

Committee of the Whole Meeting

Date: **Monday, October 15, 2018**

Time: 6:00 p.m.
* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.

Location: Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees: **Board of Trustees:**
Joyce Anderson, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Meghan Nemeth, Izabella Tyc

Senior Administration:
Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Pastoral Team	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of September 10, 2018 Committee of the Whole Minutes		pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Renewed Math Strategy 5.2 IT Summer Updates 5.3 Update on PPM 161	J. Klein/R. Olson C. Demers L. Shoemaker	pp. 7-16 pp. 17-26 pp. 27-61	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Work of the Board of Trustees for 2018-2019	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communication	W. Price	pp. 62-86	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Oct 16: Food Bank of Waterloo Region Great Food Sort Challenge Oct 21: A Tribute for Ken Seiling Oct 25-28: OSTA-AECO Oct 29: Board of Trustees Nov 12: Committee of the Whole Nov 14: Ken Seiling End-of-term Reception Nov 16: St. Louis Grad re: SSC/STW Nov 23: St. Louis Grad re: PSW Nov 26: Board of Trustees 			
14. Items for the Next Meeting Agenda	Trustees		

ITEM	Who	Agenda Section	Method & Outcome
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God's world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, September 10, 2018 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Joyce Anderson, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price(Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:

Izabella Tyc, Meghan Nemeth

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair called the meeting to order at 6:02 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Fr. Joseph de Viveiros, Spiritual Animator and Territorial Acknowledgment was led by Trustee Price.

1.2 Approval of Agenda

Amendment to Agenda, 5.3 will become 5.2 and 5.2 will become 5.3.

2018-19 -- It was moved by Trustee Gravelle and seconded by Trustee da Silva:

THAT the agenda for Monday, September 10, 2018 as amended be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

1.3.2 From a previous public or in-camera meeting – NIL

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3. Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

2018-20 -- It was moved by Trustee Reitzel and seconded by Trustee Anderson:

THAT the Consent Agenda for Monday, September 10, 2018 be now approved. --- Carried by consensus.

4. Delegations

5. Advice From the CEO

5.1 Appointment of Spiritual Animator

Director Notten confirmed the reappointment of the Board's Spiritual Animator, Fr. Joseph de Viveiros. The Spiritual Animator assists, wherever possible, with all Board-wide Eucharistic Celebrations, as well as those for administrators, Senior Administrators and Trustees, as well as Catholic Education Centre monthly masses.

5.2 Grade 9 Summer Pilot Credit Course

Superintendent Olson along with Laura Varriano Lane, Teacher at St. Benedict CSS discussed the new initiative which was piloted at St. Benedict's this past summer. Incoming Grade 8 students, were offered a Grade 9 credit course. As a result of this initiative, twenty-three incoming Grade 9 students are beginning their high school careers with one credit already secured. Trustees asked clarifying questions which were answered by Superintendent Olson and Ms. Varriano Lane.

5.3 Board Improvement Plan for Student Achievement (BIPSA) 2018-2019

Superintendent Klein discussed the Board's Board Improvement Plan for Student Achievement (BIPSA) for the 2018-2019 school year and the key revisions. The BIPSA sets specific operational direction to ensure that the key components outlined in the WCDSB's Multi Year Strategic Plan as well as other relevant initiatives and priorities are addressed. Trustees asked clarifying questions and provided feedback with respect to the report.

5.4 Changes to HPE/Sex Ed Curriculum

Superintendent Olson along with Superintendent Foran discussed the provincial government's recent announcement of their intention to repeal the revised health and physical education curriculum introduced by the previous government in 2015. This interim edition was originally issued in 2010 and is now being prepared for re-issue. As this is an interim document, only an online version of this curriculum will be produced. There will be no changes to the secondary curriculum.

For more than 30 years, our schools, and all Catholic schools in Ontario, have successfully provided a family life and sex education curriculum within a Catholic framework under the guidance of the Catholic Bishops of Ontario. Our classrooms and schools will continue to reflect and support equity and diversity and actively create and provide an inclusive and welcoming environment. Trustees asked clarifying questions and provided feedback with respect to the report.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Linkages discussed upcoming events and initiatives for the 2018-2019 school year including sending correspondence to Ken Seiling, Regional Chair congratulating retirement, Commission of School Council Chairs and Newly Appointed Administrators on November 6th and the Community Leaders Breaks on May 10, 2019.

6.2 Pastoral Care Activity

Pastoral Care discussed upcoming events and initiatives for the 2018-2019 school year including team building events to be planned by the Student Trustees, dinner prepared/served by Trustees, Food Bank Challenge. Discussed inviting Fr. Joseph de Viveiros to upcoming Committee of the Whole meetings, in particular, the Pastoral Care meetings. Director Notten will extend the invitation.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)

8.1 Questions for Discussion OCSTA Fall Meeting

Discussion took place with respect to Questions for Discussion which will be shared at the upcoming OCSTA Regional meeting on September 17th in Walkerton.

8.2. OCSTA Communication

Reviewed various correspondence.

***2018-21-- It was moved by Trustee da Silva and seconded by Trustee Conway:
THAT the meeting be moved into in-camera to discuss a student matter at 8:42 p.m.***

Meeting resumed at 9:03 p.m.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

- Sept 12 CPIC
- Sept 17 OCSTA Regional Mtg – Walkerton
- Sept 20 - Eleventh Annual Diocesan Celebration of Catholic Education – Halton
- Sept 24 – Board
- Sept 26 - Audit Committee Meeting
- Sept 29 - The Feast St. Jerome Liturgy & Dinner

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

***2018-20-- It was moved by Trustee Gravelle and seconded by Trustee Conway:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:06 p.m.***

Chair of the Board

Secretary

Date: October 15, 2018
To: Board of Trustees
From: Director of Education
Subject: Numeracy Initiatives 2018-19

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Education Quality and Accountability Office Act, 1996
[Focusing on the Fundamentals of Math – A teacher's guide](#)
 WCDSB Board Improvement Plan for Student Achievement (BIPSA) 2018-2019

Policy Statement and/or Education Act/other Legislation citation:

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Students are Achieving at their highest potential in a 21st Century world

Goals:

To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration

To support our students in meeting the Ontario Catholic Graduate Expectations

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Staff are engaged in cultivating collaborative learning communities

Goal:

To improve student learning and achievement in mathematics

To improve student learning and achievement in Applied Level classrooms

To improve student learning and achievement for those students who have an IEP

Priority Area:

Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction:

Leadership & succession planning is intentional and nurtured

Goal:

To improve and to build collaborative ownership of system goals and priorities so they are owned by all

To support Principals and educators in maintaining high levels of professional judgement and assessment

PURPOSE**This report highlights:**

- In tabular format:
 - A summary of the 2017-2018 Renewed Math Strategy
 - A description of the Numeracy Initiatives for 2018-2019
 - The intentional purpose of these Numeracy Initiatives
- BIPSA updates in Numeracy and the reasoning behind these additions
- The model for professional learning in Mathematics 2018-2019 as it pertains to Board needs

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2017-2018 Renewed Math Strategy	2018-2019 Focusing on the Fundamentals of Math	Rationale/Intention
Tiered Systems of Support		
<p>5 Numeracy Coaches supported 29 schools; 3 of whom were dedicated to the 13 Intensive and Increased Support Schools</p> <p>Gr. 9 professional learning networks at Increased Support Schools to close gaps in achievement supported by the numeracy consultant</p>	<p>4 Numeracy Coaches for the 13 schools deemed Intensive and Increased Support</p> <p>5 Instructional Coaches support the 30 remaining schools, which are further subdivided by need</p> <p>Gap Closing Teacher in all secondary schools to support Grade 9 Applied students and teacher</p>	<p>The addition of our 5 Instructional Coaches allows for a greater amount of support at our sites deemed Intensive or Increased. The hiring of these coaches has provided the opportunity to support all elementary schools</p> <p>Partnership between Gap Closing and Classroom Teacher enables focused, precise support for students during learning in classroom</p>
Supporting Learners with Diverse Needs		
<p>Multiple numeracy initiatives invite participation from Spec. Ed. Teachers (SETs) to join classroom teachers to address learning needs of the student</p> <p>Collaborative professional learning between Numeracy Consultants and Special Education Liaisons (SELs) for the purpose of supporting classroom teachers and SETs with diverse learners. SELs were invited to all grade 2-6 learning sessions at the Intensive school sites</p>	<p>Supporting learners with diverse needs permeates our work as we naturally seek to differentiate to meet the needs of all students</p> <p>Gap Closing Teachers will investigate strategies to support students with diverse profiles and assist classroom teachers with differentiation</p> <p>An LD & Math network for 7 schools involving one Junior teacher and their Spec. Ed. Teacher will come together for 6 half-day sessions to explore a wealth of supports. A host of Learning Services professionals (e.g. Psychologists, Mental Health Lead, Assistive Tech. Teacher, Numeracy Consultants) share knowledge and engage these educators in deep learning about supporting students with Learning Disabilities and diverse needs</p>	<p>We know these carefully chosen instructional, environmental and assessment strategies are most often necessary for some, but good for all</p> <p>This collaboration will allow us to deepen our understanding of how to support students on IEPs</p> <p>With the phasing out of the learning sessions in our Intensive and Increased Support schools, a network with clear goals to support diverse learners is a refined next level of work. The choice to include both a Classroom Teacher and Spec. Ed. Teacher will increase collaboration</p>

2017-2018	2018-2019	Rationale/Intention
Increasing Math Content Knowledge		
<p>5 Numeracy Coaches and 3 Consultants focused work on increasing content knowledge through job-embedded co-learning and Elementary Math Lead Teacher (EMLT)</p> <p>Grade 9 Learning Network & Whole Department Networks</p> <p>Supported NTIP Teachers through large group sessions</p> <p>After-school learning series on fractional sense for Gr. 3-8 was offered and 56 educators participated</p> <p>Assistance for educators taking OECTA Mathematics Primary and Junior AQ courses</p> <p>Numeracy PD Day on Nov. 17th allowed for:</p> <ul style="list-style-type: none"> • K-8 to engage in co-learning around each school's identified reasoning area (e.g. Proportional, Algebraic, Spatial reasoning) • Secondary engaged in math tasks that promoted collaboration, problem solving, creativity, perseverance 	<p>9 coaches in the system work to support mathematics teaching and learning through job-embedded professional co-learning in cycles of support through collaborative inquiries</p> <p>Gap Closing Teacher (GCT) in all secondary schools to support Grade 9 Applied Math. The GCT from Increased Support Schools participate in collaborative learning sessions</p> <p>NTIP Teachers are invited to attend a host of after school learning opportunities in mathematics with other educators in a collaborative co-learning environment</p> <p>After-school learning series on fractional sense for Gr. 3-8 is being offered again (Oct. 11-Nov.15). We have 25 educators participating. After-school learning series on Quantity and Magnitude for K-3 educators will be offered later on in the year</p> <p>Assistance for educators taking OECTA Mathematics Primary and Junior AQ courses</p> <p>Numeracy PD Day on Nov. 16th seeks to engage:</p> <ul style="list-style-type: none"> • ALL K-8 educators in mathematics co-learning using the Teacher's Guide, Focusing on the Fundamentals of Math • Secondary Math teachers in professional learning around building thinking classrooms 	<p>The collaborative inquiry cycles involve 4 teachers who are all working on the same focus, informed by data. The intention is that this shared focus on learning need will support the SIPSA and heighten collaboration</p> <p>The daily collaborative relationship will support student achievement, identify and analyze content areas of strength and need, as well as improve pedagogical knowledge</p> <p>NTIP audience will benefit from learning with other educators and will allow for more educators to become part of the learning</p> <p>Due to the positive feedback and a lengthy wait list from the previous year, it was decided to offer this opportunity again. The K-3 series has been added to ensure we are addressing this cross-section of educators in an area of need, as indicated on our BIPSA</p> <p>AQ courses in Mathematics has been recognized by the Ministry of Education as a Promising Practice</p> <p>In early Sept. 2018, the new Progressive Conservative government shared a compendium to the mathematics curriculum document for educators to reflect on, consider implications for practice and to act upon.</p>

	<ul style="list-style-type: none"> Other secondary teachers in considering how they can support numerate learners and cross-curricular applications 	
2017-2018	2018-2019	Rationale/Intention
Building Leadership Capacity		
<p>91 Elementary Math Lead Teachers (EMLTs) attended 5 full day co-learning sessions and co-facilitated professional learning back at their school sites</p> <p>On the Numeracy PD Day, EMLTs, along with their administrator co-led learning focused on mathematics content, instructional strategies, and impact of pedagogical moves</p> <p>Secondary Math Lead Teachers (SMLTs) attended 4 half day co-learning sessions and co-facilitated professional learning within their departments</p>	<p>91 EMLTs (50 whom are new) will attend 3 full-day co-learning sessions with a fourth day collaborating with teachers at their home site (co-teach, co-observe, co-debrief)</p> <p>On the Numeracy PD Day (Nov. 16), EMLTs and their administrators will co-lead learning focusing on a variety of mathematics content, including updates to the BIPSA in the Numeracy pillar of the learning needs (i.e. spaced practice, non-routine questions)</p> <p>SMLTs will attend 8 half day co-learning sessions with opportunities for on-site collaborative learning. They will co-facilitate professional learning within their departments including updates to the BIPSA</p> <p>All coaches, consultants, coordinators, SELs, ESL and academic itinerant teachers are taking part in a year-long coaching series</p>	<p>Taking into account what has been implemented and appropriate next steps, this year EMLTs will have an opportunity to engage in co-teaching with other educators at their school sites. This next level of work supports the gradual release of responsibility and provides educators with structures to learn from and with one another, in the hopes of working towards reducing within-school variances</p> <p>It is incumbent upon the Program Consultants to create conditions whereby BIPSA revisions are explored and understood by educators</p> <p>Continuing with this model builds capacity of curriculum leaders at secondary. On-site collaboration will improve professional practice</p> <p>This series seeks to support those in a mentorship role in order to challenge status quo, spur reflection and move the academic agenda forward</p>

2017-2018	2018-2019	Rationale/Intention
Tech-enabled Learning		
<p>Knowledgehook (KH) was launched to 91 elementary teachers in a half-day session. These attendees were asked to act as a conveyor of information to their staff colleagues from gr. 3-8. Secondary teachers were previously introduced. An after-school session was hosted for new secondary teachers</p> <p>MathUP pilot involving ten grade 4 teachers took place and teacher feedback was gathered. More than 50 licenses were purchased for teachers of grades 1-6 by schools</p> <p>EMLTs explored the TPACK model, looking at the intersection of technological, pedagogical and content knowledge. This model highlights the necessity to be able to articulate to various stakeholders the purpose behind the use of digital tools. Secondary teachers explore & refine use of digital tools to support conceptual understanding</p>	<p>On Sept. 12, 2018 Knowledgehook training was delivered to all Spec. Ed. Teachers from a standpoint of supporting learners with a diverse profile. Continued support will be offered through “Lunch and Learns” as well as an after school session and through Program Heads at secondary</p> <p>Four after-school training sessions were held in Sept. for 50+ educators new to the resource</p> <p>Continued focus K-12 on leveraging digital to enhance mathematics learning requires attention to the purpose behind the use of the specific tool. (e.g. Mathies to support different representations or deepen conceptual understanding of the content, EduGains for OERB resources for differentiated practice)</p>	<p>Involving the SETs in learning about navigating this digital teacher resource to support all learners through the use of assessment ‘for’ learning data and possible remediation has created more opportunities for precision around the use of this tool</p> <p>The purpose of these sessions was to expose educators to the resource, to clearly articulate how this is one of many resources to be used flexibly in a balanced mathematics program</p> <p>Thinking critically about the digital resources educators use is reflected in our BIPSA through “Knowing the Learner through Assessment” and “Responding through Effective Instruction”</p>

As outlined in our BIPSA, “educators will engage parents/caregivers in supporting educational priorities”. As such, Numeracy Consultants will be leading a Math Literacy for Parents session as part of the Lifelong Learning Series. Additionally, the ministry document *A Parent’s Guide to the Fundamentals of Math* will be distributed home with November Progress Reports.

