offered the opening prayer and welcomed everyone in attendance.

a.2 Roll Call and Apologies

Noted above

B. APPROVAL OF AGENDA

b.1 Changes to the Printed Agenda

None

b.2 Approval of Agenda

Motion No. FC-2018-05-14-01

Approval of Agenda

Moved by M. Forster, seconded by P. Pulla

"THAT the Finance Committee approve the May 14, 2018 agenda."

Carried

C. ANNOUNCEMENTS

None

D. NOTICE OF MOTIONS

None

E. DECLARATIONS OF INTEREST

None

F. ACTIONS TO BE TAKEN

f.1 Approval and Signing of Minutes from the of the April 11, 2018 Finance Committee meeting

Motion No. FC-2018-05-14-02

Approval of Minutes

Moved by P. Pulla, seconded by M. Forster

“THAT the Finance Committee approve the minutes of the April 11, 2018 Finance Committee meeting.

Carried

f.2 Business Arising from Minutes of the April 11, 2018 Finance Committee Meeting

None

G. PRESENTATIONS

None

H. STAFF REPORTS/DISCUSSION ITEMS

h.1 2018/2019 Estimates – First Draft

Chair Corless invited Superintendent Putnam to review the 2018/2019 Estimates report in detail. The Committee inquired as to the status of system staffing for next year including the revisioning of Alternative Education, strategies that can be employed to assist with teacher replacement costs and how new Ministry funding was being utilized in support of mental health, student services and grade 7/8 guidance.

Motion No. FC-2018-05-14-03

2018/2019 Estimates – First Draft

Moved by P. Pulla, seconded by M. Forster

“THAT the Finance Committee receive the first draft of the 2018/2019 Estimates for information and discussion.”

Carried

h.2 Stakeholder Input

There have been no further budget input submissions subsequent to the April 9, 2018 Public Consultation Session.

Motion No. FC-2018-05-14-04

Stakeholder Input

Moved by P. Pulla, seconded by M. Forster

“THAT the Finance Committee receive and file stakeholder input received to date relating to the 2018/2019 Budget.”

Carried

I. ADJOURNMENT 8:40 p.m.

Motion No. FC-2017-05-14-05

Adjournment

Moved by P. Pulla seconded by M. Forster

“THAT the May 14, 2018 meeting of the Finance Committee be adjourned.”

Carried

J. CLOSING PRAYER

Closing prayer was offered by T. Corless

T. Corless Chair, Finance Committee

R. Putnam, Resource, Finance Committee

Recording Secretary: B. Rotondi



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 2018

Subject: **2018/2019 Estimates – First Draft**

Origin: Ryan Putnam, Superintendent of Business & CFO

RECOMMENDATION:

1. Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive the first draft of the 2018/2019 Estimates for information and discussion."

RATIONALE:

Attached is the first draft of the 2018/2019 Estimates. Staff is pleased to present an operating budget that is balanced without reliance on reserves. As noted within the report there are a number of initiatives to be celebrated which advance the Board's Student Well-Being and Achievement mandate in relation to the key goals and priorities outlined in the Strategic Plan: Discovery 2020. The draft budget also reflects the input and feedback received from system stakeholders through an extensive consultation process under the leadership of the Finance Committee. The draft budget was reviewed in detail with the Finance Committee on May 14, 2018. Staff will provide an overview of the budget highlights at the May 28, 2018 Board meeting prior to tabling the final budget for review and discussion with the Finance Committee on June 4, 2018 and approval by the Board of Trustees on June 11, 2018.

AOB:RP:br
Attachment



Excellence | Equity | New Evangelization

Durham Catholic District School Board

Catholic Education: Learning & Living in Faith



2018/2019 Estimates (First Draft - May 2018)



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Mission Statement

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.



2018/2019 Budget Highlights

- Alignment with key Strategic Plan goals and priorities
- Reflects public consultation and stakeholder input
- Ongoing investment in Religion and Faith Formation resources
- Continuation of Advancing Communication strategies
- Additional Student Services and Special Education supports
- Continuation of Safe and Healthy Schools initiatives
- Advances the Student Well-Being and Achievement mandate
- Provides Pathways to Success opportunities for all students
- Continuation of the Ministry of Education's Province-wide Math Strategy
- Dedicated resources towards Equity, Diversity and Indigenous Studies
- Provides Staff Development and Capacity Building opportunities
- 21st Century Learning strategies and Emerging Technology initiatives
- Support for after school Transportation and French programs
- Continuation of expanded French and Music program offerings
- Resources to support English as a Second Language students
- Enhancement and intensification of International Student programs
- Reflects ongoing implementation of the Long Term Accommodation Plan
- Ministry funding for Schools, Child Care and Family Centre spaces
- Growth in Continuing Education, Partnerships and Community Use
- Revisioning of Alternative Education supports and services
- Incorporates multi-year contract with School Bus Operators
- Allocation of School Administrators based on equity factors
- Allocation of School Support Staff based on equity factors
- Staff recruitment and retention strategies to better serve students
- Incorporates Provincial Labour Framework terms and conditions
- Compliant with Ministry funding enveloping requirements
- Compliant with Ministry legislated class size requirements
- Compliant with Provincial Employment Standards Act legislation
- Balanced budget without reliance on operating reserve fund
- Maintains a base level of reserves for contingency purposes

Attachment 2

Table One – Projected Enrolment

Panel	2018/2019	2017/2018	Variance
Elementary	14,460	14,600	(140)
Secondary	6,312	6,359	(47)
Total	20,772	20,959	(187)

Table Two – Operating Revenue

Category	2018/2019	2017/2018
Ministry Grants (GSN)	\$240,020,231	\$233,511,745
Ministry Funding (EPO)	2,211,486	2,245,737
Recoveries – Secondments	885,319	634,735
Government of Canada	462,837	462,837
Other Provincial Agencies	884,782	960,476
Community Use of Schools	350,000	325,000
Continuing Education Fees	200,000	175,000
International Students	343,750	343,750
Partnership Agreements	550,000	514,155
Other Revenue	170,000	170,000
School Generated Funds	6,700,000	6,700,000
Technology Equalization Fund	0	500,000
Operating Reserve Fund	<u>Not required</u>	<u>1,000,000</u>
	<u>\$252,778,405</u>	<u>\$247,543,435</u>

Table Three – Operating Reserve Fund

Anticipated balance end of 2017/2018	\$1,621,442
Applied towards 2018/2019 Operations	<u>Not required</u>
Balance Available for Future Use	<u>\$1,621,442</u>

Planned Operating Expenses

Category	2018/2019	2017/2018
Salaries and Benefits	\$219,009,348	\$211,900,265
Student Transportation	7,177,320	6,777,320
Facilities Services	7,123,398	7,448,627
School Budgets	2,193,866	2,216,188
Information and Communication Technology	2,821,348	3,311,103
Academic Services	4,415,831	5,694,733
Business Services	702,664	702,664
Human Resources & Administrative Services	466,515	516,515
Mileage and Travel Allowances	536,640	536,640
Director's Office and Board Administration	234,954	242,859
Legal and Professional Services	364,109	364,109
Trustees and Student Representatives	212,017	212,017
Staff Development and Capacity Building	699,395	799,395
Corporate Communications	121,000	121,000
School Generated Funds	<u>6,700,000</u>	<u>6,700,000</u>
	<u>\$252,778,405</u>	<u>\$247,543,435</u>

Academic Services includes:

- Program Services
- Student Services
- Equity and Diversity
- Indigenous Studies
- Faith Formation
- French Immersion
- Early Years (FDK)
- Safe & Healthy Schools
- Student Success
- Student Achievement
- Continuing Education
- Alternative Education
- International Education

Staffing Summary by Position

Employee Group	2018/2019	2017/2018	FTE Change	% Change
<i>Elementary Teachers*</i>	857.57	861.37	(3.80)	(0.4%)
<i>Secondary Teachers*</i>	431.33	446.33	(15.00)	(3.4%)
Coordinators and Consultants	24.00	24.00	0.00	0.0%
<i>Principals and Vice-Principals</i>	73.50	75.00	(1.50)	(2.0%)
Secondments (External/Capital)	7.33	6.33	1.00	15.8%
Director of Education	1.00	1.00	0.00	0.0%
Supervisory Officers	8.00	8.00	0.00	0.0%
Middle Management	38.00	37.00	1.00	2.7%
Non-Union	17.00	17.00	0.00	0.0%
Chaplains and Faith Animator	8.00	8.00	0.00	0.0%
Student Services	41.80	41.80	0.00	0.0%
Educational Assistants	285.50	285.50	0.00	0.0%
<i>Early Childhood Educators*</i>	94.00	96.00	(2.00)	(2.1%)
Custodial and Maintenance*	184.00	184.00	0.00	0.0%
<i>Secretarial/Clerical/Technical*</i>	109.00	111.00	(2.00)	(1.8%)
Trustees	8.00	8.00	0.00	0.0%
Total	2,188.03	2,210.33	(22.30)	(1.0%)

Note 1 – categories in *italics* have an enrolment component to the annual allocation.

Note 2 – positions on Secondment are fully recoverable from the external agency or capital fund.

Note 3 – positions with an asterisk (*) are primarily determined by legislation or collective agreement.

Note 4 – compliant with Ministry funding for Administration, Special Education, Student Achievement.

Note 5 – the above table includes 26.8 FTE (12.6 Teaching and 14.2 Support Staff) which are funded by the Ministry of Education through the Provincial Labour Framework until August 2019.

Note 6 – the above table does not reflect new Ministry funded positions totaling \$955,277 in the areas of Special Education, Mental Health and Equity (positions to be determined).

2018/2019 Non-Operating Budget

Table One – Revenue Sources

Capital Priorities Funding	\$7,435,815
Child Care Funding	504,170
Family Centres Funding	504,170
School Renewal Allocation	2,953,564
School Condition Allocation	4,205,450
Greenhouse Gas Reduction Funding	467,270
Ministry Funded Debenture Payments	6,683,107
Multi-Year Technology Program	947,300
Educational Development Charges	<u>2,000,000</u>
	\$25,700,846

Table Two – Planned Expenses

St. Marguerite d'Youville C.S. Replacement School	\$8,444,155
School Renewal Program	2,953,564
School Condition Program	4,205,450
Greenhouse Gas Reduction Projects	467,270
Debenture Principal Payments	4,405,463
Debenture Interest Payments	2,277,644
Multi-Year Technology Program	947,300
Transfer to EDC Reserve	<u>2,000,000</u>
	\$25,700,846

Appendix One - Detailed Operating Expenses

Category	2018/2019	2017/2018
Salaries and Benefits		
Salaries – Teaching	\$138,182,727	\$135,696,588
Salaries – Support Staff	44,311,936	41,904,026
Statutory Benefits	11,865,135	11,470,176
Employee Benefits	19,400,050	17,679,976
Provincial Benefits Transition	0	1,000,000
Supply Teacher Costs	4,850,700	3,850,724
Lunch Hour Supervisors	398,800	298,775
Subtotal	\$219,009,348	\$211,900,265
Student Transportation		
Elementary	\$3,683,189	\$3,474,726
Secondary	2,025,640	1,911,001
Special Education	1,358,491	1,281,593
Administrative	110,000	110,000
Subtotal	\$7,177,320	\$6,777,320
Facilities Services		
Utilities	\$4,559,329	\$4,469,930
Maintenance	1,372,435	1,623,800
Snow Removal	600,000	600,000
Portable Moves	226,634	389,897
Custodial Supplies	365,000	365,000
Subtotal	\$7,123,398	\$7,448,627
School Budgets		
Elementary	\$1,108,080	\$1,122,324
Secondary	1,085,786	1,093,864
Subtotal	\$2,193,866	\$2,216,188

Appendix One - Detailed Operating Expenses (cont'd)

Category	2018/2019	2017/2018
Information Technology		
Software Licenses	\$852,000	\$1,302,000
Wide Area Network	639,000	639,000
Telephone Services	160,000	160,000
Multi-Year Program	650,000	650,000
Cellular Technology	150,000	150,000
Remaining	370,348	410,103
Subtotal	\$2,821,348	\$3,311,103
Academic Services		
Teaching and Learning	\$503,519	\$571,161
Student Services	761,400	823,180
Faith Formation	267,150	267,150
System/Regional Programs	350,000	350,000
Safe & Healthy Schools	143,223	68,284
Student Success	526,708	778,415
Student Achievement	57,478	118,393
Continuing Education	1,304,974	1,294,393
Alternative Education	121,500	236,500
International Education	46,000	105,391
Aboriginal Education	61,616	62,225
Parent Involvement	57,510	100,548
Outdoor Education	111,441	110,826
Assistive Technology	103,312	808,267
Subtotal	\$4,415,831	\$5,694,733