INTENTIONAL REVISIONS TO THE BIPSA IN NUMERACY:

In an effort to be responsive, BIPSA revisions are made to reflect current needs which are then positioned as areas for growth. These revisions are informed by data and are grounded in research supporting student achievement.

- 1

Student Learning Needs:

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 - Consistent use of non-routine questions to support flexibility, critical thinking reasoning and creativity when solving problems
 - Deep understanding of quantity & magnitude, K-3
 - Attention to the application & thinking categories in the Junior division
 - Effective visualization & flexible number relationships via daily number sense routines to build proficiency with number & operation
 - Responsive Differentiated Instruction gr. 6-10 to improve students' access to curricula, especially those choosing the Applied Pathway
 - Mindful use of accommodations, technology, and strategies for students with learning disabilities and diverse learning needs
 - Intentional focus on fractional sense within proportional, spatial, & algebraic reasoning

3

 - Connecting mathematics to other disciplines
 - Distributed or "spaced" learning based on student learning need determined through assessment to build connections between concepts & aid retention

The following reference the three revisions in red above:

- 1) "In contrast, nonroutine problems are problems for which the learner does not immediately know a usable solution method. Nonroutine problems require productive thinking because the learner needs to invent a way to understand and solve the problem."

-National Research Council, 2001

Nonroutine questions are often seen in Thinking and Application types of questions. These questions have traditionally been areas on EQAO whereby students tend to struggle. According to our Board data from EQAO using a rolling 3 year average, as noted in the tables below, score percentages in the Knowledge and Understanding (KU) category show greater student success than in the Thinking (TH) and Application (AP) categories. Additionally, a point of celebration, as marked by the arrows below, score percentages have increased over time.

Primary			
BOARD	2016-2017-2018	2015-2016-2017	2014-2015-2016
KU	79.5	76.6	73.0
TH	63.4	63.6	62.0
AP	67.2	67.4	67.4

Junior			
BOARD	2016-2017-2018	2015-2016-2017	2014-2015-2016
KU	72.2	70.2	67.6
TH	60.2	61.4	59.7
AP	65.7	65.2	64.3

- 2) The motivation to specifically highlight these two areas from the Achievement Chart in the curriculum, specifically in Junior, is explained above. Additionally, please note the changes from Primary to Junior in the diagram below.

EQAO Cognitive Skill area allotment (Same since 2007 for PR/JR & 2009 for Gr. 9)			
Primary (Gr. 3)	Junior (Gr. 6)	Grade 9 (Applied)	Grade 9 (Academic)
K → 20%	K → 13%	K → 15%	K → 15%
AP → 47%	AP → 47%	AP → 48%	AP → 41%
TH → 33%	TH → 40%	TH → 37%	TH → 44%

- 3) Students need multiple opportunities to learn in order to make connections, support conceptual understanding, and improve retention. Research indicates that using a “distributed” or “spaced” approach versus blocked or massed practice supports this. (Hattie, 2017).

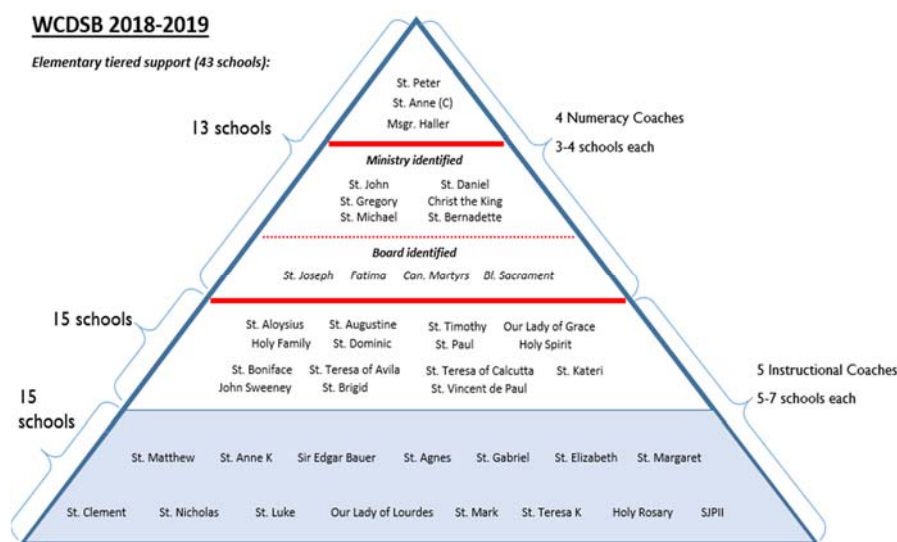
PROFESSIONAL LEARNING MODEL IN ELEMENTARY:

Over the past two years (2016-2018), professional learning at schools deemed Intensive or Increased support has taken place through collaborative co-learning in subgroupings of K-1, Gr.2-6, and Gr.7-8. Throughout the year, multiple sessions sought to provide greater school coherence and increase mathematics pedagogical content knowledge using a variety of resources (e.g. *The Ontario Curriculum Grades 1-8 Mathematics, Learning for All, Guides to Effective Instruction, Growing Success*).

As this is the third year of a precise focus on mathematics teaching and learning, the support model for schools has changed in order to honour the learning that has taken place and to provide opportunities for greater job-embedded co-learning in classrooms. This professional learning model will also compliment the current reality we find ourselves in with respect to staffing with daily occasional teachers.

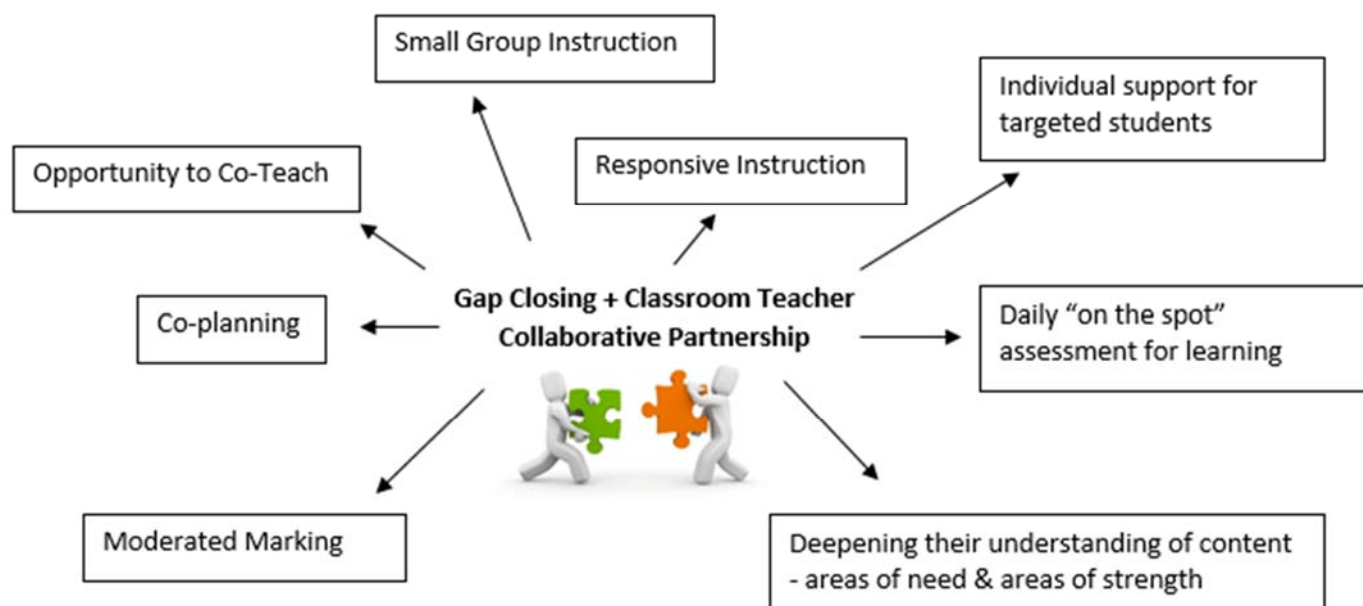
Four new positions have been added to support the work of mentoring our educators. The addition of these Instructional Coaches has afforded the ability to support all 43 elementary schools (see diagram) in a precise job-embedded manner through collaborative inquiry cycles. This model of support is now replacing the educator release sessions that have taken place in the past.

All of our elementary schools have the opportunity to engage in cycles of support in mathematics with a coach. Schools are asked to identify the four educators involved in a cycle and a precise focus, rooted in evidence of student learning need and articulated in their SIPSA.



SECONDARY MODEL OF SUPPORT:

Over the past two years, our professional learning model supported Grade 9 teachers, whole department networks, and building curriculum leaders through Secondary Math Lead Teachers. To be more precise with our support and build on our learning from last year, focus has been directed to support Grade 9 Applied Mathematics using a model that partners a gap closing teacher with the classroom teacher in all of our secondary schools. Each secondary school has one Gap Closing Teacher who works with the classroom teacher and students on a daily basis in either one or two periods. This model supports both the student and teacher as illustrated by the graphic below.



Additionally, the Gap Closing Teachers from our Increased Support Schools participate in collaborative learning sessions. This Professional Learning Community seeks to improve teacher's pedagogical and content knowledge in order to support instruction and student achievement.

We continue to support Math Program Heads in their role as curriculum leaders, in partnership with a colleague from their department through collaborative learning sessions and job-embedded opportunities.

SUMMARY:

Throughout this report, Board needs and areas of focus within Numeracy have been identified and explained. Focussing on Thinking and Application categories of the Achievement Chart will provide students with opportunities to deepen their ability to think critically. Through the job-embedded collaboration of our coaches within collaborative inquiry cycles and the Gap Closing and Classroom Teacher partnership, our preferred future will see improved student achievement in mathematics.

REFERENCES:

- Hattie, J. (2017). *Visible Learning in Mathematics, grades K-12: What Works Best to Optimize Student Learning*. Thousand Oaks, California: Corwin Mathematics.
- National Research Council (2001). *Adding It Up: Helping Children Learn Mathematics*. Washington, DC: The National Academic Press.

For Information

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Richard Olson
Superintendent of Learning

Nancy Snyder
Numeracy Consultant

Sherrie Rellinger
Numeracy Consultant

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.

Date: October 15, 2018
 To: Board of Trustees
 From: Director of Education
 Subject: Information Technology Services Update Summer 2018

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information: ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **XX XXX**
☒ Information only of day-to-day operational matters delegated to the CEO

Origin:

This report is being provided to update Trustees on projects carried out or finished over the Summer in Information Technology Services (ITS).

Policy Statement and/or Education Act/other Legislation citation:

- PPM No 155 Diagnostic Assessment in Support of Student Learning
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm155.pdf>
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 - (Growing Success, pp. 28–29)
<https://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Technology Learning Fund (TLF) <http://www.ontariodirectors.ca/CODE-TLF/>
- Ontario Broadband Modernization Project (BMP)
<https://news.ontario.ca/edu/en/2018/02/ontario-improving-access-to-high-speed-internet-for-250000-students.html>
- Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>
- IT Strategic Plan 2018-2023 <https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/01/IT-Strategic-Plan-2018-2023.pdf>
- Ontario Rural Schools Grant http://www.edu.gov.on.ca/eng/parents/rural_schools.html
- APS017 "Responsible Use of Information Technology and Electronic Data"
- APS035 "Electronic Mail and Social Media Use"
- APS015 "Procedure for the Purchase of All Electronic Computing Devices and Related Products and Services"

Alignments to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic direction: Everyone is included, respected and welcomed

Goal: To support an environment of inclusion with improved implementation of the principles of Learning for All

Strategic Priority: Student Engagement, Achievement & Innovation

Strategic direction: Students are achieving at their highest potential in a 21st Century

Quality • Inclusive • Faith-based • Education
 w w w . w c d s b . c a

Goal: To focus on the 21st century competencies of critical thinking & problem solving, creativity and collaboration

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Strategic direction: Professional learning for ALL staff is timely and responsive

Goal: To foster professional learning that is job-embedded and evidence informed

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Strategic direction: Our decisions, actions and stewardship of resources are evidence-based and responsive

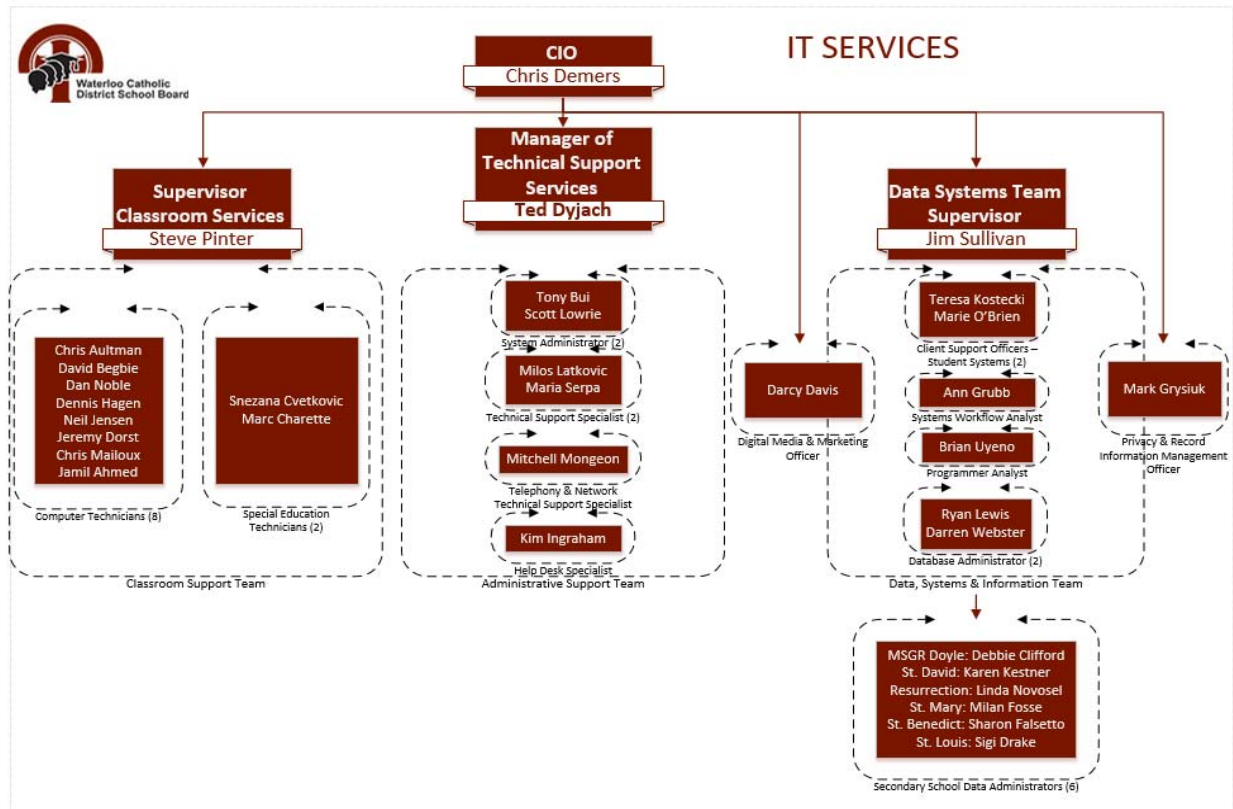
Goals:

- To continue implementation of emerging technologies that enable forward thinking, global
- Education;
- To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens; and
- To increase staff efficiency and reduce workloads through process improvements.

Background/Comments:

The Information Technology Services (ITS) department has had a very busy Summer preparing for the 2018/19 school year. ITS successfully completed many technology related projects and initiatives that aligned with the Multi-Year Strategic Plan which will enable staff and students to excel in the coming year.

ITS Org Chart



Summer Project Details:

Completed Summer projects listed below are organized by the three support teams within ITS. Select highlighted projects are explained in detail within the body of this report.

Classroom Support Team Projects:

Elementary:

- Removed, secured and then returned all educational technology from schools undergoing summer construction;
- Deployed computers, data projectors and wireless access points to 30 additional classrooms and portables;
- Replaced 150 end of life classroom data projectors with new brighter and more energy efficient model;
- Upgraded Wireless to meet demands of personal devices and increased utilization and replaced all end of life wireless access points with new high capacity units;
- Yearly summer update of computer operating system (Windows 10) and Software on 1300+ PC's;
- Microsoft Minecraft EDU <https://education.minecraft.net/> and Intune <https://www.microsoft.com/en-ca/cloud-platform/microsoft-intune-features> rural school laptop pilots;

- Purchased replacements for all elementary first-generation Samsung Chromebooks, These old Chromebooks will be left unsupported at elementary schools as is until they are no longer functional.

Secondary:

- Replaced 150 end of life Classroom Data Projectors with a new brighter and more energy efficient model;
- Replaced and redistributed 300 underpowered design lab Windows computers with new units capable of modern design lab demands;
- Movement, Installation and update of 1800+ secondary computers. All computer operating systems updated to Windows 10 and new software requirements installed on all PC's; and
- Upgraded Wireless to meet demands of personal devices and increased utilization.

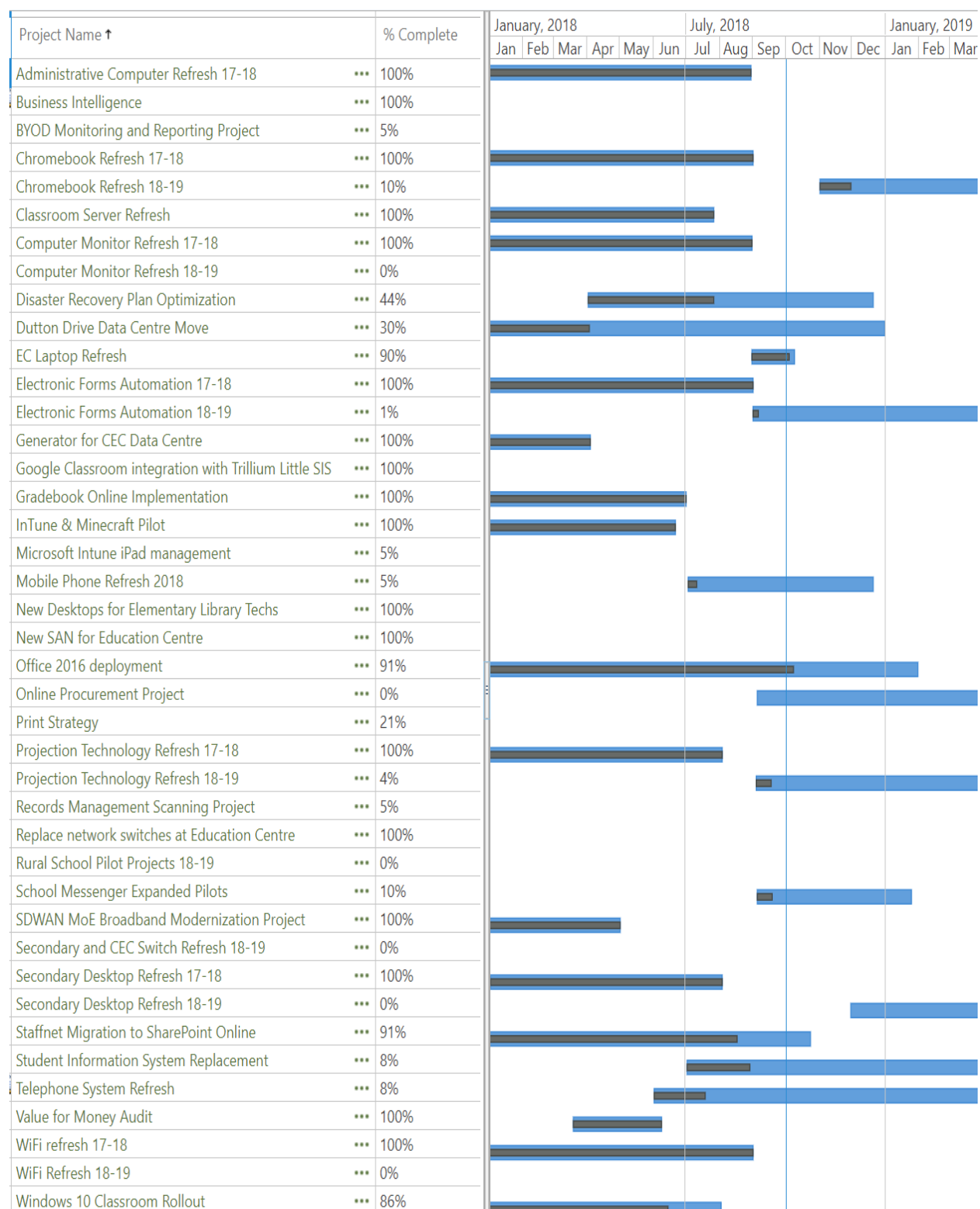
Data, Systems and Information Support Team Projects:

- Trillium student data Microsoft Active Directory integration to automate computer and online services for students;
- Trillium student information system upgraded from version 3 to version 4;
- My Blueprint student portfolio and career education system implementation <https://www.myblueprint.ca> with Microsoft Active Directory integration;
- Optimized e-mail flow for administrative messaging;
- Identity management automation platform (MIM 16) for staff and student resource workflow;
- Microsoft Active Directory account synchronization for students and staff logons;
- Disaster Recovery site VMWare upgrade to version 6.7;
- Storage Area Network switch firmware upgrade;
- Microsoft Active Directory groups sync for school Google Team Drives;
- Microsoft Skype for Business server upgrade to latest version;
- VEEAM backup server upgrade to 9.5.1998 to facilitate recovery of all WCDSB servers;
- Visdatec Inc online health and safety reporting system synchronization to staff application portal;
- Full provisioning of the enCompass parents and students portal accounts;
- Staffnet Portal migration to Office 365 SharePoint environment;
- Google classroom automation improvements to split out semesters and terms.

Administrative Team Projects:

- New mobile phones refresh pilot testing;
- Laptop refresh and testing for Executive Council with Windows 10 Office 365;
- Removed, secured and then setup all admin computers for schools under Summer Construction (busiest Summer to date for construction projects effecting IT infrastructure);
- Processing of computer equipment for staffing changes:
 - a) Reconfigure computers for new staff
 - b) staff changing schools or jobs
 - c) busiest summer to date for staffing changes to impact IT;
- Reorganization IT infrastructure for the CEC third floor Student Services department restructure;
- Project planning to move 91 Moore Ave WREPNET POP site and disaster recovery data centre to Dutton Drive;
- Testing of IT Disaster Recovery (DR) Plan;
- Implementation of the province's Broadband Modernization Project SDWAN dedicated Internet connection at the five secondary schools, Don Bosco and new St Vincent Du Paul;
- Implementation of School Messenger at five secondary schools <https://www.schoolmessenger.com/>;
- Upgrade of WREPNET core network to improve WCDSB and its regional partners wide area network capacity <https://www.wrepnet.on.ca/>;
- Consolidation of staff home directories for greater automation/faster service, and less manual tasks.

Major ITS Projects Status:



Highlighted Summer Projects:

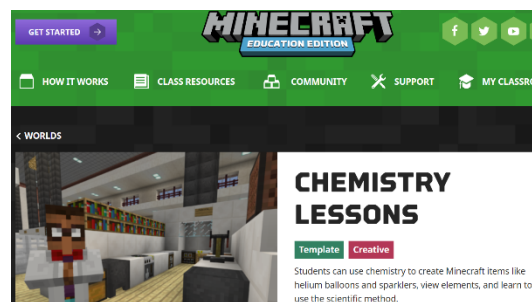
Below is more detail on many of the key ITS Summer Projects:

1) New StaffNet Portal Transition

Transition of all staff resources were mostly completed over the Summer months. The new Staff portal environment built in the Microsoft Office 365 SharePoint environment was successfully piloted as the ITS Help Desk through the 2016/17 school year facilitating the transition over the 2017/18 school year. This SharePoint environment has now been expanded to include Board staff functions and departments. In these sites, departments can provide easy to find critical staff resources. The Board Master aggregate calendar and the Staff Announcements is prominent in this environment to keep staff apprised of important Board issues and events.

The screenshot displays the StaffNet Portal interface. At the top, there is a search bar labeled "What Are You Looking For?". Below this, the "Top Sites" section features icons for IT Help Desk, Corporate Services, Facility Services, Financial Services, Human Resources Services, Curriculum, Assessment & Purchasing Services, and Student Services. The "Resources" section includes icons for Forms & Templates, Board Master Calendar, My Apps - Links, Team Sites, Staff Directory, Director's Office, Leadership, and Health and Safety. The "Board Master Calendar" section shows a calendar for October 2018 with various events listed, such as "Professional Learning" and "Manufacturing Day". The "Staff Announcements" section includes a "Subscribe" button for "WCDSB Birth and Bereavements" and a list of announcements with columns for "new item or edit this list", "Find an item", "Priority", and "Item Type".

2) Minecraft EDU, Technology Pedagogy and Intune Rural Pilot projects



The 2017/18 Ontario Rural Schools Grant http://www.edu.gov.on.ca/eng/parents/rural_schools.html enabled WCDSB to implement engaging technology projects WCDSB's three rural schools. St. Boniface, St. Clement and St. Brigid all received each a class set of laptop devices, 3D printers and extensive train for both staff and students on these devices. Each laptop is installed with Windows 10 and Microsoft Minecraft EDU <https://education.minecraft.net/>. The focus of the Minecraft projects are on numeracy, science and collaboration. This

environment will be expanded with focus on more subject areas.

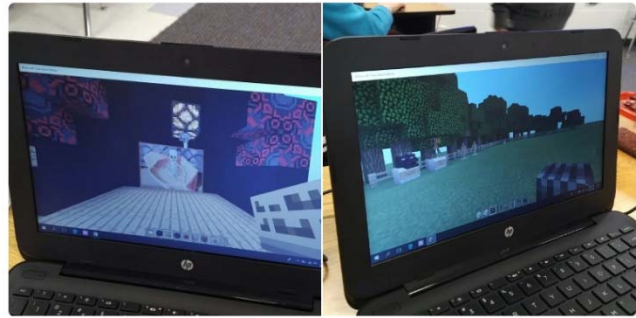
This laptop pilot are the first WCDSB devices managed with the new Microsoft Intune mobile device management platform <https://www.microsoft.com/en-ca/cloud-platform/microsoft-intune-features>.

The Rural pilot project will continue this year with expanded laptop and collaboration projects in 2018/19. 3D design, coding and printing technology training will be offered to the rural school staff and students. The Learning Commons of each rural school will be supplied with other innovative educational technology devices for further pilots. These devices and environments include Spheros, Contraptions, Ozobots, Stikbots, Cubelets and Breakout EDU.



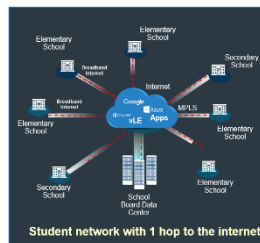
Michelle Booth @wc_booth · Mar 27

Super enthusiasm + #StudentDriven learning with a park build in #MEE #Minecraft @StBrigidAyr @wcdsb



3) Broadband Modernization Project

Starting in the spring of 2018 IT embarked on the implementation of the province's Broadband Modernization Project at WCDSB. <https://news.ontario.ca/edu/en/2018/02/ontario-improving-access-to-high-speed-internet-for-250000-students.html>. The Goal of this project is to provide 1 megabyte per second of Internet bandwidth capacity for every student in the province. Through this grant, ITS was able to implement several strategies and infrastructure upgrades to assure timely access to critical online educational resources like Google Suite for Education, Microsoft Office 365 and Desire 2 Learn.



Each WCDSB secondary school, St Vincent De Paul and Don Bosco were all outfitted with dedicated internet connections and security devices. These direct Internet connections to the secondary schools allow for quick direct access to critical resources while removing the burden of the central WCDSB Internet feed for the elementary schools. This architecture provides the Board with resilient paths to the Internet enabling maximum access to the online educational environments.

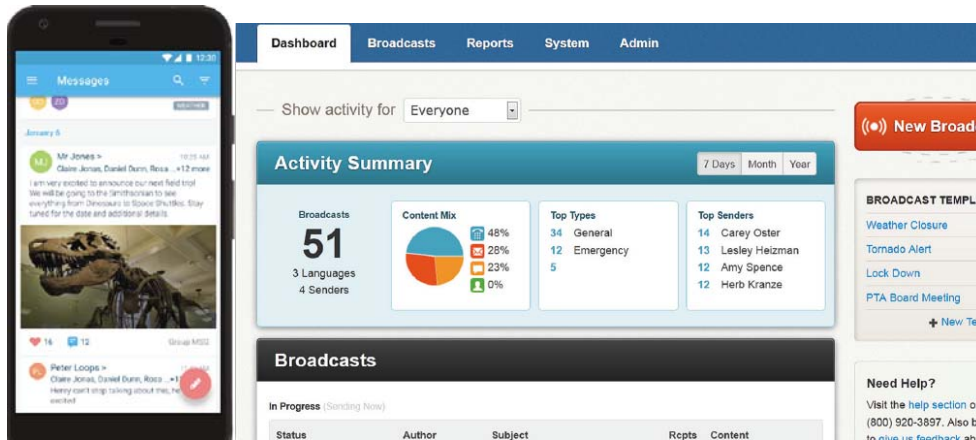
4) Implementation of School Messenger

In June and over the Summer, School Messenger was implemented at five secondary schools <https://www.schoolmessenger.com/>. This system replaced Synrevoice as the attendance and announcement calling system.