Appendix One - Detailed Operating Expenses (cont'd)

Category	2018/2019	2017/2018
Business Services		
Insurance	\$488,664	\$488,664
Audit and Actuarial Fees	60,000	60,000
Cafeteria Equipment	93,500	93,500
Remaining	60,500	60,500
Subtotal	\$702,664	\$702,664
Human Resources & Administrative Services		
Health and Safety	\$49,100	\$49,100
Summer Students	106,965	106,965
CPCO Membership	119,600	119,600
Employee Family Assistance Program	55,000	55,000
Remaining	135,850	185,850
Subtotal	\$466,515	\$516,515
Mileage and Travel Allowances		
Mileage Reimbursement	\$252,480	\$252,480
Travel Allowances	284,160	284,160
Subtotal	\$536,640	\$536,640
Director's Office and Board Administration		
Board Memberships	\$54,000	\$54,000
System Wide Events	20,000	20,000
Partnerships	25,000	25,000
School Celebrations	50,000	50,000
Remaining	85,954	93,859
Subtotal	\$234,954	\$242,859

Appendix One - Detailed Operating Expenses (cont'd)

Category	2018/2019	2017/2018
Legal and Professional Services		
Subtotal	\$364,109	\$364,109
Trustees and Student Representatives		
OCSTA Membership	\$104,017	\$104,017
Student Trustees	25,000	25,000
Professional Development	40,000	40,000
Other	43,000	43,000
Subtotal	\$212,017	\$212,017
Staff Development and Capacity Building		
Teacher Release Time	\$699,395	\$799,395
Subtotal	\$699,395	\$799,395
Corporate Communications		
Public Relations	\$50,000	\$50,000
JK/FI Registration	25,000	25,000
Trustee Initiatives	10,000	10,000
Website	20,000	20,000
Remaining	16,000	16,000
Subtotal	\$121,000	\$121,000
School Generated Funds		
Elementary	\$3,950,000	\$3,950,000
Secondary	2,750,000	2,750,000
Subtotal	<u>\$6,700,000</u>	<u>\$6,700,000</u>
	<u>\$252,778,405</u>	<u>\$247,543,435</u>

Strategic Plan Themes and Priorities

Witnessing Faith

Celebrating Equity, Excellence and New Evangelization



Creating and Sustaining a Caring Catholic School Culture

Building Relationships and Developing People

Teaching and Learning in the Formation of a Distinct Catholic Identity

Teaching and Learning

Leading and Learning in the 21st Century Classroom



Achieving Instructional Excellence

Instruction for the 21st Century

Assessment, Evaluation and Reporting

Expanding Pathways

Differentiating Opportunities for Every Student's Future



Adopting a Pathways Planning Mindset

Assisting Students with Transitions Planning

Promoting Student Engagement

Inspiring Leadership

Promoting a Culture of Professional Growth



Employee Performance Growth

Capacity Building

Board Leadership Strategy

Celebrating Inclusion

Personalization, Precision and Professional Development



Universal Design for Learning

Differentiated Practice

Precise and Personalized Intervention

Strategic Plan Themes and Priorities (cont'd)

Serving in Partnership

Building Connections to Enhance Catholic Education



Classroom, School and Board

Outreach and Programs

Parents, Stakeholders and Community Involvement

Emerging Technology

Empowering Today for a Changing Tomorrow



Infrastructure, Security and User Experience

Information Management

Ministry Compliance – Managing Information for Student Achievement (MISA)

Advancing Communications

Strengthening Relationships to Enhance Student Achievement



Collaborative Communication

Branding and Visual Identity

Community Engagement

Managing Resources

Establishing Sustainable Priorities and Raising Stakeholder Confidence



Financial Stability

Resource Management

System Accountability

Continuing Education

Serving the Needs and Interests of All Learners



Career Training and Personal Development

Expanding and Extending Programs

Promoting Student Engagement

Glossary – Ministry Funding

Grants for Student Needs (GSN)

The Ministry provides funding to School Boards based primarily on an enrolment based funding model on a per pupil basis to support the basic operations of a school system (eg – Teachers, Utilities, Consumable Supplies). Special purpose grants are provided to support specific students (eg – Special Education), services (eg - Transportation) or programs (eg – French Language Instruction). Certain funding areas have specific spending criteria (called envelopes) as outlined below.

Education Programs Other (EPO)

The Ministry provides funding through the various divisions (eg – Literacy and Numeracy, Student Success) to support specific targeted initiatives in support of current education priorities. These initiatives can change depending on the Provincial priorities and must be spent in support of the specific initiative. The funds support specified staffing, professional development (eg - teacher release time) and resources and typically require a dedicated report back to the Ministry with respect to expenditure and outcomes.

Ministry Funding Envelopes/Restrictions

Special Education

Funds may only be used for Special Education related expenditures.

Board Administration

Expenditure may not exceed Board Administration funding.

Operating Funds

May be used to support Operating or Capital Expenditures.

Capital Funds

May only be used to support Capital related expenditure.

Balanced Budget

The Operating budget does not require reliance on reserves.

Operating Reserves

Ministry requirement to maintain 1-2% for unexpected events.

Glossary – Academic Program Definitions

Student Achievement

Using the school effectiveness framework educators learn more about instructional strategies, student assessment and effective practice through observation, analysis and collaboration. The framework is also used as a tool to inform School and Board Improvement Plans. The Board has incorporated school effectiveness related funding into its Student Achievement and Professional Development programs and portfolios.

Teaching and Learning

Provides for curriculum related resources and supports for all subject areas including Music/Arts, Literacy, Numeracy, Religion, Sciences/Technology, Indigenous Studies, Health and Physical Education, 21st Century Learning/Innovation and e-Learning.

Student Success

The Student Success portfolio focuses on providing every student in Grades 7-12 with various pathways and opportunities to reach their ultimate potential and goals through such initiatives as Specialist High Skills Majors, Dual Credit, Transitions, Reengagement and Alternative Education programs.

Safe and Accepting Schools

The Ministry and Board believe that a safe, inclusive and accepting school environment is a necessary condition for student well being and achievement. Building a positive and inclusive school climate requires healthy and respectful relationships among and between students, staff, parents and the community.

Faith Formation

The Board budget provides for various faith formation related activities, retreats and celebrations in addition to the purchase of religion textbooks, Many Gifts resources and Bibles for our Grade 4 students.

Parent Involvement

The Ministry and Board recognize that student achievement improves when parents play an active role in their children's education and that parent engagement is a key factor in the enhancement of student well-being. The Ministry provides funding to Boards to support parent involvement activities at the district and school level through a base annual allocation as well as through specific application based grants (PRO – Parents Reaching Out).



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 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 – May 28, 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 Second 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 Third and Final Reading of the revised Anaphylactic Students (Protection of) Policy (PO608)."

To: Board of Trustees
Re: Policies and Administrative Procedures
Date: May 28, 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 Third and Final 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	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						

	Substance Abuse Prevention/Intervention	AP312-2	X	X	X	X	X			
	Employee Conflict of Interest	PO317	X	X	X	X	X	X		
	Employee Conflict of Interest	AP317-1	X	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	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	X						
	Workplace Violence Prev - General (Annual Review)	AP324-1	X	X						
	Workplace Violence Prev – Students	AP324-2	X	X						
	Occupational Health and Safety (Annual Review)	PO318	X							
	Hearing Protection	AP318-1	X	X	X	X	X			
	Indoor Environmental Quality (IEQ)	AP318-7	X	X	X	X	X			
	Teacher Recruitment and Hiring	AP328-2	X	X	X	X	X			
	Employees Running for, and/or Elected to Public Office	PO301	X	X	X	X	X	X		
	Teacher Transfers	AP328-3	X	X	X	X	X			
	Allocation of Teaching Staff	AP328-4	X	X	X	X	X			
	Modified Work Program	AP328-6	X	X	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	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	X	X	X		
	Asthma Friendly Schools	AP615-1	X	X	X	X	X	X		
	Anaphylactic Students (Protection of)	PO608	X	X	X	X	X	X		
	Anaphylactic Students (Protection of)	AP608-1	X	X	X	X	X	X		
STUDENT SERVICES	Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder	AP804-1	X	X	X	X	X			
	Safe Physical Interventions For Student Behaviours Causing a Risk of Injury	AP804-2	X	X						



Durham Catholic District School Board

"The Board"

Policy

Title: Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools	Policy #: PO601
Policy Area: Student Conduct and Safety Source: Superintendents of Education-Policy Development, Student Services Date Approved: Revised:	

1.0 Introduction

The Durham Catholic District School Board believes in supporting students with prevalent medical conditions in order that these students fully access school in a safe, accepting, and healthy learning environment which includes supporting their well-being. In addition, the Board believes in empowering students with prevalent medical conditions to be confident and capable learners who can reach their full potential for self-management of their medical conditions, according to their plan of care.

2.0 Definitions

Anaphylaxis (pronounced anna-fill-axis) is a 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

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. The symptoms can cause mild to severe reactions and be fatal.

2.0 **Definitions** (cont'd)

Common asthma symptoms include:

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

Epilepsy – results from sudden bursts of hyperactivity in the brain; this causes “seizures” which vary in form, strength, and frequency, depending on where in the brain abnormal activity is found. Epilepsy is the diagnosis and seizures are the symptom. If a person has two (2) or more seizures that are not related to another condition, that person will be diagnosed as having epilepsy.

Good Samaritan Act In 2001, the Ontario government passed this legislation to protect individuals from liability with respect to voluntary emergency medical or first-aid services. Subsections 2(1) and (2) of this Act state the following with regard to individuals:

2.(1) Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person’s negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

(2) Subsection (1) applies to,
...(b) an individual ...who provides emergency first aid assistance to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

Immunity – in relation to the Act to protect students diagnosed with Asthma (Ryan’s Law), immunity means *“no action or other proceeding for damages shall be commenced against the employee for an act or omission done or omitted by the employee in good faith in the execution of any duty or power under this Act”*.

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”*.

Medical Incident – a circumstance that requires an immediate response and monitoring, since the incident may progress to an emergency requiring contact with Emergency Medical Services.

Plan of Care – a form that contains individualized information on a student with a prevalent medical condition.

Prevalent Medical Conditions – for the purposes of this policy refer to the medical conditions of students in schools who have asthma, diabetes, epilepsy, and/or anaphylaxis as diagnosed by a medical doctor or nurse practitioner.

2.0 **Definitions** (cont'd)

Type 1 Diabetes –a chronic condition where the pancreas stops producing insulin, a hormone that helps the body control the level of glucose (sugar) in your blood. The body produces glucose, and also gets it from foods that contain carbohydrates, such as bread, potatoes, rice, pasta, milk and fruit. Without insulin, glucose builds up in the blood instead of being used by your cells for energy. A lack of insulin can cause both short-term and long-term health problems. Symptoms of undiagnosed type 1 diabetes include:

- Increased thirst;
- Increased urination;
- A lack of energy; and
- Weight loss.

Type 2 Diabetes – can also affect children and youth, but it is more common in adults. With type 2 diabetes, the body does not respond well to insulin, and the pancreas cannot produce enough insulin to compensate. Type 2 diabetes can often be managed through changes to diet and lifestyle, as well as with oral medications (pills). Some children with type 2 diabetes may need insulin injections.

3.0 **Purpose**

The purpose of this policy is to provide a framework and direction to align administrative procedures that support students with prevalent medical conditions who have been diagnosed with asthma, diabetes, epilepsy and/or anaphylaxis.

4.0 **Application/Scope**

This policy applies to all students with prevalent medical conditions as defined from junior kindergarten to grade twelve (12) or age twenty-one (21) within the Durham Catholic District School Board.

5.0 **Principles**

- 5.1 The Durham Catholic District School Board recognizes that supporting students with prevalent medical conditions is complex. A whole-school approach with caring is needed where education and community partners, including health care professionals, have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe learning environments.
- 5.2 The Board believes that in supporting students with prevalent medical conditions, it does so within a culture of collaborative professionalism that is grounded in a trusting environment where schools, the Board, the Ministry and employee groups create the necessary conditions to learn with, and from, each other.

6.0 **Procedures**

6.1 The **Board** shall:

- 6.1.1 support students with prevalent medical conditions by ensuring that this policy articulates the expected roles and responsibilities of parents/guardians and school staff as well as the roles and responsibilities of the students themselves.
- 6.1.2 require that schools communicate the roles and responsibilities to parents/guardians, students and school staff.
- 6.1.3 provide training and resources on prevalent medical conditions on an annual basis.

6.2 **Parents/Guardians**, as primary caregivers of their child, shall:

- 6.2.1 be active participants in supporting the management of their child's medical condition (s) while their child is in school.
- 6.2.2 educate their child about their medical condition (s) with support from their child's health care professional, as needed.
- 6.2.3 guide and encourage their child to reach their full potential for self-management and self-advocacy.
- 6.2.4 inform the school in a timely manner upon diagnoses of their child's medical condition(s) and co-create the Plan of Care for their child with the principal or the principal's designate.
- 6.2.5 communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's medical condition (s) or changes to their child's ability to manage the medical condition(s) , to the principal or principal's designate upon learning of the change from the medical practitioner.
- 6.2.6 confirm annually to the principal or the principal's designate that their child's medical status is unchanged.
- 6.2.7 initiate and participate in meetings to review their child's Plan of Care.
- 6.2.8 supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled prescription containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied.
- 6.2.9 seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

6.0 **Procedures (cont'd)**

6.3 **Students With Prevalent Medical Conditions**

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care.

6.3.1 **Students** should:

- 6.3.1.1 take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management.
- 6.3.1.2 participate in the development of their Plan of Care.
- 6.3.1.3 participate in meetings to review their Plan of Care.
- 6.3.1.4 carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies).
- 6.3.1.5 set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s).
- 6.3.1.6 communicate with their parents/guardians and school staff if they are facing challenges related to their medical condition(s) at school.
- 6.3.1.7 wear medical alert identification that they and/or their parents/guardians deem appropriate.
- 6.3.1.8 if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

6.0 **Procedures (cont'd)**

6.4 **School Staff** should:

- 6.4.1 follow Board policies and provisions in their collective agreements related to supporting students with prevalent medical conditions in schools.
- 6.4.2 participate in training on prevalent medical conditions, at a minimum annually, as required by the school board.
- 6.4.3 share information on a student's signs and symptoms with other students, as outlined in the Plan of Care and authorized by the principal in writing.
- 6.4.4 follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care.
- 6.4.5 support a student's daily or routine management, and respond to medical incidents and emergencies per board policies and school protocols.
- 6.4.6 support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g. classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student.

6.5 The **Principal**, in addition to the responsibilities outlined under 'School Staff', should:

- 6.5.1 communicate with parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical conditions(s), as well as the expectation for parents/guardians to co-create, review and update a Plan of Care with the principal or designate. This process should be communicated to parents/guardians, at a minimum
 - 6.5.1.1 During the time of registration
 - 6.5.1.2 Each year during the first week of school
 - 6.5.1.3 When a child is diagnosed and/or returns to school during a diagnosis
- 6.5.2 co-create, review, or update the Plan of Care for a student with a prevalent medical condition with the parent(s)/guardians, in consultation with school staff (as appropriate) and with the student (as appropriate).
- 6.5.3 maintain a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition.

6.0 Procedures (cont'd)

- 6.5.4 provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g. food service providers, transportation providers, volunteers, occasional staff, coaches, and facilitators of co-curricular and extra-curricular activities, who will be in direct contact with the student), including any revisions that are made to the plan.
- 6.5.5 communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care.
- 6.5.6 encourage the identification of staff who can support the daily or routine management needs of students in the school with prevalent medical conditions, while honouring the provisions within their collective agreements.
- 6.5.7 co-operate with school staff when requests are made for information related to storage of medication, administration of medication and updated medical information.
- 6.5.8 participate in training on prevalent medical conditions, at a minimum annually, as required by the school board.
- 6.5.9 have processes in place to provide for student transitions between grades, new schools and placements.

7.0 Sources

- Education Act, R.S.O. 1990
- PPM 161 Supporting Children and Students with prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy) in Schools 2017
- **PPM 81 Provision of Health Support Services in School Settings**
- **Food Allergy Canada:** <http://foodallergycanada.ca/resources/print-materials/>
Allergy Aware: www.allergyaware.ca (Free online courses about food allergy and anaphylaxis for school, child care and community settings).
Sabrina's Law: <https://www.ontario.ca/laws/statute/05s07>
Healthy Schools, Ministry of Education:
<http://www.edu.gov.on.ca/eng/healthyschools/medicalconditions.html>
- **Asthma Canada:** <https://www.asthma.ca>
The Lung Association – Ontario: www.lungontario.ca/resources
www.ryanslaw.ca
Lung Health Information Line: 1-888-344-LUNG (5864)
Ryan's Law: <https://www.ontario.ca/laws/statute/15r03>
- **Diabetes at School:** <http://www.diabetesatschool.ca/>
- **Epilepsy Ontario:** <http://epilepsyontario.org/>

8.0 **Related Policies and Administrative Procedures**

Protection of Students - PO607

Anaphylactic Students (Protection of) - PO608

Anaphylactic Students (Protection of) - AP608-1

Asthma Friendly Schools - PO615

Asthma Friendly Schools - AP615-1

Health Support Services in School Settings – PO800

Health Support Services in School Settings – AP800-1

Administration of Oral Medication – AP804-1

Inclusion – PO804

9.0 **Plan of Care Appendices**

- I. Anaphylaxis
- II. Asthma
- III. Diabetes
- IV. Epilepsy



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



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? _____			

RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

☐ When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing).

☐ Other (explain):

Use reliever inhaler _____ in the dose of _____
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided? ☐ Yes ☐ No

Place a (✓) check mark beside the type of reliever inhaler that the student uses:

☐ Airomir ☐ Ventolin ☐ Bricanyl ☐ Other (Specify) _____

☐ Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible**.

Reliever inhaler is kept:

☐ With _____ – location: _____ Other Location: _____

☐ In locker # Locker Combination:

☐ Student **will carry** their reliever inhaler **at all times** including during recess, gym, outdoor and off-site activities.

Reliever inhaler is kept in the student's:

☐ Pocket

☐ Backpack/fanny Pack

☐ Case/pouch

☐ Other (specify):

Does student require assistance to **administer** reliever inhaler? ☐ Yes ☐ No

☐ Student's **spare** reliever inhaler is kept:

☐ In main office (specify location): _____ Other Location: _____

☐ In locker #: _____ Locker Combination: _____

CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITES

Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

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



III. PREVALENT MEDICAL CONDITION — ~~TYPE 1~~ DIABETES

Plan of Care

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Diabetes Type Type 1 ____ Type 2 ____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

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

~~TYPE 1~~ DIABETES SUPPORTS

Names of trained individuals who will provide support with diabetes-related tasks: (e.g. designated staff or community care allies.) _____

Method of home-school communication: _____

Any other medical condition or allergy? _____

DAILY/ROUTINE **TYPE 1** DIABETES MANAGEMENT

Student is able to manage their diabetes care independently and does not require any special care from the school.

☐ Yes

☐ No

☐ If Yes, go directly to page five (5) — Emergency Procedures

ROUTINE	ACTION
<p>BLOOD GLUCOSE MONITORING</p> <p><input type="checkbox"/> Student requires trained individual to check BG/ read meter.</p> <p><input type="checkbox"/> Student needs supervision to check BG/ read meter.</p> <p><input type="checkbox"/> Student can independently check BG/ read meter.</p> <p><input type="checkbox"/> Student has continuous glucose monitor (CGM)</p> <p>★ Students should be able to check blood glucose anytime, anyplace, respecting their preference for privacy.</p>	<p>Target Blood Glucose Range _____</p> <p>Time(s) to check BG: _____</p> <p>_____</p> <p>Contact Parent(s)/Guardian(s) if BG is: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <p>_____</p> <p>School Responsibilities: _____</p> <p>_____</p> <p>Student Responsibilities: _____</p>
<p>NUTRITION BREAKS</p> <p><input type="checkbox"/> Student requires supervision during meal times to ensure completion.</p> <p><input type="checkbox"/> Student can independently manage his/her food intake.</p> <p>★ Reasonable accommodation must be made to allow student to eat all of the provided meals and snacks on time. Students should not trade or share food/snacks with other students.</p>	<p>Recommended time(s) for meals/snacks: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <p>_____</p> <p>School Responsibilities: _____</p> <p>_____</p> <p>Student Responsibilities: _____</p> <p>Special instructions for meal days/ special events: _____</p> <p>_____</p>

ROUTINE	ACTION (CONTINUED)
<p>INSULIN</p> <p><input type="checkbox"/> Student does not take insulin at school.</p> <p><input type="checkbox"/> Student takes insulin at school by:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Injection</p> <p style="padding-left: 20px;"><input type="checkbox"/> Pump</p> <p><input type="checkbox"/> Insulin is given by:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Student</p> <p style="padding-left: 20px;"><input type="checkbox"/> Student with supervision</p> <p style="padding-left: 20px;"><input type="checkbox"/> Parent(s)/Guardian(s)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Trained Individual</p> <p style="padding-left: 20px;">Health Care Professional</p> <p>* All students with Type 1 diabetes use insulin. Some students will require insulin during the school day, typically before meal/nutrition breaks.</p>	<p>Location of insulin: _____</p> <p>Required times for insulin: _____</p> <p><input type="checkbox"/> Before school: <input type="checkbox"/> Morning Break:</p> <p><input type="checkbox"/> Lunch Break: <input type="checkbox"/> Afternoon Break:</p> <p><input type="checkbox"/> Other (Specify): _____</p> <p>Parent(s)/Guardian(s) responsibilities: _____</p> <p>School Responsibilities: _____</p> <p>Student Responsibilities: _____</p> <p>Additional Comments: _____</p>
<p>ACTIVITY PLAN</p> <p>Physical activity lowers blood glucose. BG is often checked before activity. Carbohydrates may need to be eaten before/after physical activity. A source of fast-acting sugar must always be within students' reach.</p>	<p>Please indicate what this student must do prior to physical activity to help prevent low blood sugar:</p> <p>1. Before activity: _____</p> <p>2. During activity: _____</p> <p>3. After activity: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <p>School Responsibilities: _____</p> <p>Student Responsibilities: _____</p> <p>For special events, notify parent(s)/guardian(s) in advance so that appropriate adjustments or arrangements can be made. (e.g. extracurricular, Terry Fox Run)</p>

ROUTINE	ACTION (CONTINUED)
<p>DIABETES MANAGEMENT KIT</p> <p>Parents must provide, maintain, and refresh supplies. School must ensure this kit is accessible all times. (e.g. field trips, fire drills, lockdowns) and advise parents when supplies are low.</p>	<p>Kits will be available in different locations but will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blood Glucose meter, BG test strips, and lancets <input type="checkbox"/> Insulin and insulin pen and supplies. <input type="checkbox"/> Source of fast-acting sugar (e.g. juice, candy, glucose tabs.) <input type="checkbox"/> Carbohydrate containing snacks <input type="checkbox"/> Other (Please list) _____ <p>Location of Kit: _____</p>
<p>SPECIAL NEEDS</p> <p>A student with special considerations may require more assistance than outlined in this plan.</p>	<p>Comments:</p>

EMERGENCY PROCEDURES**HYPOGLYCEMIA – LOW BLOOD GLUCOSE****(4 mmol/L or less)****DO NOT LEAVE STUDENT UNATTENDED**

Usual symptoms of Hypoglycemia for my child are:

- | | | | |
|---|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Shaky | <input type="checkbox"/> Irritable/Grouchy | <input type="checkbox"/> Dizzy | <input type="checkbox"/> Trembling |
| <input type="checkbox"/> Blurred Vision | <input type="checkbox"/> Headache | <input type="checkbox"/> Hungry | <input type="checkbox"/> Weak/Fatigue |
| <input type="checkbox"/> Pale | <input type="checkbox"/> Confused | <input type="checkbox"/> Other _____ | |

Steps to take for Mild Hypoglycemia (student is responsive)

1. Check blood glucose, give _____grams of fast acting carbohydrate (e.g. ½ cup of juice, 15 skittles)
2. Re-check blood glucose in 15 minutes.
3. If still below 4 mmol/L, repeat steps 1 and 2 until BG is above 4 mmol/L. Give a starchy snack if next meal/snack is more than one (1) hour away.