School Messenger brings many new features that our schools can take advantage of including:

- Facebook and Twitter Integration;
- Text, phone voice and email broadcast messaging;
- Android and iPhone app for messaging from school and classroom;
- Teams, clubs and group messaging;
- Surveys feature through web and phone; and
- Secure document send.

We will be piloting some of the advanced features at two elementary schools (St. Vincent De Paul, St. Kateri) and one secondary school (St. David)



5) Educational Space Technology Updates, Refreshes and Moves

ITS had a very busy Summer of educational space technology upgrades, refreshes and moves for Chromebooks and PC's.

Elementary:

- Removed, secured and then returned all educational technology from schools undergoing summer construction;
- Deployed computers, data projectors and wireless access points to 30 additional classrooms and portables;
- Replaced 150 end of life classroom data projectors with new brighter and more energy efficient model;
- Upgraded Wireless to meet demands of personal devices and increased utilization and replaced all end of life wireless access points with new high capacity units;
- Yearly summer update of computer operating system (Windows 10) and Software on 1300+ PC's;
- Purchased replacements for all elementary first-generation Samsung Chromebooks, Old Chromebooks will be left unsupported at elementary schools as is until they are no longer functional.



Secondary:

- Replaced 150 end of life Classroom Data Projectors with a new brighter and more energy efficient model;
- Replaced and redistributed 300 underpowered design lab Windows computers with new units capable of modern design lab demands;
- Movement, Installation and update of 1800+ secondary computers. All computer operating systems updated to Windows 10 and new software requirements installed on all PC's; and



- Upgraded Wireless to meet demands of personal devices and increased utilization.



6) Data, Systems and Information Support Team Projects:

The ITS Data and Information Support team has focused on web, accessibility and ease of access to Board resources for both staff and students as highlighted in earlier items. This team also successfully accomplished several other successful projects over the summer, including:

- Microsoft Active Directory integration with both staff and student data in the HR and Student databases to automate computer and online services for students and staff. Systems that have been integrated include MyBlueprint <https://www.myblueprint.ca> student portfolio career education system, Desire 2 Learn learning management system, school Google Team drives, Compass for Success student data and gradebook portal and the Google Classroom environments;



7) Administrative Team Projects

The Administrative support team has been busy on many very technical projects to protect and improve the integrity of our IT infrastructure. Many of the projects are focused on improving service and availability of tools to both the classroom and the administrative computing environment. Here is a summary of a few of the Summer projects:

- 8) Removed, secured and then setup all admin computers for schools under Summer Construction (busiest Summer to date for construction projects effecting IT infrastructure);
- 9) Processing of computer equipment for staffing changes:
 - a. Reconfigure computers for new staff
 - b. staff changing schools or jobs
 - c. busiest summer to date for staffing changes to impact IT;
- 10) Project planning to move 91 Moore Ave WREPNET POP site and disaster recovery data centre to Dutton Drive;
- 11) Testing of IT Disaster Recovery (DR) Plan;
- 12) Upgrade of WREPNET core network to improve WCDSB and its regional partners wide area network capacity
<https://www.wrepnet.on.ca/>;



Recommendation:

Report is being provided as information only

Prepared/Reviewed By: Chris Demers,
Chief Information Officer

Shesh Maharaj
Executive Superintendent of Corporate Services
Treasurer and Chief Financial Officer

Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



Date: October 15, 2018
To: Board of Trustees
From: Director of Education
Subject: PPM 161

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information: ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

- [Education Act Regulation 265](#)
- [Education Act Regulations 298 s20](#)
- [Policy/Program Memo No. 81](#)
- [Policy/Program Memo No. 150](#)
- [Caring and Safe Schools in Ontario](#)
- [Sabrina's Law](#)
- [Ryan's Law](#)

Policy Statement and/or Education Act/other Legislation citation:

- [Policy/Program Memo. NO. 161](#)

Alignment to the MYSP:

Nurturing Our Catholic Community

Students and staff are healthy in mind, body and spirit:

- To strengthen system commitment to physical health and its importance to mental and spiritual health

Everyone is included, respected and welcomed:

- To support an environment of inclusion with improved implementation of the principles of Learning for All
- To increase awareness and respect of difference within our school communities.

Building Capacity to Lead, Learn & Live Authentically

Professional learning for ALL staff is timely and responsive:

- To foster professional learning that is job-embedded and evidence informed

Leadership & succession planning is intentional and nurtured:

- To support Principals and educators in maintaining high levels of professional judgement and assessment

Our decisions, actions and stewardship of resources are evidence based and responsive:

- To increase staff efficiency and reduce workloads through process improvements
- To attain more equitable sharing of material and human resources across the board in ways that reflect a shared responsibility of all students and families across the board

Background/Comments:

Introduction

To promote the safety and well-being of students the Ministry of Education expects all school boards in Ontario to develop and maintain a policy or policies to support students in schools who have asthma, diabetes, and/or epilepsy, and/or are at risk for anaphylaxis. These medical conditions, are referred to as prevalent medical conditions, or a life-threatening medical emergency. The purpose of PPM 161 provides direction to school boards about the components that should be included in policy or policies to support students with prevalent medical conditions in schools.

Supporting students with prevalent medical conditions in schools is complex. A whole-school approach 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 environments in which students can learn.

In developing, revising, implementing, and maintaining policies to support students with prevalent medical conditions, WCDSB must respect our obligation under all applicable legislation, policies, and collective agreements. A culture of collaborative professionalism is grounded in a trusting environment where WCDSB, our unions and the ministry create the necessary conditions, including consideration of time and resources, that enable education stakeholders to learn with, and from, each other.

In developing and revising our policies, WCDSB has had ongoing consultation with students, parents, our principal association, unions, school staff, Joint Health and Safety Committee and community health care professionals. The WCDSB consultation includes:

- during the winter of 2018 stakeholders from the LHIN, diabetic clinic (GRH), school staff and parents discussed aspect of the Diabetic Student Plan of Care
- fifteen Administrators (elementary, secondary) and OECTA met during the Spring of 2018 to discuss the components of PPM 161 responsibilities
- during the Spring and Summer of 2018 Superintendent of Special Education met with Superintendents of Special Education from London Region to discuss components of PPM 161
- Summer of 2018, Superintendent of Special Education initiated discussion with Cardinal software to create an electronic Student Plan of Care module within the IEP writer dashboard
- Special Education Liaisons (SEL's) and Administrators are working alongside a representative student and their family, so that each medical condition has completed Student Plan of Care informed by feedback and which ensures consistency of implementation with Student Plans of Care. Each family represents one of the medical conditions and they have been selected from different families of schools.
- consultation with Catholic Parent Involvement Committee, CPIC (October 11th 2018)
- update to Special Education Visioning Committee (Oct 23 2018)
- update and feedback Admin. Assistant meeting (Oct 26 2018)
- update and feedback at Mandatory Special Education Teacher Meeting (Nov.7 2018)
- consultation with Special Education Advisory Committee, SEAC (Nov.7 2018)
- update and feedback to Joint Health and Safety Committee (Nov 8 2018)
- update and feedback Administrators meeting on Student Plans of Care (Nov 14 2018)

Components of WCDSB Student Plan of Care:

Staff and Administrative responsibilities are included in Appendix A and B of this report. The Student Plan of Care is included in each of the Administrative Procedures below:

- APH005 - See Appendix C - Anaphylaxis Student Plan of Care
- APH028 - See Appendix D – Asthma Student Plan of Care
- APH015 - See Appendix E – Type 1/Type 2 Diabetes Student Plan of Care
- APH032 - See Appendix F - Heart Condition Student Plan of Care
- APH031 - See Appendix G – Epilepsy/Seizure Disorder Student Plan of Care

APH030 (See Appendix H) Medical Conditions, ensures consistent expectations for a standard of care to provide management, care and emergency procedures, where appropriate, to students and staff who are diagnosed with a medical condition that requires treatment (e.g. anaphylaxis, asthma, type 1 diabetes, type 2 diabetes, heart conditions and epilepsy).

APPENDICES

- Appendix A Staff Responsibilities to Support Students with Medical Conditions
- Appendix B Medical Conditions Forms and School Administrators Responsibilities Chart
- Appendix C Anaphylaxis Student Plan of Care
- Appendix D Asthma Student Plan of Care
- Appendix E Type 1/Type 2 Diabetes Student Plan of Care
- Appendix F Heart Condition Student Plan of Care
- Appendix G Epilepsy/Seizure Disorder Student Plan of Care
- Appendix H Medical Conditions

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Laura Shoemaker
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”

Staff Responsibilities to Support Students with Medical Conditions

Medical Condition	Support Actions to Take
ALL	<ul style="list-style-type: none"> Familiar with Medical Conditions Procedures information Familiar with Student's Plan of Care for each applicable medical condition Participate in the training program provided by the school. Where training is missed, participate as soon as possible Inform an Occasional Teacher on the Smart Find message system of the name of the student and location of the Student Plan of Care Share information on a student's signs and symptoms with other students if parents give permission Allow students to participate equitably and inclusively in all school activities as outlined in their plan of care. Develop open lines of communication with the parents/guardians. Report behaviour changes that may be due to medications, etc. through phone calls, a communication book. Carry, where applicable (e.g. student in Kindergarten, or with special needs), required medical medication on field trips, or in case of emergency event. Common Law Duties Owed by Teachers: To assist or allow a student to seek medical attention as a 'careful parent' would. The board's liability policy provides coverage for employees acting within the scope of their duties with the Board. Thus, all school staff who administer first aid to a student who is suffering from a medical condition emergency within the school or during a school activity, are covered.
In the Event of an Emergency (Bomb Threat; Evacuation; Hold and Secure; Lock Down)	<ul style="list-style-type: none"> Specifically for Evacuation/Lock Down: <ul style="list-style-type: none"> Anaphylaxis: ensure student has EpiPen® Asthma: ensure student had reliever medication(s) Diabetes: ensure student has test kit and fast acting sugars are available Principals will notify police/emergency responders of students, and staff, that may have specific medical conditions that may result in a medical emergency in the event of a lock down or bomb threat
Anaphylaxis (APH005)	<ul style="list-style-type: none"> Familiar with Avoidance Strategies for Allergens that Cause Anaphylaxis; Other Names for Priority Food Allergens Found on Ingredients Lists and Non-Food Allergens Familiar with using an EpiPen®
Asthma (APH028)	<ul style="list-style-type: none"> Familiar with using a reliever inhaler to assist students who require help due to age, or other circumstances. Familiar with Asthma Avoidance Strategies
Diabetes (APH015)	<ul style="list-style-type: none"> Staff are NOT responsible to administer insulin injections Staff are NOT responsible to assist with student testing of blood sugar and ketone levels Familiar with diabetes management procedures in Student Plan of Care to assist students who require help due to age or other circumstances

Medical Condition	Support Actions to Take
	<ul style="list-style-type: none"> • Provide a safe and appropriate location for student to monitor blood glucose levels • Help student read glucose meter if requested in Student Plan of Care • Ensure safe disposal of sharps and test strips, etc. Discuss with School Administrator. • Provide safe/appropriate location for storage of fast acting sugars • Allow student to contact parents if insulin pump beeps to resolve issues related to the pump • Allow student to eat when they need to, provide sufficient time for them to eat, and encourage student to eat all the food prepared by parent/guardian • Communicate with parent if there are changes to daily routines (e.g. snack/activity time change, extra activity, extended day, etc.) so parents can ensure student has additional snacks or can make an insulin change to reduce the chance of low blood sugar
Epilepsy/Seizure Disorder (APH031)	<ul style="list-style-type: none"> • Staff are NOT responsible to administer medication via rectal suppository or syringe injection • Familiar with Epilepsy/Seizure Disorder procedures in Student Plan of Care to assist students who require help due to age or other circumstances; which include: <ul style="list-style-type: none"> • possible triggers to the student's seizure activity • signs and symptoms of the student's seizure • if and when to provide medication • how to manage a non-convulsive and convulsive seizure • if and when to call 911 • If the child is prone to the possibility of incontinence, during loss of consciousness, request from the parents a change of clothes • If a student is prone to Tonic Clonic seizures, request from the parents a pillow, and a blanket and have the student's desk placed so that if they fall, there is room for the seizure to run its course • Develop open lines of communication with the student and encourage the student to inform you when he/she feels the first symptoms of a seizure (aura) or generally feeling unwell • Where appropriate, have a buddy system in place so that the student is not alone in the washrooms or hallways <p>Resource: http://epilepsyonario.org/school-life-for-children-with-epilepsy/</p>
Heart Condition (APH032)	<ul style="list-style-type: none"> • Familiar with Heart Condition procedures in Student Plan of Care to assist students who require help due to age or other circumstances
Other	<ul style="list-style-type: none"> • Discuss with School Administrator responsibilities for student's specific medical condition

Medical Conditions Forms and School Administrators Responsibilities Chart

Forms for <u>ALL</u> Medical Conditions		Location of Forms	Location of Completed Forms
1. Student Plan of Care		<input type="checkbox"/> StaffNet	<input type="checkbox"/> Original filed in school office <input type="checkbox"/> Copy to teacher(s)/coaches
2. Request and Consent For The Administration of Intervention(s) & Medication(s)		<input type="checkbox"/> StaffNet	<input type="checkbox"/> Filed in school office
3. Emergency Treatment Plan		<input type="checkbox"/> StaffNet	<input type="checkbox"/> Posted in classroom in elementary schools (only) <input type="checkbox"/> Posted in Health Room
4. Emergency Treatment Plan (STSWR) (Student Transportation Services of Waterloo Region)		<input type="checkbox"/> StaffNet	<input type="checkbox"/> Original filed in school office <input type="checkbox"/> Scanned copy emailed to STSWR
5. At a Glance		<input type="checkbox"/> StaffNet	<input type="checkbox"/> Posted in Health Room, Staff room(s), etc.
School Administrators' Responsibilities – All Medical Conditions			
Identification:		<ul style="list-style-type: none"> Have a process in place where children with a medical condition are identified to school staff by parents/guardians and requested to supply information on the medical condition. The parent/guardian, in consultation with the school administrator, shall create, review and/or update the Student Plan of Care during the last week of August, or on a date requested by the school administrator. Where appropriate the classroom teachers should be part of the information sharing process. Once identified, ensure student's medical condition(s) are entered into the Board's student database system. Students, new to the school, during registration (parent/guardian to complete area <i>specifically asking whether or not their child has a medical condition</i>). The 'Medical Condition' Student Plan of Care is provided to parents/guardians for further information. Students presently registered at school (e.g. Verification form) At the beginning of each school year, the school principal/designate shall have a process in place of requesting parent/guardian/adult student to identify if there is a new diagnosis of a medical condition, and throughout the school year Students transferring between panels (elementary to secondary). School Administrators from the Elementary Panel are to ensure names of students are entered into the Board's student database system (e.g. Trillium) outlining all student's medical conditions are listed Ensure the student's most recent Student Plan of Care is included in the student's OSR for internal transfer between panels Informing Summer School Staff: Have a process in place to identify students with medical conditions taking summer school programs with the Board. Provide the Summer School Administrator with a copy of the student's Plan of Care. Informing Occasional Teaching Staff: Where a student has been diagnosed with Medical Condition, the administrator is to ensure that the classroom teacher informs an Occasional Teacher on the Smart Find message system of the name of the student and location of the Medical Condition Student Plan of Care: (e.g. Student's <i>Asthma</i> Plan of Care Plan located in <i>health folder</i> located on teacher's desk). Informing School Community: <ul style="list-style-type: none"> Place information regarding Medical Conditions on school website and/or in school newsletter(s) 	