Steps for Severe Hypoglycemia (student is unresponsive)

1. Place the student on their side in the recovery position.
2. Call 9-1-1. Do not give food or drink (choking hazard). Supervise student until emergency medical personnel arrives.
3. Contact parent(s)/guardian(s) or emergency contact

HYPERGLYCEMIA — HIGH BLOOD GLOCOSE**(14 MMOL/L OR ABOVE)**

Usual symptoms of hyperglycemia for my child are:

- | | | |
|---|---|---|
| <input type="checkbox"/> Extreme Thirst | <input type="checkbox"/> Frequent Urination | <input type="checkbox"/> Headache |
| <input type="checkbox"/> Hungry | <input type="checkbox"/> Abdominal Pain | <input type="checkbox"/> Blurred Vision |
| <input type="checkbox"/> Warm, Flushed Skin | <input type="checkbox"/> Irritability | <input type="checkbox"/> Other: _____ |

Steps to take for Mild Hyperglycemia

1. Allow student free use of bathroom
2. Encourage student to drink water only
3. Inform the parent/guardian if BG is above _____

Symptoms of Severe Hyperglycemia (Notify parent(s)/guardian(s) immediately)

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Rapid, Shallow Breathing | <input type="checkbox"/> Vomiting | <input type="checkbox"/> Fruity Breath |
|---|-----------------------------------|--|

Steps to take for Severe Hyperglycemia

1. If possible, confirm hyperglycemia by testing blood glucose
2. Call 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



IV. PREVALENT MEDICAL CONDITION — EPILEPSY

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.			

Has an emergency rescue medication been prescribed? ☐ Yes ☐ No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.

KNOWN SEIZURE TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

- | | | |
|--|--|--|
| <input type="checkbox"/> Stress | <input type="checkbox"/> Menstrual Cycle | <input type="checkbox"/> Inactivity |
| <input type="checkbox"/> Changes In Diet | <input type="checkbox"/> Lack Of Sleep | <input type="checkbox"/> Electronic Stimulation
(TV, Videos, Florescent Lights) |
| <input type="checkbox"/> Illness | <input type="checkbox"/> Improper Medication Balance | |
| <input type="checkbox"/> Change In Weather | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Any Other Medical Condition or Allergy? _____ | | |

DAILY/ROUTINE EPILEPSY MANAGEMENT

DESCRIPTION OF SEIZURE (NON-CONVULSIVE)	ACTION:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)
DESCRIPTION OF SEIZURE (CONVULSIVE)	ACTION:

SEIZURE MANAGEMENT

Note: It is possible for a student to have more than one seizure type.
Record information for each seizure type.

SEIZURE TYPE	ACTIONS TO TAKE DURING SEIZURE
<p>(e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms)</p> <p>Type: _____</p> <p>Description: _____</p>	
<p>Frequency of seizure activity: _____</p> <p>_____</p>	
<p>Typical seizure duration: _____</p>	

BASIC FIRST AID: CARE AND COMFORT

First aid procedure(s): _____

Does student need to leave classroom after a seizure? ☐ Yes ☐ No

If yes, describe process for returning student to classroom: _____

BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth
- Stay with student until fully conscious

FOR TONIC-CLONIC SEIZURE:

Protect student's head
 Keep airway open/watch breathing
 Turn student on side

EMERGENCY PROCEDURES

Students with epilepsy will typically experience seizures as a result of their medical condition.

Call 9-1-1 when:

- Convulsive (tonic-clonic) seizure lasts longer than five (5) minutes.
- Student has repeated seizures without regaining consciousness.
- Student is injured or has diabetes.
- Student has a first-time seizure.
- Student has breathing difficulties.
- Student has a seizure in water
- ★ 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

"The Board"

Policy

No Changes

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 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 Plan of Care – 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 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"

Administrative Procedure

No Changes

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 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

2.0 **Definitions** (cont'd)

Anaphylaxis Plan of Care – 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**

- Appendix 1 – Anaphylaxis 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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E-Pen®, EpiPen® Jr are registered trademarks of a manufacturer licensed exclusively to its wholly owned affiliate
Dey Pharma, LLC of Napa, California. A sub-licensee, Pfizer Canada Inc, Kirkland, Quebec, H9J 2M5
11000041397

EPIPEN.

(Epinéphrine) Auto-Injector 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 Allerject™ 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.

A **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™. Follow 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.





Durham Catholic District School

Board "The Board"

Policy

No changes

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. The symptoms can cause mild to severe reactions and 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 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 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

No Changes

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. The symptoms can cause mild to severe reactions and 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 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 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 – 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 (PO601)



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? _____			

DAILY/ ROUTINE ASTHMA MANAGEMENT

RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used:

- ☐ When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing).
- ☐ Other (explain):

Use reliever inhaler _____ in the dose of _____
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided? ☐ Yes ☐ No

Place a (✓) check mark beside the type of reliever inhaler that the student uses:

- ☐
- Airomir
- ☐
- Ventolin
- ☐
- Bricanyl
- ☐
- Other (Specify) _____

- ☐ Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible**.

Reliever inhaler is kept:

- ☐ With _____ – location: _____ Other Location: _____
☐ In locker # _____ Locker Combination: _____

- ☐ Student **will carry** their reliever inhaler **at all times** including during recess, gym, outdoor and off-site activities.

Reliever inhaler is kept in the student's:

- ☐ Pocket ☐ Backpack/fanny Pack
- ☐ Case/pouch ☐ Other (specify):

Does student require assistance to **administer** reliever inhaler? ☐ Yes ☐ No

- ☐ Student's **spare** reliever inhaler is kept:

- ☐ In main office (specify location): _____ Other Location: _____
☐ In locker #: _____ Locker Combination: _____

CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

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: May 28, 2018

Subject: **Catholic Student Trustees 2018/2019**

Origin: John Mullins, Superintendent of Education

RECOMMENDATION

Moved by , seconded by

"THAT the Durham Catholic District School Board receive and file the verbal and written report regarding the Catholic Student Trustees for 2018-2019."

RATIONALE

The Catholic Student Trustees for the Durham Catholic District School Board for 2018-2019, as elected by their peers, are Julia Cara and Sofia Zamorano.

Julia Cara is a grade eleven student at St. Mary CSS. Julia started a Writing Club at the school and when she was in grade nine. She also participates in many other extracurricular activities such as Retreat Leading, Reach for the Top, Unity Club and Ted Club. She volunteers with the Edge Program at St. Isaac Jogues Parish and last year she was nominated for the Catholic Stewardship Award for outstanding community service. Julia studied abroad for 3 months in France last year. She has a vested interest in helping fulfil the needs of her peers.

Sofia Zamorano is a grade ten student at All Saints CSS. She is very involved in her school community and helps out with many school-wide events. Sofia is a member of the Chaplaincy team where she worked with the teachers to organize a Famine event. She is also part of the Learning Council, and a member of the school band. She has a part-time job, dances competitively and enjoys spending time with family and friends.

Julia and Sofia are both looking forward to representing the students of the Durham Catholic District School Board for the 2018-2019 school year.

AOB/JM/lm



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees
From: Anne O'Brien
Date: June 11, 2018
Subject: **Out of Province Travel**

RECOMMENDATION

Moved by _____, seconded by _____

<p>"THAT the Durham Catholic District School Board approve the attendance of a staff member at the national Education Research Development & Innovation (ERDI) Fall 2018 Symposium, scheduled for October 10 to October 13, 2018 in Calgary, Alberta."</p>
--

RATIONALE

The Attendance of Board Employees at Conventions, Conferences and Seminars policy (PO 319) and its attendant Administrative Procedure (AP 319-1) requires that out of province travel be brought by the Director to the Board for approval.

The Director of Education or designate, is asked to attend the ERDI Symposium in Calgary, Alberta. Leaders will gain a national perspective on education from K-12 across all disciplines.

All expenses including flight, meals and hotel are covered by Education Research Development & Innovation.

AOB/ml



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 2018

Subject: **Trustee Audited Expenses – January to December 2017**

Origin: Vijaya Kunar, Executive Officer, Governance and Corporate Communications

RECOMMENDATION

Moved by , seconded by

“THAT the Durham Catholic District School Board receive and file as information the Report of the Trustee Audited Expenses for the period January to December 2017.”

RATIONALE

In keeping with past practice the Board is provided with the report of Audited Trustees Expenses from January – December 2017 as attached.

AOB:vk

TRUSTEES EXPENSE REPORT

REPORT PERIOD: JANUARY 2017 TO DECEMBER 2017

TRUSTEE	BOARD SPENT ACCOUNT	MILEAGE	CELL PHONE	TABLET	INTERNET	HONORARIUM	TOTALS
Chapman, Tricia	1,492.92	0.00	300.36	0.00	355.53	11,245.12	13,393.93
Corless, Theresa	2,465.11	0.00	381.96	71.90	0.00	10,592.29	13,511.26
Forster, Monique	2,976.06	0.00	438.59	0.00	0.00	10,693.70	14,108.35
LeFort, Kathy	2,037.63	1,076.40	796.62	0.00	0.00	14,021.30	17,931.95
McCafferty, Jim	1,656.86	783.90	645.21	0.00	0.00	10,742.29	13,828.26
Oldman, Janice	1,728.85	512.10	1,208.81	0.00	0.00	10,942.29	14,392.05
Pulla, Paul	0.00	0.00	274.56	0.00	777.85	10,992.29	12,109.05
Rinella, John	5,551.49	237.63	724.81	0.00	892.70	16,300.32	23,706.95
TOTAL	17,908.92	2,610.03	4,770.92	71.90	2,026.08	95,529.60	122,981.80



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 2018

Subject: **2018/2019 Schedule for Board and Committee Meetings**

RECOMMENDATION

Moved by _____, seconded by _____

<p>"THAT the Durham Catholic District School Board approve the Schedule of Board and Committee Meetings for the 2018-2019 school year."</p>

RATIONALE

As attached.

AOB:vk



2018/ 2019 Meeting Schedule

MONTH	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August			1	2	3	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
September						3 H	4	5 S/E	6	7	10	11 S	12 S/E	13 PIC	14	17 A	18	19 S/E	20	21	24 B	25	26	27	28
October	1 B*	2 S	3 S/E	4 PIC	5	8 H	9	10 S/E	11	12	15 F	16	17 S/E	18	19	22 B	23	24 S/E	25	26	29	30	31 S/E		
November				1	2	5 B*	6 S	7 S/E	8 PIC	9	12	13	14 S/E	15	16	19 A	20	21 S/E	22	23	26 B	27	28	29	30
December						3 I	4 S	5 S/E	6 PIC	7	10 F	11	12 S/E	13	14	17 B	18	19	20	21	24 H	25 H	26 H	27 H	28 H
January		1 H	2 H	3 H	4 H	7	8 S	9 S/E	10 PIC	11	14 F	15	16 S/E	17	18	21	22	23 S/E	24	25	28 B	29	30	31	
February					1	4 B*	5	6 S/E	7 PIC	8	11 F	12 S	13 S/E	14	15	18 H	19	20 S/E	21	22	25 B	26	27	28	
March					1	4	5 S	6	7	8 H	11 H	12 H	13 H	14 H	15 H	18	19	20 S/E	21 PIC	22	25 B	26	27	28	29
April	1	2 S	3 S/E	4 PIC	5	8 F	9	10 S/E	11	12	15 A	16	17 S/E	18	19 H	22 H	23	24 S/E	25	26	29 B	30			
May			1 S/E	2	3	6 B*	7 S	8 S/E	9	10	13 F	14	15 S/E	16 PIC	17	20 H	21	22 S/E	23	24	27 B	28	29	30	31
June						3 F	4 S	5 S/E	6	7	10 B	11	12 S/E	13 PIC	14	17	18	19 S/E	20	21	24	25	26	27	28
July	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

B - Regular Board Meeting/ B* - Board Meeting (Policy)

S/E - Tentative Suspension/ Expulsion Hearing

F - Finance Committee Meeting

S - Special Education Advisory Committee Meeting (SEAC)

PIC – Durham Catholic Parent Involvement Committee

H - Statutory School Holiday/Board Designated Holiday

I - Inaugural Board Meeting

A - Audit Committee Meeting



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: May 28, 2018

Re: **Correspondence**

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the following correspondence:

- Ontario Catholic School Trustees' Association: Student Trustee Election Regulation
- Institute for Catholic Education: Renewing the Promise – Pastoral Letter."

RATIONALE

As attached.

AOB:vk



Ontario Catholic School
Trustees' Association

May 15, 2018

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: Update: Student Trustee Election Regulation

Further to our May 9, 2018 memorandum on recently announced school board governance regulations regarding honoraria for board members and electronic meetings, the Ministry of Education has just released [Ontario Regulation 7/07 Student Trustees](#).

The regulation now requires boards to have at least two but not more than three student trustees beginning in August 2020. In addition, the regulation allows student trustees to have one to two year terms, staggered terms and moves their election date to August 1 of the year in which the student trustee is elected. These amendments take effect on January 1, 2020.

If you have any questions please contact Steve Andrews at sandrews@ocsta.on.ca.



MEMO

TO: Directors of Education

CC: Assembly of Catholic Bishops of Ontario
Catholic Principals' Council of Ontario
Ontario Association of Parents in Catholic Education
Ontario Catholic School Business Officials Association
Ontario Catholic School Trustees' Association
Ontario Catholic Supervisory Officers' Association
Ontario English Catholic Teachers Association

FROM: Michael Pautler
Executive Director

DATE: Thursday, May 3, 2018

RE: **Renewing the Promise – Pastoral Letter**

When you gathered for the ECCODE meeting last month in Niagara Falls, Tamara Nugent provided an updated regarding plans for distribution of the bishops' pastoral letter, ***Renewing the Promise***. This memo provides additional information regarding the release.

1) Pastoral Letter

The Bishops have provided us with a very positive and affirming message with the release of ***Renewing the Promise***. The letter uses the scriptural account of the Road to Emmaus as the basis for their reflection on the mission and vision of Catholic education, celebrating that a true encounter with Jesus can and does take place, each and every day within our Catholic schools. The bishops encourage all who share responsibility for Catholic education to continue to nurture and strengthen Catholic schools as communities that exemplify, in word and in deed, the Good News of Jesus Christ. Their message is timely, coming as it does at the start of Catholic Education Week. The formal release date for the letter is Monday, May 7, 2018. Included with this email is a digital version of the pastoral letter, should you wish to include it on your Board website. The letter will be posted on both the ACBO website (www.acbo.ca) and the ICE website (www.iceont.ca) early next week.

Printed copies

Copies of the pastoral letter have been printed, and are currently being shipped across the province. Each Board will receive printed copies in the quantity requested, and sufficient to ensure that each employee within your organization can receive a print copy of the letter. The first of the school board shipments should arrive today, with the majority of boards receiving shipments tomorrow, and the last of the shipments should be received by early next week. Catholic partner organizations will also receive copies of the pastoral letter by the beginning of Catholic Education Week. As size and circumstance vary, each Board will determine the



timing for release and distribution of the letters in a way that supports local plans, priorities and opportunities.

Next Steps

Over the summer, an ICE writing team will develop discussion guides and resources to support your efforts to facilitate dialogue and to assist you in exploring the Bishop's pastoral letter during the 2018-2019 school year with your local community. In the weeks that follow, ICE will also continue to develop and release a series of monographs, exploring themes first raised though the symposium last Fall.

We look forward to working with you to support purposeful and positive discussion of ***Renewing the Promise***. As always, your interest, encouragement, and support of these initiatives, and of the Institute for Catholic Education, are very much appreciated.

Attachment: Renewing the Promise: A Pastoral Letter for Catholic Education



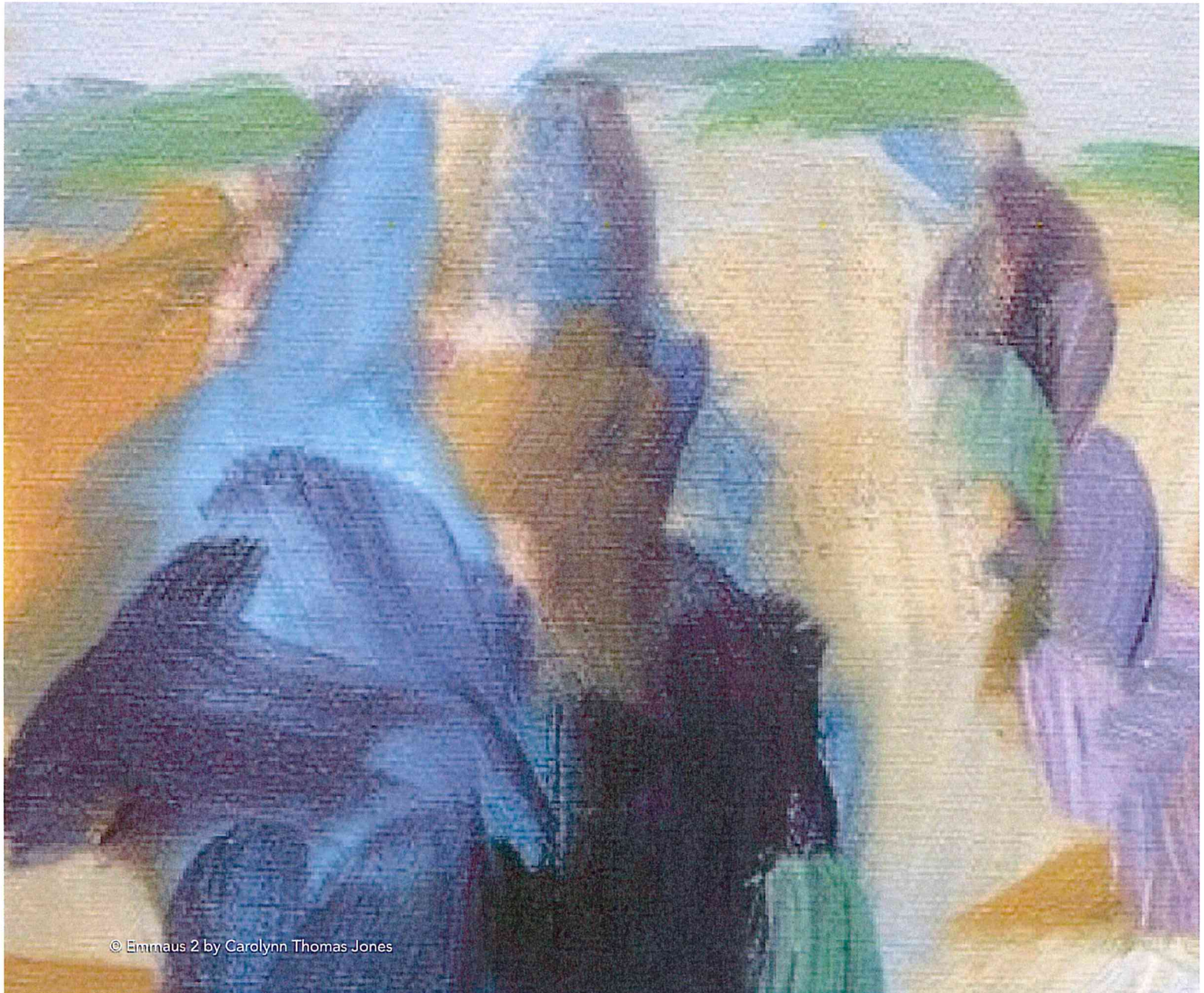


Renewing The Promise

A Pastoral Letter for Catholic Education

Renewing the Promise

A Pastoral Letter for Catholic Education



© Emmaus 2 by Carollynn Thomas Jones



Dear Brothers and Sisters in Christ,

Our Catholic schools offer an extraordinary contribution to the social and environmental fabric of our society and world. In partnership with parents, who bear the primary responsibility for the education of their children, all those who work in Catholic education are called upon to reflect, in a faithful and discerning fashion, God's presence in this world.

As we seek to renew the great promise of Catholic education, we are reminded that we bring particular gifts and charisms that are responsive to the signs of our times. Those who worked tirelessly to establish Catholic education in Ontario nearly two hundred years ago could not have imagined our current context, with both its challenges and opportunities: accessibility to a fully funded Catholic system; the presence of well-educated Catholic laity in Catholic schools; the complexity of strengths and needs presented by a rich diversity of students; the presence of well-developed Catholic curriculum; the passionate commitment to social justice and stewardship of the environment of so many students and educators; the pressures of a culture that does not celebrate life the way we do; the omnipresence of social media; a culture that distrusts religion and religious insight; the serious ethical challenges of our time; and the social and economic pressures on families, parishes and school communities.

Your Catholic Bishops have joined with members of the Catholic community from across Ontario in reflection and discernment on the past, present, and future of Catholic education. We are grateful to and rely on all the Catholic partners who are an integral part of the Catholic education community of Ontario, and appreciative of those who offered their perspectives, experiences and insights as part of the province-wide consultation. Your prayerful reflection and valuable input have assisted us in writing this pastoral letter ***"Renewing the Promise."***



Young people today are buffeted in every direction by loud and competing claims upon their attention and allegiance. From around the world, they hear daily messages of conflict and hostility, of greed and injustice, of poverty and despair. Amidst this social turmoil, young people are eager to find solid and enduring values which can give meaning and purpose to their lives. They are searching for a firm place – a high ground – on which to stand. They seek a sense of direction, a goal which will give meaning and purpose to their lives.”
– Pope Saint John Paul II (St. John’s Basilica, Newfoundland)

Catholic schools have a unique opportunity to show young people the way to that high ground; to accompany students in the search for truth; to foster in them a thirst for justice and an appreciation of the goodness of God, leading them patiently and lovingly in their journey of faith. Young people are hungry today for truth and justice because they are hungry for God. To respond to that hunger is the highest calling of the Christian educator.

We must seek to listen with faith and humility as we ask the questions: How is the Spirit calling us to respond individually and communally to our present context? Drawing from our Catholic faith and tradition, how can we respond creatively to the challenges and opportunities we face today?

It seems natural to ask the question, what is the promise that we are called to renew? In the Old Testament, we are given the promise of God’s enduring and unconditional love. In the New Testament we are reminded of God’s love for us, and Jesus’ promise that he will be with us always, to the end of the age. Pope Benedict explains it in this way. “There is nothing more beautiful than to be surprised by the Gospel, by an encounter with Christ. There is nothing more beautiful than to know Him and to speak to others of our friendship with Him.”¹ Within the context of Catholic education, the promise is that this true encounter with Jesus can and does take place, each and every day, within our Catholic schools. Together, we commit to renew that promise as we work together to strengthen our Catholic schools as communities that exemplify, in word and in deed, the Good News of Jesus Christ.

We find a memorable example of this encounter in the Gospel account of the disciples on the road to Emmaus (Luke 24,13-35).

The Road to Emmaus

On the day of our Lord's Resurrection, two disciples are leaving Jerusalem travelling to Emmaus. How are they to interpret what they have experienced over the previous three days? Along the road, they encounter Jesus; however, they do not recognize him. He initiates a conversation by asking them what they were talking about. This allows them to share their sadness and confusion. Jesus is quite direct in his response to these disciples, "Oh, how foolish you are and how slow of heart to believe..." Jesus offers to accompany them on their journey. They invite Jesus to stay with them for a meal. As they gather together around the table, it is in the "breaking of the bread" that their eyes are opened and they recognize him. After he vanishes from their sight, they say to one another, "Were not our hearts burning within us on the road, when he was opening the scriptures to us?" On fire with the love of God, they return to Jerusalem to share the Good News with the other disciples.²

Jesus encounters and accompanies the disciples in this Gospel story. We are reminded that He is always present in our lives. Walking alongside the disciples, Jesus engages them in dialogue and in teaching, and in doing so, nurtures their relationship. Jesus restores the joy of believing in the hearts of these disciples by revealing himself in the breaking of the bread and through his enduring presence, friendship, and unconditional love. Our Christ-centred Catholic schools have the ability to offer the same experience of inviting joyful discipleship for staff, students, and families.