<p><u>Safety Considerations in the Event of an Emergency</u> (Bomb Threat; Evacuation; Hold and Secure; Lock Down)</p>	<ul style="list-style-type: none"> • Notify Police/Emergency Responders of specific medical conditions (of students and staff) that may result in a medical emergency in the event of a lock down or bomb threat • Specifically for Evacuation/Lock Down: <ul style="list-style-type: none"> • Anaphylaxis: ensure student has EpiPen® • Asthma: ensure student has reliever medication(s) • Diabetes: ensure student has test kit and fast acting sugars are available
<p><u>In-service Information and Training Sessions for School Staff:</u></p>	<p>Provide school staff with an information and training session covering the pertinent information for each medical condition at the beginning of each school year and reviewed when needed.</p> <ul style="list-style-type: none"> • Medical Conditions Procedures are available on StaffNet • Training Videos available on StaffNet • Identification of students • Description of Medical Condition • Identifying and managing triggers, symptoms, etc. • Review Emergency Treatments plans for each medical condition • Medication – use and location • Annual Safety Training for each Medical Condition available on the Employee Self-Serve Portal • Out of Classroom Programs (e.g. Field Trips) <ul style="list-style-type: none"> • Accommodations to be made for students with medical conditions being taken on a field trip. In-Charge trip supervisor is to be made aware of accommodations for students. • Ensure all staff are aware that students with medical conditions are to participate equitably and inclusively in all school activities as outlined in their Plan of Care • Communicate with Volunteers that students in the school have medical conditions • Conduct an Emergency Drill: <ul style="list-style-type: none"> Simulate specific medical conditions emergencies – similar to a fire drill – to ensure that all elements of the emergency treatment plan is in place and that everyone knows their role and what to do.
<p><u>Procedures For Obtaining From Parents The Changes To Contact Information, Medication And Medical Information</u></p>	<p>Changes To Contact Information (e.g. contact person and/or contact number):</p> <ul style="list-style-type: none"> • Parent/guardian is requested to provide in writing the name of the person(s) with change of contact number to the school administrator <p>Changes To Medication (e.g. new medication or a change in medication):</p> <ul style="list-style-type: none"> • School administrator/designate to provide parent/guardian with a copy of the WCDSB Request and Consent for the Administration of Prescribed Medication to be completed and returned. Form provided by the school administrator. • Provide changes to medications information to staff responsible for providing medications to the child/youth • Make changes to the Student Plan of Care, where appropriate • Note: File a copy of the most recent WCDSB Request and Consent for the Administration of Prescribed Medication in the child/youth's OSR <p>Changes To Medical Diagnosis:</p> <ul style="list-style-type: none"> • Changes to the child/youth's medical diagnosis must be accompanied by a note/letter from the child/youth's physician indicating the change. School administrator/designate provides parent/guardian with a copy of WCDSB Change of Medical Diagnosis Form to be completed and returned (available on StaffNet). • Inform child/youth's teacher(s) and other appropriate staff members • Make changes to the student's Plan of Care, where appropriate • Note: File the completed original WCDSB Change of Medical Diagnosis Form along with the student's physician note/letter in the student's OSR

Field Trips (Daytrips, Overnight, & Extensive)	Refer to information in each specific Medical Condition Procedure available on StaffNet
Anaphylaxis (APH005)	<ul style="list-style-type: none"> • The school principal/designate shall work with staff and families to help ensure that an allergen friendly school environment exists that is safe and supportive for all students. • Ensure that students with both Anaphylaxis and Asthma have their Asthma condition included on their Anaphylaxis Emergency Treatment and vice versa <p>Prevention/Awareness:</p> <ul style="list-style-type: none"> • Provide classroom teachers, and others, who have students diagnosed with Anaphylaxis, with a copy of the WCDSB Anaphylaxis Procedure • Emphasize to staff the hazards of cross contamination and that the school as a whole is a 'minimized allergen environment', not just the classroom(s) of students with life threatening allergies. • Emphasize to school staff, and volunteers that products containing or 'may contain' peanuts or tree nuts are not to be brought into the school. • Ensure there is a plan in place that will reduce the risk of exposure to anaphylactic causative agents in the classroom and common school areas. • Check anaphylaxis signage 'STOP' (food products containing or 'may contain' peanuts and tree nuts NOT to be brought into the school) is posted at public entrance(s) to school. Signs can be ordered through Student Services. • Refer all staff to Avoidance Strategies for Allergens that Cause Anaphylaxis includes Other Names for Priority Food Allergens found on Ingredients Lists as an appendix. • Refer all staff, parents and volunteers to Non-Food Allergens • Provide school council with general information on anaphylaxis at the school, along with the legislated responsibilities, from The Act to Protect Anaphylactic Pupils 2005, of the school to accommodate and provide a safe learning environment for the students. Outline the school's avoidance strategies for the life threatening allergens (e.g. peanuts and tree nuts, etc.) • Ongoing communication about the school anaphylaxis plan is essential in creating awareness and support for students at risk: <ul style="list-style-type: none"> • Newsletter/school website: Information item to parents/guardians who have a child with a life threatening allergy and have not identified their child to the principal to do so immediately • Letter/school website: Information sent to parents informing them of children with life threatening allergies attending the school and how they can support a safe environment for all children. (Sample - Peanut/Tree Nut letter – available on StaffNet) • Post Anaphylaxis STOP sign (relating to peanuts and tree nuts) at public entrances to the school. Reminding everyone that enters that items containing or may contain nuts are not to be brought into the school. • Reminders published in school bulletins/ web site at Hallowe'en, Christmas, Easter time about not bringing foods/snacks containing or may contain peanuts/tree nuts. • Inform Parents during Information Nights such as Kindergarten Orientation; School Council Meeting(s); Secondary Transition meetings; etc. on life threatening allergies. • Periodically check (spot check), and document that the student is carrying their epinephrine auto injector. Suggested time line is once per term (elementary) and once per semester (secondary) or more frequently where needed as determined by the school administrator in consultation with the parents. • Secondary Schools: If an outside caterer is used for a function outside of school hours, the school must pay for and have a representative from the Food Service Company present for Health and Safety and sanitation reasons as well as to ensure that Food Service Company's procedures related to allergen avoidance procedures are not compromised in the cafeteria area. • Other Allergens:

<p>3 Asthma (APH028)</p>	<ul style="list-style-type: none"> • Reactions to medication, exercise, other food products such as wheat, sesame seeds etc. are not as frequent in school settings. Care of children with these allergies should be individualized based on discussions with parents, physicians and school personnel. The emergency procedure, as described earlier in this document, would apply.
	<ul style="list-style-type: none"> • The school principal/designate shall work with staff and families to help ensure that an Asthma friendly school environment exists that is safe and supportive for all students. The Ontario Physical and Health Education Association (Ophea) Manual – Creating Asthma Friendly Schools is a useful resource • The child's Asthma triggers are to be identified and avoidance strategies are to be developed and implemented. Refer to Asthma Triggers and Avoidance Strategies • Ensure that students with both Asthma and Anaphylaxis have their Anaphylaxis condition included on their Asthma Emergency Treatment and vice versa • Inform staff to communicate with child's parents/guardians if they observe the following indicators that the child's Asthma is not in control: (Refer to sample form: Notification Asthma May Not Be In Control – available on StaffNet): <ul style="list-style-type: none"> • reliever medication had to be taken for a second time (twice) within a 4-hour period • reliever medication had to be used more than 4 times in a week • Refer Staff to Asthma Triggers and Avoidance Strategies (Available on StaffNet) <p>Prevention/Awareness:</p> <ul style="list-style-type: none"> • Provide classroom teachers, and others, who have students diagnosed with Asthma, with a copy of the WCDSB Asthma Procedure • Inform students of the importance of carrying their reliever inhaler at all times; and encourage students to carry their reliever medication or have reliever close at hand. • Reference Asthma Triggers and Avoidance Strategies • Indoor Air Quality (IAQ) <ul style="list-style-type: none"> • Determine whether room activities generate air pollutants and whether the room or area is equipped with local exhaust fans • Assess activities that may generate air pollutants, such as smoking, the operation of some office equipment, and food preparation and eating. • Determine whether there are any activities that generate air pollutants but which do not have exhaust systems. • Confirm that exhaust fans are used whenever activities that generate air pollutants take place • Conduct pollutant generating activities only when the exhaust fan(s) is (are) on. • Staff and students understand the proper operation of the exhaust fans. • Programs/Courses that can affect IAQ • Triggers/Allergens: <ul style="list-style-type: none"> • Be aware of asthma triggers in the school and reduce exposure to these triggers wherever possible • Where IAQ in the school, portable, or port-a-pack, becomes a concern, or is questioned by school staff, students, parent/guardians, refer concern/inquiry to the school's Maintenance Supervisor and the WCDSB Health and Safety Officer. • Support the expectation that students with Asthma should be participating in physical activities (e.g. physical education classes, daily physical activities) and may go outside for breaks (e.g. recess). Most children with controlled Asthma can be outdoors like other children.
<p>Diabetes (APH015)</p>	<ul style="list-style-type: none"> • The school principal/designate shall work with staff and families to help ensure that a Diabetes friendly school environment exists that is safe and supportive for all students • Staff are NOT responsible to administer insulin injections • Staff are NOT responsible to assist with student testing of blood sugar and ketone levels • At parent request Administrators may be trained in Glycogen injection in emergency situations (life threatening) (training to be provided by Diabetic Clinic Nurse (Grand River Hospital/Cambridge Memorial Hospital) <p>Prevention/Awareness:</p> <ul style="list-style-type: none"> • Provide classroom teachers, and others, who have students diagnosed with Diabetes, with a copy of the WCDSB Diabetes Administrative Procedure

36	<ul style="list-style-type: none"> • Provide a safe and appropriate location for student to monitor blood glucose levels • Ensure safe disposal of sharps and test strips, etc. • Provide safe/appropriate location for storage of fast acting sugars • Allow student to contact parents if insulin pump beeps to resolve issues related to the pump • If student is unable to manage diabetes on their own or if parent requests assistance - contact the Local Health Integration Network (LHIN) and outline the situation. A Paediatric Diabetes Educator may visit the school, assess the situation and make recommendations based on what the school staff can and cannot do and what role the parents and LHIN have in the situation e.g. the student may need more instruction on the device.
<u>Epilepsy/ Seizure Disorder</u>	<ul style="list-style-type: none"> • The school principal/designate shall work with staff and families to help ensure that an Epilepsy/Seizure Disorder friendly school environment exists that is safe and supportive for all students • Staff are NOT responsible to administer medication via rectal suppository or syringe injection • Where student (Elementary or Secondary) needs staff assistance to take prescribed medication complete the Board form: Request and Consent for the Administration of Prescribed Medication. • Obtain other relevant medical personnel/information e.g. a letter from a neurologist, pediatrician or other physician if student needs emergency medication such as lorazepam (Ativan) to stop a seizure, if necessary <p><u>Prevention/Awareness:</u></p> <ul style="list-style-type: none"> • Provide classroom teachers, and others, who have students diagnosed with Epilepsy/Seizure Disorder, with a copy of the WCDSB Epilepsy/Seizure Disorder Procedure • Provide classroom teacher and others, who have students diagnosed with Epilepsy/Seizure Disorder with the Seizure Incident Record available on StaffNet to record incidents • The child's epilepsy/seizure disorder triggers are to be identified and avoidance strategies are to be developed and implemented. • If the child is prone to the possibility of incontinence, during loss of consciousness, request from the parents a pillow, blanket and a change of clothes
<u>Heart Conditions</u>	<ul style="list-style-type: none"> • Where Automated External Defibrillators (AED), are located on Board site, check that they are inspected and maintained on a regular basis <p><u>Prevention/Awareness:</u></p> <ul style="list-style-type: none"> • Provide classroom teachers, and others, who have students diagnosed with a heart condition, with a copy of the WCDSB Heart Conditions Procedure
<u>Other (form)</u>	<ul style="list-style-type: none"> • Discuss specific medical condition with staff to ensure that the information in the Student Plan of Care is understood and will be followed.

Resources Videos available on StaffNet	Anaphylaxis www.EpiPen.ca www.foodallergycanada.ca a	Asthma www.lung.ca	Diabetes https://www.idrf.ca www.diabetes.ca www.diabetes.org	Epilepsy/Seizure Disorder http://www.epilepsy.ca http://www.epilepsymatters.com http://www.epilepsyontario.org http://www.advanceinepilepsy.com http://www.epilepsyclassroom.com http://www.epilepsysupportcentre.com/ Dr. Henry Hasson: http://www.youtube.com/watch?v=NxeMr2PSwdQ Be Aware of Ketogenic Diet: http://www.epilepsyfoundation.org/answerplace/Medical/treatment/diet	SADS www.sads.ca a
	Local Health Integration Network (LHIN) (formerly CCAC)		Waterloo Wellington Local Health Integration Network (WWLHIN) www.waterloowellingtonlhin.on.ca		

ANAPHYLAXIS STUDENT PLAN OF CARE

Place Student Photo
Here

(PLEASE PRINT)

Student Name _____ Date of Birth _____

Grade _____ Room# _____

Medic Alert ID: Y N

Emergency Contacts (list in priority of contact) (please print):

	Name	Relationship	Daytime Phone	Alternate Phone
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

KNOWN ANAPHYLAXIS TRIGGERS

CHECK (✓) ALL THAT APPLY

- ☐ Peanuts
 ☐ Tree Nuts
 ☐ Eggs
 ☐ Milk & Milk Products
 ☐ Fish/Shellfish
☐ Insect Stings
 ☐ Latex
 ☐ Other: _____

Accommodation(s) for the student:

After reading the monitoring and avoidance strategies (outlined in the overleaf) list other accommodations specific to your child:

Specific to Hot Lunch Days at School – My/our child ...