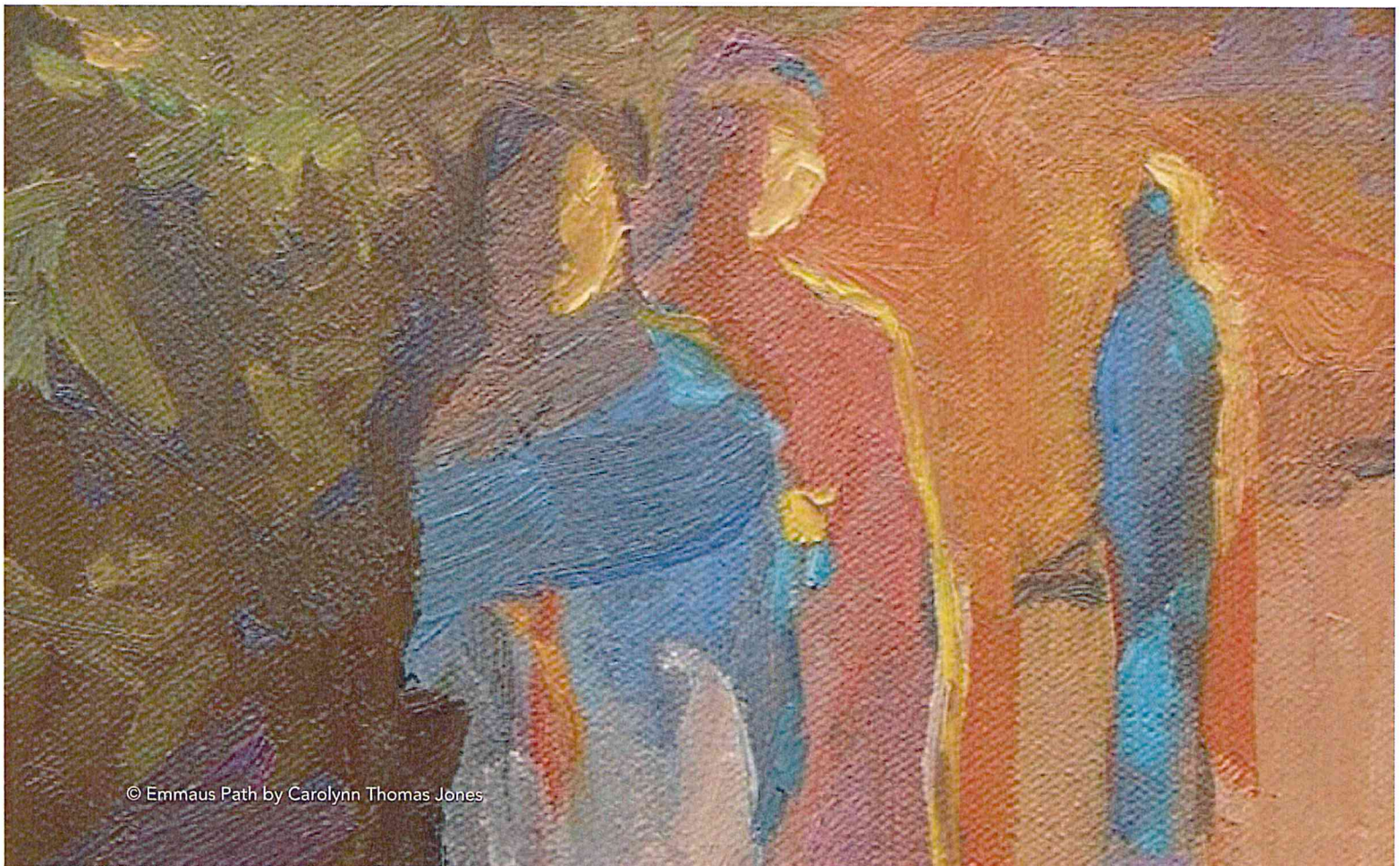
A Community That Accompanies

While walking with the disciples on the road, Jesus is able to share the story of our faith with them. Hearing the truth was a transformational experience. As Jesus journeys with the disciples, he “interprets to them the things about himself in all the scriptures.”³ He helps them to understand the meaning of salvation as revealed in the paschal mystery — the Passion, Death and Resurrection.

This is what Pope Francis means when he speaks about the *art of accompaniment*. It is about taking

the time to walk alongside one another, to listen and to teach, and in so doing, to transform. Our Catholic schools do this on a daily basis as they model the Emmaus experience. Staff practise the *art of accompaniment* by helping students realize that their own unique story is given greater meaning and purpose in knowing and living the story we share in Christ.

Our Christian faith is about an encounter with God; it is an incredible love story that inspires hope and joy.



© Emmaus Path by Carolynn Thomas Jones

God loved us into existence and never stops loving; even though we may sometimes reject that love, God never gives up on us. We see this in our salvation history as people encountered the love and mercy of God. It reached a decisive moment when God, who so loved the world, gave us his only Son so that we might have eternal life.⁴

In a profound act of selfless love Jesus suffered and died on the cross for our salvation. Three days later he rose from the dead as he promised. When Jesus ascended to the Father, he did not abandon us. Instead, he reminded us of the promise that he will be with us always, to the end of the age. Just prior to his ascension to the Father, the Risen Lord commissioned his disciples to share the Good News to all the corners of the earth, ensuring that the relationship would endure until he comes again.

Like every good teacher Jesus gave us a task and then ensured that we would have the needed support to complete it. This divine assistance was given to us at Pentecost when the Church received the gift of the Holy Spirit. Jesus established the Church to be missionary and we share in that mission through the gift of baptism. In this sacrament, we are given the great commission to go forth, infused with the divine virtues of faith, hope and love, and make disciples by witnessing to Christ and his Gospel.

This missionary spirit is awakened in the two disciples on the road to Emmaus. Once they experience their journey with the Lord, they return to Jerusalem in haste. Just as they share their joyous experience with all those whom they encounter, we are called to do the same.

Catholic schools are communities of accompaniment where the story of our salvation is known and shared, offering the encouragement that comes from knowing that Jesus walks with us. In addition to being places of teaching and learning, Catholic schools live the Emmaus experience as they witness to the Risen Lord. It is important to recognize that people are at different stages on that journey. Jesus provides the model for how our schools and parish communities need to accompany students and families with great respect, patience and love, inviting all to deepen their understanding of Christ and his Church.

A Community That Builds Relationships

For over two thousand years the Church has faithfully followed the command of Jesus to make disciples of all nations by baptizing them in the name of the Father, Son and Holy Spirit. Over the years this has also included strengthening the faith of those who are already baptized. Pope St. John Paul II was the first to use the term, 'New Evangelization' to describe the pastoral efforts to strengthen those who have lost a sense of faith or no longer consider themselves to be members of the Church. In these situations, what is needed is a new evangelization or a re-evangelization.⁵

For centuries the Church's evangelization efforts focused primarily on those who did not know Christ; the 'New Evangelization' focuses on those who have heard the Gospel and think they know it but it has not taken much effect in their lives. The 'New Evangelization' calls each one of us to deepen our own faith, believe in the Gospel message, and go forth to proclaim the Gospel, in what we say, and in what we do.

Catholic schools are places where the 'New Evangelization' can take root by inviting students and their families into a deeper relationship with Christ. The experience of community within the school can gently fan the embers until they burst into a flame of faith.

Catholic school communities provide many opportunities for students and staff to know, love and serve the Lord. People often comment that when they enter a Catholic school they feel a special presence. This does not come from the building or even the religious symbols that are an important witness to our faith. The presence comes from Christ who is proclaimed by word and example, and is evidenced in the way people care for one another — “see how they love one another.” Catholic schools witness to Christ and by doing so help to reveal Him to others.

The cooperation that exists between the home, parish, and school is an integral part of Catholic education. The school can play a significant role in facilitating a meaningful relationship between the parish and home. This is an important partnership because it helps parishes to connect with families, not only for sacramental preparation, but more importantly, for Sunday worship. Through the school, there are also other opportunities to draw parents and families into the life of the parish.

The work of Catholic schools involves initiating, facilitating and maintaining trusting relationships with and among the Catholic educational partners. A sense of respect for the unique expertise and strengths of each and generous cooperation that acknowledges and celebrates the accomplishments of all is essential to develop the mutual trust that nurtures effective working relationships. The analogy of St. Paul is helpful; there is one body, but many parts. They need one another and must work together in harmony, “that there be no dissension within the body, but the members may have the same care for one another.”⁶ Just as all the parts must work together to ensure a healthy body, so too must all the educational partners collaborate and rely upon one another in order to ensure that Catholic education remains healthy and strong.

A Community That Encourages Engagement and Instils Hope

The disciples on the road to Emmaus are overwhelmed by grief. Their expectations for the future have been dashed and in the face of uncertainty and danger they are withdrawing from their community and its challenges. In his encounter with them on the road, Jesus provides them with hope for the future where none seemed possible. In breaking open the story of salvation history, and his own role within it, Jesus gives them understanding where there only seemed to be meaningless suffering. Ultimately, through this loving encounter, Jesus evokes within them a strength and courage not to run away, but to go back into difficult circumstances with a passion to share with others the Good News they have received. The result is a deep re-engagement with their community and with the world, with all of its challenges and opportunities.

The story of Emmaus recounts a very human experience. The disappointment and despair experienced by the two disciples on the road is not unlike the challenges frequently faced by young people today. The message is clear;

hope, courage and resolve can be found through a loving encounter with Jesus.

Catholic education forms communities of faith that help students experience the love of God. The more our students see and understand themselves as the beloved children of God, the more they will want to love God with all their hearts, minds, and souls. This in turn moves them to love of neighbour which bears witness to justice and charity. Jesus says, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."⁷ The more we love God, the more we love our neighbour and the more we engage in the community.

The Christ-centred mission of each school, by its very nature, contains a call to service in the greater community. Catholic schools form disciples with a social conscience who put their faith into action. Students and staff help to promote engagement with the local and global community through their many acts of charity and by their witness to social justice and environmental stewardship.

Pope Francis challenges us to live the Gospel by caring for the poor, working to end injustice and by promoting peace and stewarding the environment. In a world mesmerized by materialism, with a declining respect for life, Pope Francis calls us to the transcendence of divine love. In speaking about the poor, he tells us “the seriousness with which the ‘beloved disciples’ hand down Jesus’ command (to love) to our own day is made even more clear by the contrast between empty words so frequently on our lips and the concrete deeds against which we are called to measure ourselves. Love has no alibi. Whenever we set out to love as Jesus loved, we have to look to the Lord as our example; especially when it comes to loving the poor.”⁸

Pope Francis also reminds us that to be formed in the faith is not simply to be able to profess it on our lips, we must also live it with love; faith works through love.⁹ This calls us to avoid the false dichotomy between those who think that the primary focus of Catholic education is faith formation and those who think it is to witness to justice. The truth is that we cannot say one is more important than the other because we need both in order to be faithful to Christ and his teaching. To know the faith means living the faith: “to do justice, to love kindness, and to walk humbly with your God.”¹⁰ Catholic schools are places where staff and students are encouraged both to enter into scripture, doctrine and worship, and are invited to actively express their faith through acts of love toward their neighbours.

Catholic schools also help to engage the world by promoting a dialogue between faith and reason. They promote what is good, true and beautiful while at the same time demonstrating that it is rational to believe. This, too, is part of Catholic identity. The more we foster and nurture Catholic identity, the more we promote the expression of that identity in service and witness to the world. Our faith calls us to be engaged with the world around us, to have hope, and to inspire it in others.



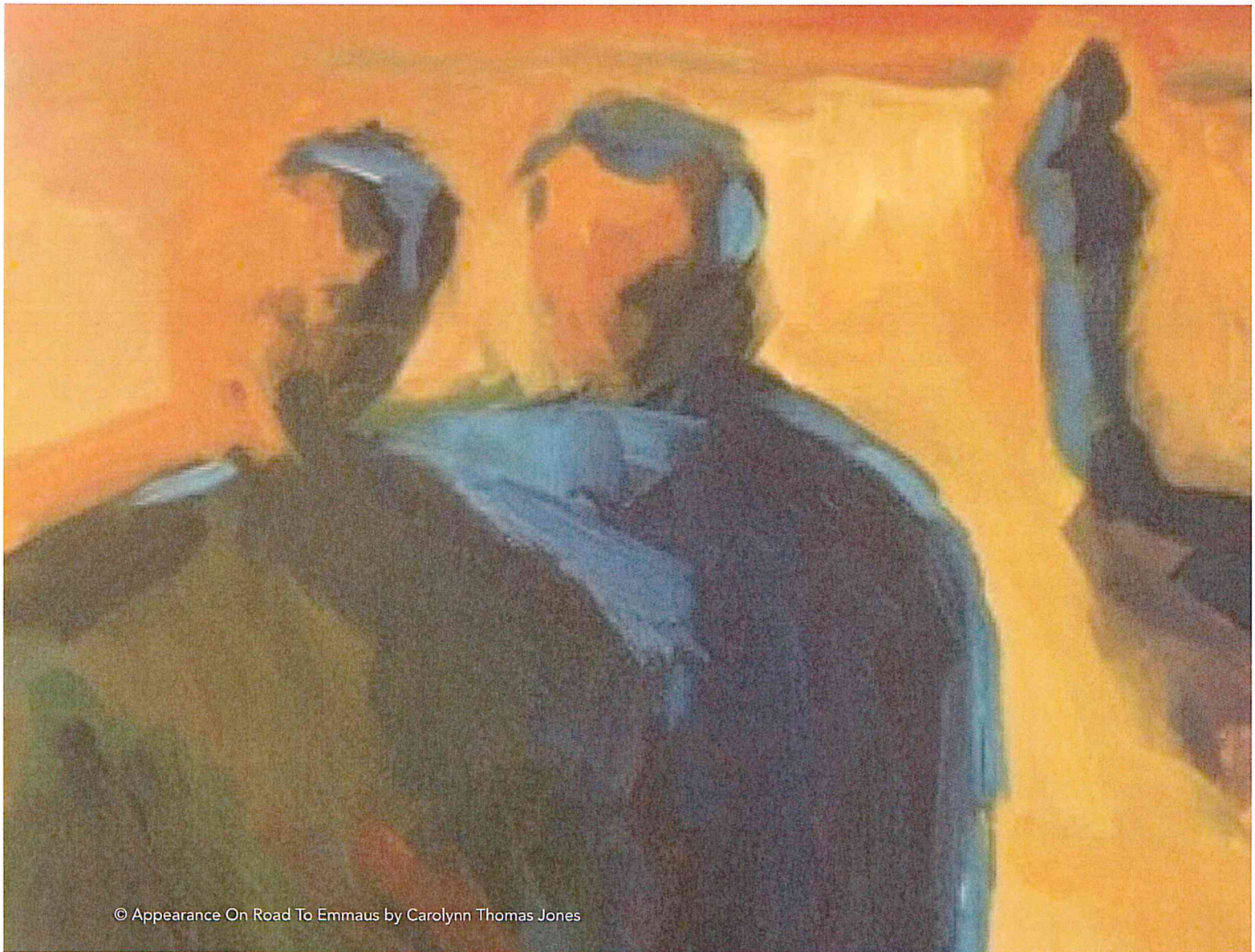
A Community That Forms Joyful Disciples

As faithful disciples of Jesus, we celebrate God's joy which longs to break into the world. After the disciples encounter the Risen Lord, they are filled with great joy and they are excited to share it with others. In his Apostolic Exhortation, *Evangelii Gaudium*, Pope Francis speaks about the joy that comes from Christ, "The joy of the Gospel fills the hearts and lives of all who encounter Jesus. Those who accept his offer of salvation are set free from sin, sorrow, inner emptiness and loneliness. With Christ, joy is constantly born anew."¹¹ The joy of believing is manifest in the hearts and lives of those who faithfully follow the Lord. Catholic schools play

an important role in proclaiming the joy of believing. Pope Francis states, "Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture."¹²

Our Catholic schools help to form joyful disciples as hearts and minds are opened to the transforming love of God and to the flame of faith in action. On a daily basis, Catholic schools demonstrate the joy of believing and witness the Good News to the communities that they serve.

Renewing the Promise



© Appearance On Road To Emmaus by Carolynn Thomas Jones



The first pastoral letter on Catholic education in Ontario, “This Moment of Promise” (1989), established a clear and compelling mission and vision for Catholic schools following the historical legislative decision that resulted in the extension of funding for Ontario’s Catholic school systems. A second pastoral letter, “Fulfilling the Promise” (1993) focused on the importance of leadership in our shared mission to nurture and sustain Catholic schools. Originally, the moment of promise emerged from the completion of funding and full recognition of the system, which presented us with the possibility that the efforts and hopes of generations of Catholic educators, parents and students would finally be realized.

Three decades later, our context may have changed profoundly, but our mission has not; Catholic schools are places where children and young people may find solid and enduring values to give hope, meaning and purpose to life through an authentic relationship with Jesus Christ. This relationship, and the certain knowledge of God’s unwavering love for us, provides a firm place to stand in shifting times. The promise is that this true encounter with Jesus can and does take place, each and every day, within our Catholic schools. Together, we renew that promise by continuing to strengthen our Catholic schools as communities that exemplify the Good News of Jesus in word and in deed.

As your bishops, we are leaders entrusted to teach so that all will grow in holiness, and shepherds called to accompany our flock on the journey. In that spirit, we offer the following reflections and encouragement to our partners in Catholic education. May we work together to form joyful disciples ready and eager to renew the promise as we respond to the challenges and opportunities of this present moment.

Students:

As young people growing to maturity in a complex world, you are faced with many difficult and confusing choices on a daily basis. The demands of our consumer driven society and the noise of social media may sometimes lead you to think you are alone. Know that you are never alone. You are the beloved child of God, and he is with you always.

If you ask, Jesus, your saviour, will come to you as a dear friend who will always be with you and who will never abandon you. While the world may sometimes make you feel like you are not good enough, not wealthy enough, not attractive enough, or not special enough, Jesus knows you perfectly, and loves you without limits. He is always at your side, encouraging you and helping you to be the best that you can be as you offer your service to the world as an instrument of peace and justice.

Recognizing the presence of Jesus in your life, and learning to pray, can provide a sure support and guide, helping you to say "yes" to all of the wonderful possibilities of life. You can find him in the prayers and the liturgical celebrations of your school community, and within the community itself, where you will find that you are loved and accepted, just as you are. Ask Jesus to help you to become a good student, a

true friend, and a loving son or daughter. Both your local parish and your Catholic school community are places to encounter Jesus, and to know him more deeply. He is a kind and wise teacher and a wonderful healer of all your hurts, who will bring you peace and joy. Never forget to love him and worship him.

Parents:

God has gifted you with children and you are their first and most important educators. Yours is the task to immerse them in the unconditional love of God found in Christ Jesus. Just as Jesus heard the words of his Heavenly Father at his Baptism, share these words with your sons or daughters: "You are my beloved child in whom I delight!" Your parish community and your Catholic school are there to support you in caring for and nurturing your children. Work with the school community to help your child realize the gifts they have been given by our Creator God. School councils are opportunities for faith formation and collaboration, where parents and school staff learn from each other, pray together, and work alongside each other to ensure all children have opportunities to grow in faith and in their learning.

While children are definitely a particular gift for parents, they are also God's

gift for our world. They form the next generation of God's people, tasked to respond to the enormous challenges and opportunities they are inheriting. The task of preparing them for the future can seem overwhelming at times given the complexities of life, yet Jesus is there to support you and help you in many ways. Teach your children to pray, and pray with them. Find strength in knowing that Jesus is always at your side, accompanying you, just as he walks alongside your children. In a world that is sometimes beset with negativity and acrimony, remember your example of life, grounded in faith, is a powerful witness for your children, and an antidote to the hopelessness that often permeates our times. Take the time to pray, and ask the Lord to help you to be a good parent.

Teachers and Education Workers:

You are powerful witnesses to the presence of Jesus in the lives of our students, and you provide the good soil each school day for the roots of faith to grow in our students. Remember that Jesus was a great teacher. In prayer, allow him to inspire you by his example of loving service, and ask him to support you in your chosen vocation.

Allow the pattern of the Eucharist to guide you as you serve children and families. Each day provide a welcoming environment as students arrive to school. Listen to their stories, and help them discover the connection between the larger biblical story that forms us as Christians, and their own lived experience. Create inclusive places of learning that invite and enable each child and young person in your care to grow fully to be all that God knows and hopes them to be. Model for them the gratitude we have for all that has been gifted to us through God's bountiful goodness: the meals we share, the friendships we value, the quality of education we experience in the province of Ontario. At the close of the day send them home to their families with enthusiasm for the opportunities that are present in their lives, and with confidence in their own abilities to make this world more loving, and more just, through their good works and witness. Recognize that they return to their families and their communities each day reflecting the kindness, love and attention they experienced in your care. Strive to keep Jesus at the center of your school community and the centre of your lives.



Support Staff:

The important role you play in the Catholic school community is too often taken for granted. Each day you offer loving service to those who depend upon you. Yours is the voice of welcome to our parent community. You are the stewards of our physical space and facilities; without your diligence, hard work and attention to detail, our offices and classrooms would be less welcoming. Each of you bring unique expertise, skill and talents that contribute to the creation of learning communities that are places of warmth and welcome. From the scriptures we know that Jesus welcomed children, and your work, alongside educators, to care for children, helps our Catholic schools to fulfill their mission. Your model of service, and generosity of spirit offers important witness to the values of the Gospel message.

Principals, Vice Principals:

As school leaders you carry responsibility for all aspects of your school. In addition to your role managing a safe and efficient learning environment and leading the instructional efforts of your staff, your attention to the spiritual and cultural dimension of a Catholic school is an essential part of your mission, and provides inspiration and support for all

members of the school community. As leaders of schools, cultivate a Eucharistic sensibility. Let the pattern of the Eucharist guide you as you help to shape and animate a Catholic school culture where the love of God is found in an encounter with Christ Jesus: gather your school community, tell the story, break the bread, and help to bring hope to the world. Together with staff, ensure that it is an environment of welcome and hospitality. Model for your staff how best to minister to children and young people. Listen to the stories they tell and witness to them the stories of our faith and of your own faith journey.

The experience of Christian community empowers staff to build community with their students, and to be prayerful with children; bring staff together, in prayer, in fellowship and in community celebration; plan with them joyful liturgical celebrations that include opportunities for Mass. Welcome and include the local parish priest and pastoral team in the life of the school community. Guide staff and students to the sacramental life of the parish, with whom we partner, to assist parents in the ongoing faith formation of their children. Finally, serve with joy in such a way that those you encounter are empowered and encouraged in the work of going forth to proclaim the Gospel with their lives.

Trustees:

You are entrusted with the profound responsibility of stewardship of the mission of Catholic education. Let the Gospel of Jesus guide your policies and your governance of our Catholic school districts, for in his Gospel the Church discovers truth, goodness and beauty. As the world has already been saved by the love of God found in Jesus Christ, allow your work to reflect this truth. Encourage one another in faith. Let your public discourse be guided by the respect and commitment to the truth Jesus modelled for his disciples. You share responsibility with the other partners in the Catholic education community. Parents, clergy, pastoral teams, teachers, and staff all work in the service of the same mission, and all voices need to be heard, and all persons need to be recognized and respected for their inherent dignity and goodness. In your decision making, in the setting of policy, in the nurturing of leaders, seek goodness that models compassion, wisdom and care.

Your effectiveness is best determined by the extent to which you allow your faith, your love of God and your compassion and respect for one another, to inform your decisions. Pray together; work closely with your local bishop and diocesan staff who can offer support and guidance as you seek to grow in your faith, and deepen your knowledge and understanding of Church teaching.

Allow the Holy Spirit to emerge from the creative tension that exists in balancing budgets and providing rich educational programs for the children, their families and the community you serve. Let your public actions be a visible sign of what we profess as a Catholic community, and an expression of God's love and mercy in this world.

Directors and Supervisory Officers:

As leaders of school systems, you are tasked to manage and provide direction to large and highly complex organizations. You are called to model a life centred in the person of Jesus, and privileged to give witness, personally and professionally, to the teachings of Christ as you offer your leadership in the service of others. Both the opportunity and the responsibility to create communities of faith in our schools and in our administrative offices are in your hands. Your words and your actions inspire and influence the efforts of all those who work in our Catholic schools. Your words describe the vision, set the tone, and inspire the actions of all those who share this work. Let your voice speak with love and respect, and reflect compassion and understanding.

You are instrumental in the recognition, support, and coordination of the unique contributions and perspectives of all

partners within the Catholic educational community. As you build relationships among parents, students, clergy, pastoral teams, teachers, staff, and community members, the atmosphere of trust, respect, and honesty you establish is critical in creating a community able to engage and to accompany. These partnerships are essential to the Catholic school system, and while all share the responsibility for our common mission, you play a particular role in nurturing the working relationships.