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Has permission to participate in the pizza/hot lunch days so long as we have been advised of the contents of the food being served

Additional Information:

Specific to School Celebrations/Awards Using Food – My/our child ...

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Has permission to participate in the eating of food during school celebrations/awards incentive so long as we are advised of the contents of the food being served

If Yes, then the following conditions apply:

Cont.

EPINEPHRINE AUTO INJECTORS – EpiPen®

Board protocol is for the student to have TWO EpiPens® at the school.

The expiry dates are:

#1. _____

#2. _____

It will be the responsibility of the parent(s) to ensure the EpiPens® are kept current during the school year. The school will do random spot checks to ensure your child is carrying their EpiPen® and that it is current. Spot checks will be performed twice a year, ideally once between September & December and again between January and June.

Spot checks: #1. _____ / _____ #2. _____ / _____
Date Initial Date Initial

CONSENT FOR STUDENT TO CARRY AND SELF-ADMINISTER EPINEPHRINE AUTO INJECTOR – EpiPen®

We agree that _____:
(Student Name)

☐ can carry his/her prescribed Epinephrine Auto Injector – EpiPen® while at school and during school-related activities.

Exception: My child is in JK or SK, so theirs will be with the teacher at all times. _____ (parent initial)

☐ can self-administer his/her prescribed Epinephrine Auto Injector – EpiPen® while at school and during school-related activities.

☐ requires assistance with administering his/her prescribed Epinephrine Auto Injector – EpiPen® while at school and during school-related activities.

☐ We will inform the school of any change in medication or delivery device. The medications **cannot** be beyond the expiration date.

Parent/Guardian Name: _____
(please print) (Signature)

Student Name: _____ Date: _____
(18 yrs. or older) (please print) (Signature)

IDENTIFICATION AND EMERGENCY TREATMENT PLAN

A.C.T.

- **Administer** the auto injector (“Blue to the sky - Orange to the thigh”)
- **Call 911**
- **Transport** to hospital by ambulance.
- **Administer the epinephrine auto-injector - EpiPen:**
 - Be prepared to assist or take over the administration of the auto injector, as individuals may not physically be able to self-administer epinephrine when they are suffering from a reaction. Assistance from others is crucial in these circumstances.
 - Administer the epinephrine auto injector, immediately, at the first sign/symptom of an anaphylactic reaction occurring in conjunction with a known or suspected allergen contact. Epinephrine is usually effective after one injection
 - Access the students other auto-injector and have it brought to the location of the anaphylactic person. A second dose may be administered, within 5-15 minutes or sooner, if symptoms have not improved or have worsened.
 - **Call 911**
 - Call person is to inform the emergency operator that a student/individual is having an anaphylactic reaction. (Note: use the terminology **anaphylactic reaction**) The call person should know the address of the school, the names of the closest cross streets and the entrance location.
 - Inform the principal and/or first aid provider

- **Transfer care to paramedics:**

- Have an individual meet the ambulance at the appropriate entrance and take the ambulance personnel to the location of the student
- Provide the paramedics with a copy of the child's Student Plan of Care.
- Notify the paramedics of the time(s) that the medication was administered.

- **Transport to hospital by ambulance:**

- All individuals receiving emergency epinephrine must be transported to hospital immediately for evaluation and observation for an appropriate period (e.g. 4 hours) because of the possibility of a bi-phasic or prolonged reaction.
- One calm and familiar person must stay with the child until a parent/guardian arrives.

In the event of an emergency and EMS (ambulance service) is NOT available and the child is being driven to the hospital, another adult, where possible, must accompany the driver to provide assistance to the child if necessary. The child's back up epinephrine auto injector must be taken.

Contact parents, as soon as reasonably possible, informing them of their child's medical situation and the hospital their child was taken.

MONITORING AND AVOIDANCE STRATEGIES:

Teachers and others who are in direct contact on a regular basis will be vigilant and prevent or correct any situation or behaviour that may lead to an anaphylactic reaction. They will also visually check the environment for hazardous situations that may place your child at risk of coming in contact with the allergen.

Elementary Schools: Teachers and lunchtime supervisors who supervise the classroom for lunch/snacks will:

- Be able to identify your child as having anaphylaxis.
- Know the location of where he/she sits in the classroom.
- Be aware of the specific hazardous allergen.
- Be aware of any specific accommodations to be made for your child
- Be able to identify the symptoms of an anaphylactic reaction
- Be able to assist with and/or administer the EpiPen®.
- Know the location of the second EpiPen®.

General Food Strategies – My/our child must ...
Food products that contain or 'may contain' peanuts – tree nuts are NOT to be brought into the school. The school is a 'minimized allergen environment' not a nut free facility.
Food products such as milk, eggs, wheat and/or products that contain milk, eggs, wheat etc. are permitted in the school.
Eat only foods which are safe and approved by parent(s)/guardian(s)
NOT eat if they are not carrying their EpiPen®
NOT trade or share food, food utensils or food containers
Place a barrier between their food and the eating surface (i.e. napkin, place mat)
Never leave food unattended. If need to leave room then leave lunch with the supervisor
Wash their hands before and after eating
Eat with a friend who knows about the allergy & can notify an adult if there is a reaction
Never go off alone (e.g. to the washroom) if they are feeling unwell or distressed
For food allergies to milk, eggs, wheat etc. the student will sit at a designated location away from other students eating the said allergen
Advise an adult and/or others around them quickly if they feel they are having an allergic reaction
Additional Information:
<ul style="list-style-type: none"> • Food scraps/non-eaten food products will be removed from the classroom after meals. • Eating surfaces of students eating the said allergen(s) will be cleaned using an approved cleaning agent.
Specific to Other Situations/Activities at School
Products containing peanuts – tree nuts are not to be in vending machines, used in fund raising activities.
Food items are not to be used as incentives.
Student is Not to be involved in activities where the allergen is used (e.g. crafts/science experiments)
Student is Not to be involved in garbage disposal, yard clean-ups or other activities which could bring them in contact with items contaminated with the allergen (e.g. food wrappers, containers or debris)
Student is to have their own locker, where possible.
Specific to Insect Venom:
Inspection of outside facilities for bee nests on a regular basis. With plans for removal.

General Food Strategies – My/our child must ...
Student is to carry their EpiPen (r) (r) with them at all times during insect presence/season
Student is to stay away from areas where stinging insects gather (e.g. garbage cans, flowers, food)
Student is to remove themselves and/or be removed from the location of the insect by the teacher/other.
Student is Not to participate in yard clean-up activities during insect season.
Additional Information:
Specific to Latex – School will....
Limit child's contact, where possible, with all natural rubber products (e.g. first aid supplies, balloons, art and school supplies: paints, erasers, rubber bands, rubber balls.)

AUTHORIZATION/CONSENT

The following will be will be shared with appropriate school staff and others, and/or posted:

- Student Plan of Care – on file in Office and Classroom Teacher
- Identification and Emergency Treatment Plan – posted in classroom
- Identification and Emergency Treatment Plan (STSWR) – shared with Student Transportation Services of Waterloo (if applicable)
- At-a-Glance – posted in Staff Room(s); Health Room; First Aid Room; Office (as applicable)

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

Student: _____ Date: _____
(18 yrs. or older) Signature

Principal: _____ Date: _____
Signature

PLAN REVIEW

This plan remains in effect for the school year and will be reviewed annually.

Please Note:

1. 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.
2. Where there has been no change in the child's condition or treatment strategy from the previous year, parents may authorize continuation of the Anaphylaxis Emergency Treatment Plan without proof of diagnosis – 'copy of the prescription' - with initials below.)

There has been no change in condition or treatment strategy from previous year. Parent initial: _____

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

Signed Original (Student Plan of Care + Request and Consent for the Administration of Epinephrine): Filed in School Office
Student Plan of Care: Copy to Teacher file
Student Plan of Care: Copy to Secondary Occasional Teacher file
[Identification and Emergency Treatment Plan: Posted in Classroom]

REQUEST AND CONSENT FOR THE ADMINISTRATION OF ANAPHYLAXIS INTERVENTION(S) & MEDICATION (EPINEPHRINE)

This form is completed when the school agrees with the parental request to administer Anaphylaxis intervention(s) & medication (Epinephrine) for life threatening allergies. A new form is required: a) at the initiation of this process; b) at the beginning of each school year; c) when the medication changes. Staff agreeing to administer Anaphylaxis intervention(s) & medication will do so according to the information in this form only.

Student Name:	Date:
Teacher:	Grade

STATEMENT OF UNDERSTANDING

Regarding Parent Requests to provide Anaphylaxis intervention(s) & prescribed medication (Epinephrine) to students by Employees of the School Board.

As the Parent(s)/Guardian(s) of _____, I/we accept and endorse the following terms and/or
(print name of student)

conditions pertaining to my/our request for Waterloo Catholic District School Board employees to provide , under our own authority, my/our child with intervention(s) & medication listed on the Anaphylaxis Student Plan of Care. Specifically, I/we understand and accept that:

1. I/we are responsible for safely delivering to, and retrieving from, school any, and all, Anaphylaxis medications to be provided to my/our child. This commitment addresses the importance of reducing the possible loss of medications that are potentially harmful to other students;
2. I/we are responsible for providing and maintaining two epinephrine auto injectors. One my/our child will carry/wear at all times. Other to be stored in a secure and accessible location in the school (e.g. health room);
3. I/we are responsible for providing a copy of the prescription and instructions form the child's physician or nurse for my/our child's file;
4. Epinephrine auto-injectors supplied to the school will be in clearly labeled containers which display:
 - a) name of your child
 - b) expiry date (It is the responsibility of the parent(s) to ensure the EpiPens® are kept current during the school year).
5. The Emergency Action plan following the best advice from Food Allergy Canada is to:
 - A. Administer the auto-injector immediately at the first sign of symptoms;
 - C. Call 911
 - T. Transport to hospital by ambulance.
6. I/we are responsible for providing up to date information to the school regarding changes in the medical condition, as well as changes that may affect the treatment as outlined in the Diabetes Plan of Care.
7. Board employees are not trained health professionals and hence may not recognize the symptoms of my/our child's medical condition. I/we realize that the school does not have the facilities nor the qualified and trained health professionals to 'wait and see' what happens before administering the Epinephrine auto- injector.

REQUEST AND CONSENT FOR THE ADMINISTRATION OF EPINEPHRINE

Insofar as it concerns my/our child _____, I/we:

- I. agree to comply with the responsibilities described above;
- II. request that the intervention(s) listed in the Anaphylaxis Student Plan of Care be administered to my/our child according to the information we have provided;
- III. request that Epinephrine be administered to my child according to the prescription information provided by the prescribing physician; and furthermore,
- IV. release the Waterloo Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury, howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, failing to correctly administer the interventions and/or failing to administer any intervention listed in the Anaphylaxis Student Plan of Care.

Having read and understood the information conveyed in the "Statement of Understanding" and the "Request and Consent for the Administration of Epinephrine" form:

I/we agree to comply with the responsibilities described above.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____

(18 years of age or older)

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information please contact the Principal of your child's school.

ASTHMA STUDENT PLAN OF CARE

Place Student Photo Here

(PLEASE PRINT)

Student Name _____ Date of Birth _____

Grade _____ Room# _____

Medic Alert ID: Y N

Emergency Contacts (list in priority of contact) (please print):

Name	Relationship	Daytime Phone	Alternate Phone
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

KNOWN ASTHMA TRIGGERS

CHECK (✓) ALL THAT APPLY

- ☐ Colds/flu/illness ☐ Physical activity/exercise ☐ Pet dander ☐ Cigarette smoke ☐ Pollen ☐ Mould ☐ Dust
☐ Cold weather ☐ Strong smells ☐ Allergies (specify): _____
☐ Anaphylaxis (specify allergy): _____
☐ Other specify): _____

Asthma trigger avoidance instructions:

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:

- ☐ Salbutamol (e.g. Ventolin) ☐ Airomir ☐ Ventolin ☐ Bricanyl ☐ Other (specify): _____



Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible** by teacher/supervisor.

Reliever inhaler is kept:

- ☐ With teacher/supervisor - location: _____
☐ Other location (specify): _____

Student **will carry** his/her reliever inhaler at **all times** including during recess, gym, outdoor and off-site activities, and field trips.

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 (specify): _____

CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

Controller medications are usually taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken to 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)

IDENTIFICATION AND EMERGENCY TREATMENT PLAN

A. 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.

B. 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.

CONSENT FOR STUDENT TO CARRY AND SELF-ADMINISTER ASTHMA MEDICATION

We agree that _____:
(Student Name)

☐ can **carry** his/her prescribed medications and delivery devices to manage asthma while at school and during school-related activities.

☐ can **self-administer** his/her prescribed medications and delivery devices to manage asthma while at school and during school-related activities.

☐ **requires assistance** with administering his/her prescribed medications and delivery devices to manage asthma while at school and during school-related activities.

☐ We will inform the school of any change in medication or delivery device. The medications **cannot** be beyond the expiration date.

Parent/Guardian Name: _____
(please print) (Signature)

Student Name: _____ Date: _____

AUTHORIZATION/CONSENT

The following will be shared with appropriate school staff and others, and/or posted:

- Student Plan of Care – on file in Office and Classroom Teacher
- Identification and Emergency Treatment Plan – posted in classroom
- Identification and Emergency Treatment Plan (STSWR) – shared with Student Transportation Services of Waterloo (if applicable)
- At-a-Glance – posted in Staff Room(s); Health Room; First Aid Room; Office (as applicable)

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

Date: _____

Student: _____
(18 yrs. or older) Signature

Date: _____

Principal: _____
Signature

Date: _____

PLAN REVIEW

This plan remains in effect for the school year and will be reviewed annually.

Please Note:

1. 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.
2. Where there has been no change in the child's condition or treatment strategy from the previous year, parents may authorize continuation of the Asthma Emergency Treatment Plan without proof of diagnosis - with initials below.)

There has been no change in condition or treatment strategy from previous year. Parent initial: _____



Lung Health Information Line: 1-888-344-LUNG (5864)

Staffed by Certified Respiratory Educators

Email: info@on.lung.ca • www.on.lung.ca



Adapted with permission from Ophea and The Lung Association [Individual Student Plan of Care form, September 2015]
The original publication is available in Accessibility for Ontarians with Disabilities Act (AODA) electronic format at www.on.lung.ca/resources.
Funded by the Government of Ontario

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

Signed Original (Student Plan of Care + Request and Consent for the Administration of Asthma Intervention Medications): Filed in School Office

Student Plan of Care: Copy to Teacher file

Student Plan of Care: Copy to Secondary Occasional Teacher file

[Identification and Emergency Treatment Plan: Posted in Classroom]

REQUEST AND CONSENT FOR THE ADMINISTRATION OF ASTHMA INTERVENTION(S) & MEDICATION(S)

This form is completed when the school agrees with the parental request to administer Asthma intervention(s) & medication(s). A new form is required: a) at the initiation of this process; b) at the beginning of each school year; c) when interventions changes. Staff agreeing to administer Asthma intervention(s) & medication(s) will do so according to the information on this form only.