Let your actions match your words, guiding and animating communities, rooted in our Catholic faith, that invite students, staff, and families to encounter Jesus each day, as we accompany one another.

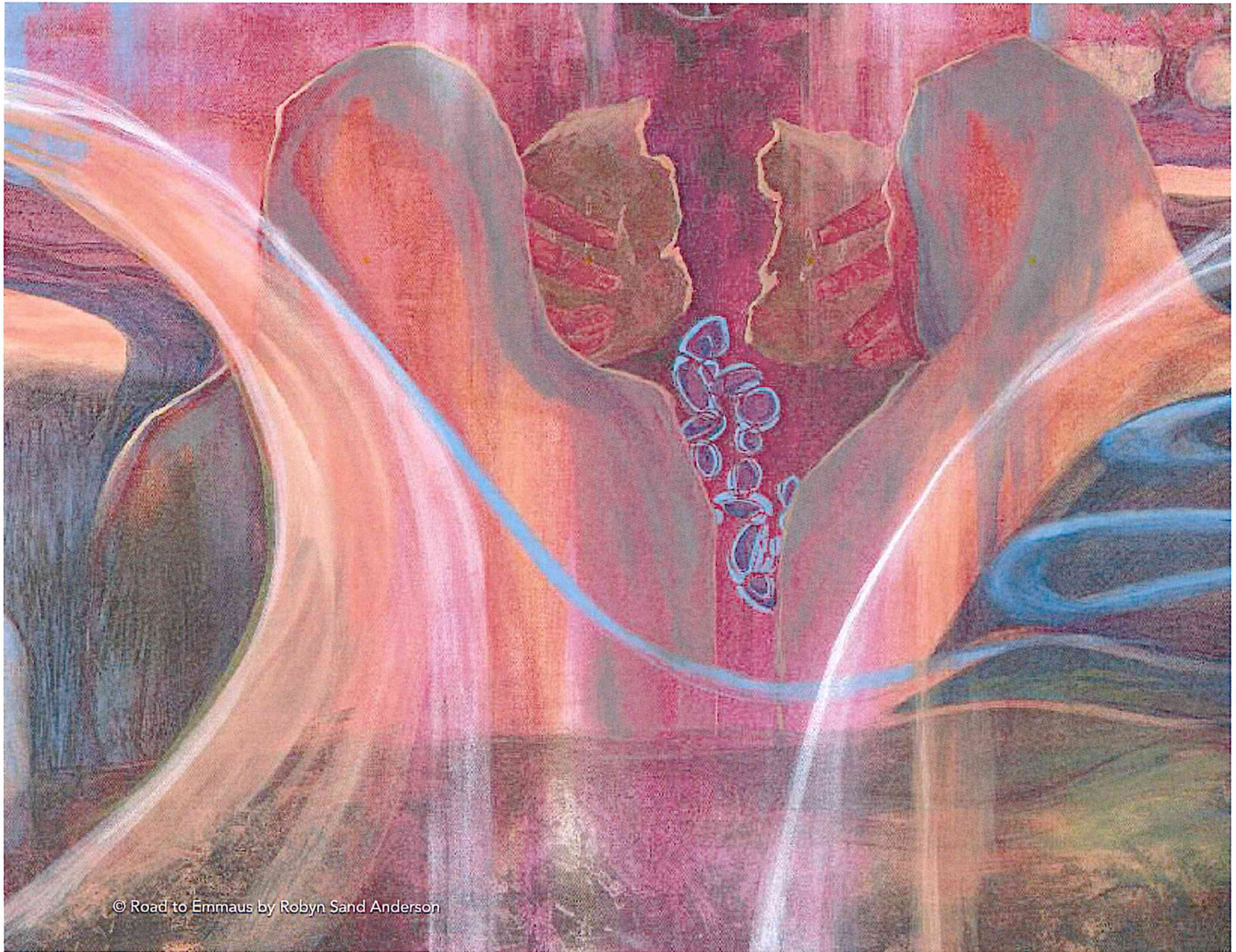
Clergy and Pastoral Teams:

Catholic schools are an integral part of the Catholic Church's mission. The relationship that exists between home, school and parish is of vital importance to Catholic education today. Our Catholic schools present a tremendous opportunity for the 'new evangelization,' and can be a powerful tool in helping you to connect with students and families. In this regard, your words of encouragement and support, your ministry of presence whenever possible, your invitation for all to engage in the life

of the parish community — these are an important and necessary part of the ministry of the local parish. The Catholic school community, like the Church itself, is ever in need of evangelization and conversion. Your partnership with our schools and your ministry to them has long been a foundation for the success of Catholic education in the province of Ontario, and continues to be critical to the success of our shared mission.

The goal of Catholic education is to prepare hearts using the language of love, dialogue and service.¹³ The Holy Father reminds us that the essence of our vocation is to love. This means that as partners in Catholic education it is not about the great things we do; it is about doing little things with great love. This is the heart of joyful discipleship; it is the foundation of Catholic education.

The Breaking of the Bread



© Road to Emmaus by Robyn Sand Anderson



As Jesus accompanied the disciples on the road to Emmaus, it was at the moment of the breaking of the bread that their eyes were opened and they realized that their hearts were burning within them. They received the gift of discernment and this helped them to understand what had happened to them on the road. One of the earliest titles given to the Eucharist was 'the breaking of the bread' and this speaks directly to the Emmaus experience.

It has been said that the Eucharist is the most beautiful thing this side of heaven because we encounter Jesus Christ the Risen Lord just as those disciples did so many years ago; Jesus comes to 'walk with us.' The liturgy is the primary way the Church teaches. It is in the Eucharist where we find the most perfect 'faith formation program,' and we are evangelized, catechized, and made holy as we are drawn into the mystery of our salvation. It is transformational as we become one with our God at the moment of Holy Communion. As we are fed with God's Word and Body and Blood, we are strengthened and with joy in our hearts, we are sent forth to live the mystery that we have just celebrated.

The Good News is that this Emmaus experience is so easily accessible to us. Every Sunday we can gather as part of a worshiping community to experience this beautiful encounter. As we are united with Christ we become more like him and grow in holiness.

In addition to parishes, the Eucharist is also celebrated at times in our Catholic schools. Although some may not be able to share fully in the celebration, Jesus can still touch the hearts and minds of staff and students as they listen to him and accompany him on the road, and his presence in the liturgy nourishes all who gather. The Eucharist has the power to heal, to unify, and to inspire our diverse school communities.

From St. Augustine we know that the human heart is restless until it finds God. It is our faith in Jesus Christ and our Catholic culture that will help us to creatively respond to this longing and to the challenges and opportunities that we face today. All who serve in Catholic schools are called to ongoing discernment — how is God calling us to respond within the context of these times.

We look to the future of Catholic education with great hope because we are blessed to have so many committed and faith-filled educators and leaders whose witness to faith provides a compelling example to our young people. The Catholic education community is encouraged to support opportunities for faith formation for all members of the community in ways that are inviting, engaging, and purposeful.

Catholic education must remain committed to the essential work of forming leaders in our faith tradition for the future. Our apostolic faith is built on the witness of those who have experienced the Risen Christ in their lives and who have shared that truth in the way they live: close to Jesus, receiving the Eucharist, engaged in parish life, serving their families and those most in need. We need such leaders if we are to ensure that our Catholic schools are genuinely to be communities that build and nurture relationships, capable of accompanying and engaging with those within the community, and ultimately giving witness to the joy of the Gospel. Careful attention must be given to support the formation of such leaders.

Our new leaders desire open dialogue in an adult learning model with trained theological and pastoral staff, both lay and religious. Catholic school boards are encouraged to support processes for faith formation for emerging leaders, and to approach this important task in ways that are comprehensive, systematic, thoughtful, intentional, and well-resourced.

Catholic schools are places where children and young people encounter Jesus, and where they are encouraged to enter more deeply into a personal relationship with Him. They are privileged places, together with the family and the parish community, where our faith is handed on, and this can only succeed with the cooperation of all concerned. In a rapidly changing world our Catholic schools provide students with firm ground upon which to stand because they are founded on Christ who is the sure foundation. It is in Christ that we will find the wisdom, the courage, the creativity and the integrity to work together in realizing the great promise of Catholic education. May everything we do be for the greater glory of God!

Sincerely yours in Christ,
Assembly of Catholic Bishops of Ontario
Easter, 2018

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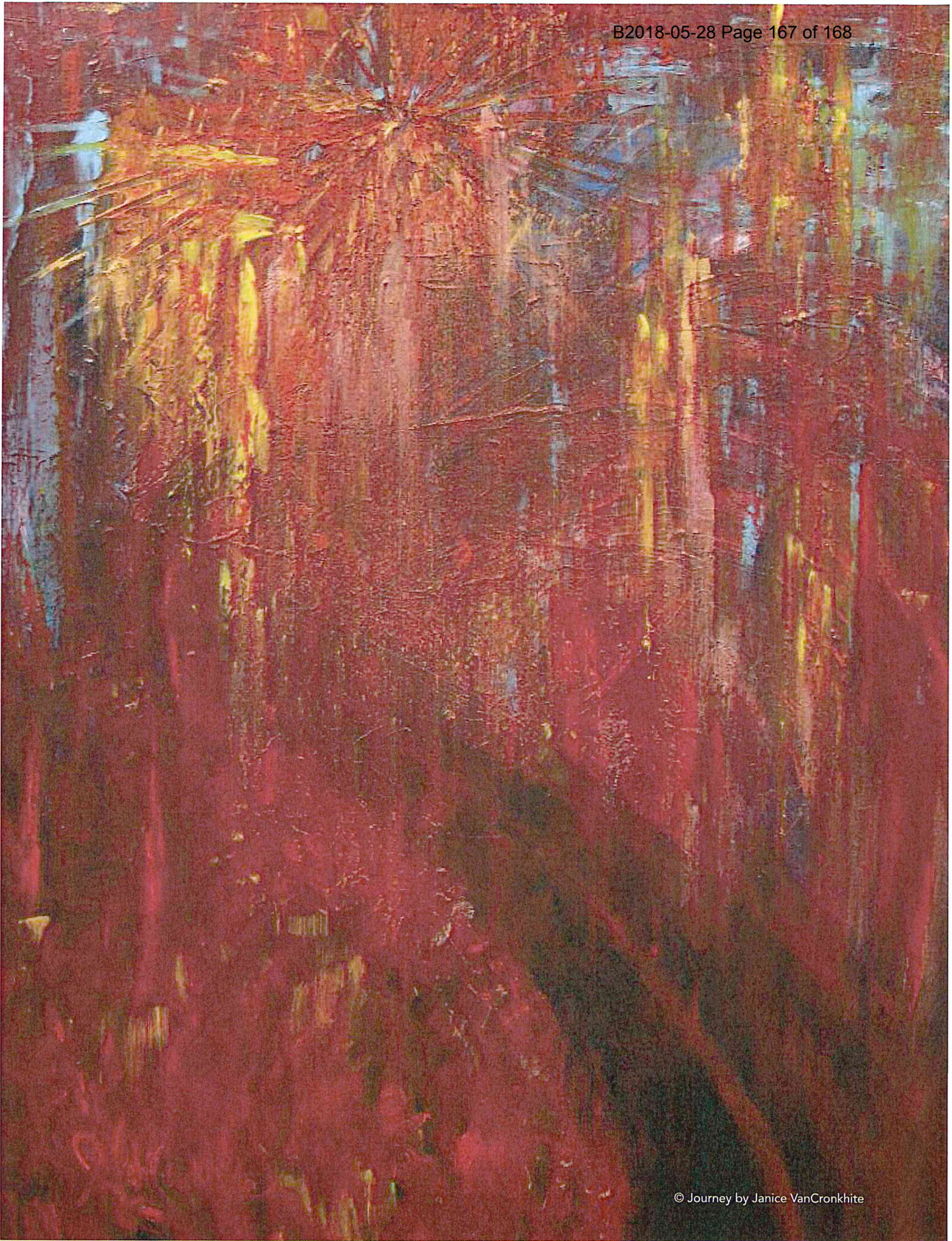
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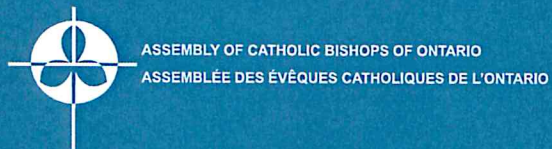
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