Student Name:	Date:
Teacher:	Grade:

STATEMENT OF UNDERSTANDING

Regarding Parent Requests to provide Asthma Intervention(s) & Medication(s) to Students by Employees of the Waterloo Catholic District School Board

As the parent(s)/guardian(s) of _____, I/we accept and endorse the following terms
(print name of student)

and/or conditions pertaining to my/our request for Waterloo Catholic District School Board employees to provide, under our own authority, my/our child with interventions listed on the Asthma Student Plan of Care. Specifically,

I/we understand and accept that:

1. I/we are responsible for safely delivering to, and retrieving from school any, and all, Asthma medications to be provided to my/our child. This commitment addresses the importance of reducing the possible loss of medications that are potentially harmful to other students;
2. I/we are responsible for providing and maintaining a limited but adequate supply of the medications noted in the Asthma Student Plan of Care;
3. Medications supplied to the school will be in original, clearly labeled containers which display child's name & expiry date;
4. I/we are responsible for providing up-to-date information to the school regarding the medical condition or illnesses treated by the medicines noted in the Asthma Student Plan of Care;
5. I/we request that the medications listed in the Asthma Student Plan of Care be administered to my/our child according to the prescription information provided by the prescribing physician;
6. Board employees are not trained health professionals and, hence, may not recognize the symptoms of my/our child's illness or medical condition or know how to treat the illness or medical condition.

REQUEST AND CONSENT FOR THE ADMINISTRATION OF ASTHMA INTERVENTION(S) & MEDICATION(S)

Insofar as it concerns my child _____, I/We:

- I. agree to comply with the responsibilities described above;
- II. request that the intervention(s) & Medication(s) listed in the Asthma Student Plan of Care be administered to my/our child according to the information we have provided; and furthermore,
- III. release the Waterloo Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury, howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, failing to correctly administer the interventions and/or failing to administer any intervention listed in the Asthma Student Plan of Care.

Having read and understood the information conveyed in the "Statement of Understanding" and the "Request and Consent for the Administration of Asthma Intervention(s) & Medication(s)" form:

I/we agree to comply with the responsibilities described above.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____
(18 years of age or older)

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

TYPE 1/TYPE 2 DIABETES STUDENT PLAN OF CARE

Place Student Photo
Here

(PLEASE PRINT)

Student Name _____ Date of Birth _____

Grade _____ Room # _____

Medic Alert ID: Y N

Emergency Contacts (list in priority of contact) (please print):

	Name	Relationship	Daytime Phone	Alternate Phone
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

ROUTINE/MANAGEMENT

ROUTINE	MANAGEMENT
1. BLOOD SUGAR CHECKING <input type="checkbox"/> My child can independently check blood sugar / read meter <input type="checkbox"/> My child needs supervision to check blood sugar / read meter Supervisor: _____ Students should be able to check blood sugar anytime, anyplace, respecting their preference or privacy	Blood Sugar Checking Times : _____ Target Blood Sugar Range: _____ Call parent if blood sugar _____ Location of Fast Acting Sugar at the school: _____
2. LUNCH/NUTRITION BREAKS <input type="checkbox"/> Student requires supervision during meal times to ensure completion (based on age/developmental ability) <input type="checkbox"/> Student can independently manage his/her food intake <input type="checkbox"/> Student must be given the time and able to eat as needed	Recommended times for meals and snacks: _____ _____ _____ Special Instructions for Meal Days and Special Events: _____ _____ _____
3. INSULIN <input type="checkbox"/> My child does not take an insulin injection at school <input type="checkbox"/> My child takes insulin at school <input type="checkbox"/> by injection. <input type="checkbox"/> by insulin pump Insulin is given by <input type="checkbox"/> Student <input type="checkbox"/> Student with supervision <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Trained Individual	<input type="checkbox"/> Location of Insulin: _____ <input type="checkbox"/> Required times for Insulin: _____ NOTE: Educators do not give injections or operate insulin pump

Cont. ...

ROUTINE	MANAGEMENT
4. ORAL MEDICATION	Name of Medication: _____ _____ List time(s) medication is to be taken: _____ _____ List side effects that may affect child's day at school: _____ _____
5. PHYSICAL ACTIVITY PLAN Physical activity lowers blood sugar and is often checked before activity. Child's blood testing metre kit and fast acting sugar should always be on hand during physical activities	Please indicate what your child must do prior to exercise to help prevent a low blood sugar (i.e. take juice) 1. Before activity : _____ 2. During activity: _____ 3. After activity: _____ _____ For special events, notify parent(s)/guardian(s) in advance so that appropriate adjustments can be made. (e.g. extracurricular, Terry Fox Run, Play Days, long walks etc...)
6. ILLNESS	Call parent if student vomits. If child continues to vomit and parent(s)/guardian(s) cannot be reached: _____ _____ _____
7. DIABETES MANAGEMENT KIT Parents must provide and maintain and refresh supplies. This kit must be accessible at all times. (e.g. field trips, fire drills, lockdowns) The school must advise parents when supplies are low.	Location of Kit: _____ _____ Kit will include: <input type="checkbox"/> Blood Glucose meter, test strips, lancets <input type="checkbox"/> Insulin and insulin pen supplies <input type="checkbox"/> Sources of fast-acting sugar (e.g. juice, candy, glucose tabs). <input type="checkbox"/> Carbohydrate containing snacks <input type="checkbox"/> Alcohol Wipes <input type="checkbox"/> Other _____
8. ADDITIONAL INFORMATION A student with special considerations may require more assistance than outlined in this plan.	Notes:

IDENTIFICATION AND EMERGENCY TREATMENT PLAN

HYPOGLYCAEMIA (LOW BLOOD SUGAR)

SIGNS AND SYMPTOMS OF A LOW BLOOD SUGAR ARE: (Check (✓) all that apply)

- | | | | | |
|--|------------------------------------|---|---|-----------------------------------|
| <input type="checkbox"/> Sweating | <input type="checkbox"/> Trembling | <input type="checkbox"/> Dizziness | <input type="checkbox"/> Mood changes | <input type="checkbox"/> Confused |
| <input type="checkbox"/> Hunger | <input type="checkbox"/> Headaches | <input type="checkbox"/> Blurred Vision | <input type="checkbox"/> Extreme tiredness / paleness | |
| <input type="checkbox"/> Other, please specify _____ | | | | |

If the student exhibits any of the above symptoms or feels unwell, looks unwell or says they are "low"

- DO NOT leave the student alone
- DO NOT allow the student to use stairs

ACTION

Ask student to check their blood sugar

If the reading is **below 4.0** on the meter give **fast acting sugar immediately:**

3 glucose tablets or 6oz (175 ml) of juice / pop (not diet)

5 - 6 lifesavers or _____

If student is unable to check blood sugar - provide fast acting sugar (see above)

Wait 15 minutes - Repeat blood sugar check

If blood sugar is still below **4.0** repeat above ACTION and call parent

If blood sugar is above **4.0** and next meal/snack is greater than 1 hour away, follow-up with a snack (provided by parent), otherwise no further action required.

WHEN TO CALL 911

If student is...

Unresponsive, Unconscious, Having a Seizure

Unwell / Vomiting

1. Roll student on their side
2. Call 9-1-1
3. Inform EMS student has Type 1 diabetes
4. Notify parents'

1. Notify parents
2. Call 9-1-1 (if unable to contact parents)
3. Inform EMS student has Type 1 diabetes

DO NOT give food or drink

IDENTIFICATION AND EMERGENCY TREATMENT PLAN

HYPERGLYCAEMIA (HIGH BLOOD SUGAR)

SIGNS AND SYMPTOMS OF A HIGH BLOOD SUGAR ARE: (Check (✓) all that apply)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Extreme thirst | <input type="checkbox"/> Dry Mouth | <input type="checkbox"/> Frequent urge to urinate | <input type="checkbox"/> Tiredness/weakness |
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Blurry vision | <input type="checkbox"/> Mood swings | <input type="checkbox"/> Headache |
| <input type="checkbox"/> Hungry | <input type="checkbox"/> Abdominal Pain | <input type="checkbox"/> Warm/Flushed Skin | |
| <input type="checkbox"/> Other, please specify _____ | | | |

If the student exhibits any of the above symptoms:

- Ask student to check their blood sugar
- If blood glucose is greater than _____ notify parent
- If unable to check blood sugar remain with student and call parent

ACTION

Provide extra water

Allow student to have open bathroom privileges

SIGNS AND SYMPTOMS OF HYPERGLYCAEMIA EMERGENCY:

- | | | |
|---|--|---|
| <input type="checkbox"/> nausea and vomiting | <input type="checkbox"/> severe abdominal pain | <input type="checkbox"/> rapid, shallow breathing |
| <input type="checkbox"/> increasing sleepiness or lethargy <input type="checkbox"/> other _____ | | |

Steps to take for severe Hyperglycaemic:

When blood sugar is at or above: _____

ACTION

CONSENT FOR STUDENT TO CARRY AND SELF-ADMINISTER DIABETES INTERVENTION MEDICATION(S)

We agree that _____:

(Student Name)

- ☐ can carry his/her prescribed Diabetes Intervention Medication while at school and during school-related activities.

Exception: My child is in JK or SK, so theirs will be with the teacher at all times. _____ (parent initial)

- ☐ can self-administer his/her prescribed Diabetes Intervention Medication while at school and during school-related activities.

- ☐ requires assistance with administering his/her prescribed Diabetes Intervention Medication while at school and during school-related activities.

- ☐ We will inform the school of any change in medication or delivery device. The medications **cannot** be beyond the expiration date.

Parent/Guardian Name: _____

(please print)

(Signature)

Student Name: _____

(18 yrs. or older)

(please print)

(Signature)

Date: _____

AUTHORIZATION/CONSENT

The following will be shared with appropriate school staff and others, and/or posted:

- Student Plan of Care – on file in Office and Classroom Teacher
- Identification and Emergency Treatment Plan – posted in classroom
- Identification and Emergency Treatment Plan (STSWR) – shared with Student Transportation Services Waterloo (if applicable)
- At-a-Glance – posted in Staff Room(s); Health Room; First Aid Room; Office (as applicable)

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

Student: _____ Date: _____
(18 yrs. or older) Signature

Principal: _____ Date: _____
Signature

PLAN REVIEW

This plan remains in effect for the school year and will be reviewed annually.

Please Note:

1. 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.
2. Where there has been no change in the child's condition or treatment strategy from the previous year, parents may authorize continuation of the Diabetes Emergency Treatment Plan without proof of diagnosis with initials below.)

There has been no change in condition or treatment strategy from previous year. Parent initial: _____

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

Signed Original (Student Plan of Care + Request and Consent for the Administration of Diabetes Intervention Medication(s)): Filed in School Office

Student Plan of Care: Copy to Teacher file

Student Plan of Care: Copy to Secondary Occasional Teacher file

[Identification and Emergency Treatment Plan: Posted in Classroom]

REQUEST AND CONSENT FOR THE ADMINISTRATION OF DIABETES INTERVENTION(S)

This form is completed when the school agrees with the parental request to administer Diabetes intervention(s). A new form is required: a) at the initiation of this process; b) at the beginning of each school year; c) when interventions changes. Staff agreeing to administer Diabetes intervention(s) will do so according to the information on form only.

Student Name:	Date:
Teacher:	Grade:

STATEMENT OF UNDERSTANDING

Regarding Parent Requests to provide Diabetes Intervention(s) to students by Employees of the Waterloo Catholic District School Board

As the parent(s)/guardian of _____, I (we) accept and endorse the following terms and/or

(print name of student)

conditions pertaining to my (our) request for Waterloo Catholic District School Board employees to provide, under our own authority, my (our) child with interventions listed on the Diabetes Student Plan of Care. Specifically,

I/we understand and accept that:

1. I/we are responsible for supplying and maintaining a limited but adequate supply of fast acting sugar (e.g. juice boxes);
2. I/we are responsible for supplying our child/s/the student's blood sugar testing items and insulin injection supplies, and I/we agree that such supplies are to be in a safe container, labeled with our child's name for transport and storage in class.
3. Board employees do not: administer insulin syringe injections; push the release button on the insulin pump (bolus); store insulin overnight; determine procedures for low blood glucose count; supply fast-acting sugar; administer glucagon syringe injections; dispose of sharps.
4. I/we are responsible for providing up to date information to the school regarding changes in the medical condition, as well as changes that may affect the treatment as outlined in the Diabetes Plan of Care.
5. Board employees are not trained health professionals and, hence, may not recognize the symptoms of my (our) child's medical condition or know how to treat the medical condition;

REQUEST AND CONSENT FOR THE ADMINISTRATION OF DIABETES INTERVENTIONS

Insofar as it concerns my child _____, I/We:

- I. Agree to comply with the responsibilities described above;
- II. Request that the interventions listed in the Diabetes Student Plan of Care be administered to my/our child according to the information we have provided; and furthermore,
- III. Release the Waterloo Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury, howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, failing to correctly administer the interventions and/or failing to administer any intervention listed in the Diabetes Student Plan of Care.

Having read and understood the information conveyed in the "Statement of Understanding" and the "Request and Consent for the Administration of Diabetes Intervention(s)" form:

I/we agree to comply with the responsibilities described above.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____

(18 years of age or older)

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information please contact the Principal of your child's school.

HEART CONDITION STUDENT PLAN OF CARE

(PLEASE PRINT)

Student Name _____ Date of Birth _____

Grade _____ Room # _____

Medic Alert ID: Y N

Emergency Contacts (list in priority of contact) (please print):

	Name	Relationship	Daytime Phone	Alternate Phone
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

HEART CONDITION: _____**MEDICATION TO BE TAKEN AT SCHOOL:****List any side effects of the medication to learning/physical activity:****List effects of the heart condition on learning activities:****Recommendations/accommodations for learning activities:****List effects of the heart condition on physical activities:****Recommendations/accommodations for physical activities:****Participation in school/classroom daily or routine management activities, co-curriculars, recess, etc.:****Recommendations/accommodations for daily or routine management activities, co-curriculars, recess, etc.:****Other:**

IDENTIFICATION AND EMERGENCY TREATMENT PLAN

Identification of Symptoms:

EMERGENCY TREATMENT PLAN:

When to call 911:

When to call home:

AUTHORIZATION/CONSENT

The following will be shared with appropriate school staff and others, and/or posted:

- Student Plan of Care – on file in Office and Classroom Teacher
- Identification and Emergency Treatment Plan – posted in classroom
- Identification and Emergency Treatment Plan (STSWR) – shared with Student Transportation Services of Waterloo (if applicable)
- At-a-Glance – posted in Staff Room(s); Health Room; First Aid Room; Office (as applicable)

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

Student: _____ Date: _____
(18 yrs. or older) Signature

Principal: _____ Date: _____
Signature

PLAN REVIEW

This plan remains in effect for the school year and will be reviewed annually.

Please Note: 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.

There has been no change in condition or treatment strategy from previous year. Parent initial: _____

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.
If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

Signed Original (Student Plan of Care + Request and Consent for the Administration of Heart Condition Intervention Medications): Filed in School Office

Student Plan of Care: Copy to Teacher file

Student Plan of Care: Copy to Secondary Occasional Teacher file

[Identification and Emergency Treatment Plan: Posted in Classroom]

**REQUEST AND CONSENT
FOR THE ADMINISTRATION OF HEART CONDITION INTERVENTION(S) & MEDICATION(S)**

This form is completed when the school agrees with the parental request to administer Heart Conditions intervention(s) & medication(s). A new form is required: a) at the initiation of this process; b) at the beginning of each school year; c) when interventions changes. Staff agreeing to administer Heart Conditions intervention(s) & medication(s) will do so according to the information on this form only.

Student Name:	Date:
Teacher:	Grade:

STATEMENT OF UNDERSTANDING

Regarding Parent Requests to Provide Heart Condition Intervention(s) & Medication(s) to Students by Employees of the Waterloo Catholic District School Board

As the parent(s)/guardian of _____, I (we) accept and endorse the following terms
(print name of student)

and/or conditions pertaining to my (our) request for Waterloo Catholic District School Board employees to provide, under our own authority, my (our) child with interventions listed on the Heart Condition Student Plan of Care. Specifically, I/we understand and accept that:

1. I/we are responsible for safely delivering to and retrieving from school, any and all Heart Conditions medications to be provided to my child. This commitment addresses the importance of reducing the possible loss of medications that are potentially harmful to other students;
2. Board employees are not trained health professionals and, hence, may not recognize the symptoms of my (our) child's illness or medical condition or know how to treat the illness or medical condition;
3. I/we are responsible for providing and maintaining a limited but adequate supply of the medications noted in the Heart Condition Student Plan of Care;
4. Medications supplied to the school will be in original, clearly labeled containers which display Child's Name & Expiry Date
5. I/we are responsible for providing up-to-date information to the school regarding the medical condition or illnesses treated by the medicines noted in the Heart Condition Student Plan of Care
6. I/we request that the medications listed in in the Heart Condition Student Plan of Care be administered to my child according to the prescription information provided by the prescribing physician.

REQUEST AND CONSENT FOR THE ADMINISTRATION OF HEART CONDITION INTERVENTION(S) & MEDICATION(S)

Insofar as it concerns my child _____, I/We:

- I. Agree to comply with the responsibilities described above;
- II. Request that the interventions listed in the Heart Condition Student Plan of Care be administered to my/our child according to the information we have provided; and furthermore,
- III. Release the Waterloo Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury, howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, failing to correctly administer the interventions and/or failing to administer any intervention listed in the Heart Condition Student Plan of Care.

Having read and understood the information conveyed in the "Statement of Understanding" and the "Request and Consent for the Administration of Heart Condition Intervention(s) & Medication(s)" form:

I/we agree to comply with the responsibilities described above.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____

(18 years of age or older)

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.

If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

EPILEPSY/SEIZURE DISORDER STUDENT PLAN OF CARE

Place Student Photo
Here

(PLEASE PRINT)

Student Name _____ Date of Birth _____

Grade _____ Room # _____

Medic Alert ID: Y N

Emergency Contacts (list in priority of contact) (please print):

Name	Relationship	Daytime Phone	Alternate Phone
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

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

KNOWN SEIZURE TRIGGERS

CHECK (✓) ALL THAT APPLY

☐ Stress ☐ Menstrual Cycle ☐ Inactivity ☐ Changes In Diet
☐ Lack Of Sleep ☐ Electronic Stimulation (TV, Videos, Florescent Lights) ☐ Illness
☐ Improper Medication Balance ☐ Change In Weather ☐ Other

☐ Any Other Medical Condition or Allergy? _____

DAILY or ROUTINE EPILEPSY/SEIZURE DISORDER MANAGEMENT

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

<p>Seizure Type CHECK (✓) ALL THAT APPLY</p> <p> <input type="checkbox"/> tonic-clonic <input type="checkbox"/> absence <input type="checkbox"/> simple partial <input type="checkbox"/> complex partial <input type="checkbox"/> atonic <input type="checkbox"/> myoclonic <input type="checkbox"/> infantile spasms <input type="checkbox"/> Other: _____ </p> <p>Please indicate: (CS) = Convulsion Seizure (NCS) = Non-Convulsive Seizure</p>	<p>Management: (e.g. description of dietary therapy, risks to be mitigated, trigger avoidance)</p> <hr/> <p>Action to take during seizure:</p>
<p>Frequency of Seizure Activity:</p>	
<p>Typical Seizure Duration:</p>	

IDENTIFICATION AND EMERGENCY TREATMENT PLAN

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

BASIC FIRST AID: CARE AND COMFORT

*NOTE: there is a possibility of incontinence during loss of consciousness

Ensure blanket and pillow are available and where appropriate a change of clothes.

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

Call 9-1-1 when:

- Convulsive (tonic-clonic) seizure **unless there is written instructions from child's physician to do otherwise**
- 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.

CONSENT FOR STUDENT TO CARRY AND SELF-ADMINISTER EPILEPSY/SEIZURE DISORDER INTERVENTION MEDICATION(S)

We agree that Student Name) _____:

- ☐ can **carry** his/her prescribed Epilepsy/Seizure Disorder Intervention Medication(s) while at school and during school-related activities.

Exception: My child is in JK or SK, so theirs will be with the teacher at all times. _____ (parent initial)

- ☐ can **self-administer** his/her prescribed Epilepsy/Seizure Disorder Intervention Medication while at school and during school-related activities.

- ☐ **requires assistance** with administering his/her prescribed Epilepsy/Seizure Disorder Intervention Medication while at school and during school-related activities.

- ☐ We will inform the school of any change in medication or delivery device. The medications **cannot** be beyond the expiration date.

Parent/Guardian Name: _____
(please print) (Signature)

Student Name: _____
(18 yrs. or older) (please print) (Signature)

Date: _____

AUTHORIZATION/CONSENT

The following will be shared with appropriate school staff and others, and/or posted:

- Student Plan of Care – on file in Office and Classroom Teacher
- Identification and Emergency Treatment Plan – posted in classroom
- Identification and Emergency Treatment Plan (STSWR) – shared with Student Transportation Services of Waterloo (if applicable)
- At-a-Glance – posted in Staff Room(s); Health Room; First Aid Room; Office (as applicable)

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

Date: _____

Student: _____
(18 yrs. or older) Signature

Date: _____

Principal: _____
Signature

Date: _____

PLAN REVIEW

This plan remains in effect for the school year and will be reviewed annually.

Please Note:

1. 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.
2. Where there has been no change in the child's condition or treatment strategy from the previous year, parents may authorize continuation of the Anaphylaxis Emergency Treatment Plan without proof of diagnosis – 'copy of the prescription' - with initials below.)

There has been no change in condition or treatment strategy from previous year. Parent initial: _____

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56 and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.

If you have any questions regarding your child's personal information, please contact the Principal of your child's school.

Signed Original (Student Plan of Care + Request and Consent for the Administration of Epilepsy/Seizure Disorder Intervention Medication(s): Filed in School Office

Student Plan of Care: Copy to Teacher file

Student Plan of Care: Copy to Secondary Occasional Teacher file

[Identification and Emergency Treatment Plan: Posted in Classroom]

REQUEST AND CONSENT FOR THE ADMINISTRATION OF EPILEPSY/SEIZURE DISORDER INTERVENTION(S) & MEDICATION(S)

This form is completed when the school agrees with the parental request to administer Epilepsy/Seizure Disorder intervention(s) & medication(s). A new form is required: a) at the initiation of this process; b) at the beginning of each school year; c) when the medication changes. Staff agreeing to administer Epilepsy/Seizure Disorder intervention(s) & medication(s) will do so according to the information in this form only.

Student Name:	Date:
Teacher:	Grade:

STATEMENT OF UNDERSTANDING

Regarding Parent Requests to provide Epilepsy/Seizure Disorder Intervention(s) & Medication(s) to students by Employees of the School Board.

As the parent(s)/guardian of _____, I (we) accept and endorse the following terms and/or

(print name of student)

conditions pertaining to my/our request for Waterloo Catholic District School Board employees to provide my/our child with the medications listed in the Epilepsy/Seizure Disorder Student Plan of Care. Specifically,

I/we understand and accept that:

1. I/we are responsible for safely delivering to and retrieving from school, any and all Epilepsy/Seizure Disorder medications to be provided to my/our child. This commitment addresses the importance of reducing the possible loss of medications that are potentially harmful to other students;
2. I/we are responsible for providing and maintaining a limited but adequate supply of the medications noted in the Epilepsy/Seizure Disorder Student Plan of Care;
3. School staff do not administer medication via rectal suppository or syringe injection.
4. Medications supplied to the school will be in clearly labeled containers which display:
 - a) name of your child
 - b) expiry date (It is the responsibility of the parent(s) to ensure medication(s) are kept current during the school year).
5. I/we are responsible for providing up-to-date information to the school regarding the medical condition or illnesses treated by the medicines noted in the Epilepsy/Seizure Disorder Student Plan of Care;
6. Board employees are not trained health professionals and, hence, may not recognize the symptoms of my/our child's illness or medical condition or know how to treat the illness or medical condition.

REQUEST AND CONSENT FOR THE ADMINISTRATION OF EPILEPSY/SEIZURE DISORDER INTERVENTION(S) & MEDICATION(S)

Insofar as it concerns my child _____, I/We:

- I. Agree to comply with the responsibilities described above;
- II. Request that the intervention(s) and medication(s) listed in the Epilepsy/Seizure Disorder Student Plan of Care be administered to my/our child according to the to the prescription information provided by the prescribing physician and the information we have provided; and furthermore,
- III. Release the Waterloo Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury, howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, failing to correctly administer the interventions and/or failing to administer any intervention listed in Epilepsy/Seizure Disorder Student Plan of Care.

Having read and understood the information conveyed in the "Statement of Understanding" and the "Request and Consent for the Administration of Epilepsy/Seizure Disorder Intervention(s) and Medication(s)" form:

I/we agree to comply with the responsibilities described above.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____

(18 years of age or older)

This information is collected pursuant to s. 170 and s.265(1)i) of the *Education Act*, R.S.O. 1990, c. E-2 and s.28(2), 29, 30, 31, 32 and 33 of the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M-56; and the *Personal Health Information Protection Act*, 2004, S.O. 2004, c.3, Sch. A.

If you have any questions regarding your child's personal information, please contact the Principal of your child's school.



Administrative Procedures Memorandum

#: APH030

Appendix H

Medical Conditions

Date of Issue: October 1, 2018
Reviewed/Revised: N/A
Memo To: All Staff
From: Director of Education

ACCESSIBILITY:

To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

PURPOSE:

To ensure consistent expectations of a standard of care to provide management, care and emergency procedures, where appropriate, to students and staff who are diagnosed with a medical condition that requires treatment (e.g. anaphylaxis, asthma, type 1 diabetes, type 2 diabetes, epilepsy-seizure disorder, concussion, heart conditions, etc.).

REFERENCES:

- [Education Act Regulation 265](#)
- [Education Act Regulations 298 s20](#)
- [Policy/Program Memo No. 81](#)
- [Policy/Program Memo No. 150](#)
- [Caring and Safe Schools in Ontario](#)
- [Sabrina's Law](#)
- [Ryan's Law](#)
- [Policy/Program Memo. NO. 161](#)

FORMS:

- List of forms & numbers found in AP memo OR enter N/A.

REPORTS:

- List of reports and numbers found in AP memo OR enter N/A.

APPENDICES:

- List of appendices found in AP memo OR enter N/A.

COMMENTS AND GUIDELINES:

Principles

1. The Waterloo Catholic District School Board has an interest in ensuring the health and well-being of its students and staff in a safe, accepting, and healthy learning environment.
2. The safety of students/staff with a medical condition is a shared responsibility with the school, Board, family and community partners working together.
3. The Waterloo Catholic District School Board recognizes that each student/staff diagnosed with a medical condition is unique and requires an individual plan of care.
4. The safety of students/staff with medical conditions in school settings depends on the cooperation of the entire school community.
5. School staff must be aware of the recommended plan of action for the individual student/staff diagnosed with a medical condition and the action required, should an emergency arise.
6. The school principal must provide a supportive environment for students/staff with a medical condition and their families.
7. Community partnerships will be encouraged in order to achieve a collaborative approach to the promotion of healthy lifestyles and the management of medical conditions.
8. The goal of the school is for the student/staff to become:
 - i. as independent as possible, as soon as possible, in managing their medical condition.
 - ii. a self-advocate in the management of their medical condition.

Requirements

1. The Director has the responsibility to ensure the development of Administrative Procedures and protocols to implement this policy and to support the necessary treatment of ongoing medical conditions while on school site and/or off-site activities sponsored by the school/Board.
2. The Superintendent of Schools has the responsibility to ensure all principals and appropriate others are familiar with the requirements and expectations of the applicable WCDSB Medical Condition Administrative Procedures.
3. The principal has the responsibility to coordinate communication of information as necessary and appropriate, about the medical conditions to all school staff, parent/guardian of student with a medical condition, students and school community.
4. The principal has the responsibility to ensure that all school staff and appropriate others (e.g. occasional staff noon hour supervisors, volunteers) are familiar with all requirements, expectations, and appropriate training of the Waterloo Catholic District School Board's Medical Condition Protocols and Responsibility Checklists.
Staff Responsibilities to Support Students with Medical Conditions
5. The principal shall ensure the maintenance of a school-wide comprehensive plan and individual student plans, as appropriate, to implement this policy and applicable procedures. Medical Conditions Forms and School Administrators Responsibilities Chart
6. Community partnerships will be encouraged in order to achieve a collaborative approach to health and well-being education, disease and harm-prevention, and intervention.



Ontario Catholic School
Trustees' Association

October 9, 2018

MEMORANDUM

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: 2018 OCSTA Short Video Contest

OCSTA is pleased to announce the call for submissions for the Association's 2018 short-video contest for students in grades 4 through 12 at Ontario's publicly funded Catholic schools. The theme for the 2018 short-video contest is:

"Community Builders"

This year's theme invites students to demonstrate in a 2-minute video how their participation in a school or parish based charitable/social justice initiative serves to strengthen their community.

Partners in the Community Builder Program

OCSTA is pleased to announce that the Ontario chapters of the Catholic Women's League (CWL) and the Knights of Columbus (KoC) are collaborating with the Association in support of this year's "Community Builders" short-video contest for students.

Many CWL and KoC chapters have or will be launching charitable initiatives this fall and invite students to explore these local Christian service activities as possible subjects for students' "Community Builders" short-video submissions.

Given that CWL and KoC chapters are not located in every parish, students are encouraged to contact their parish to explore alternative parish based charitable or social justice activities or similar Christian service activities at their local schools.

...Continue

Submission Guidelines and Forms

The contest is open to all students in grades 4 – 12 at Ontario’s publicly funded Catholic schools. Participants are asked to submit a **2-minute** video that demonstrates how through Christian service in local social justice and charitable initiatives, they are helping to strengthen their local communities.

The submission deadline is **December 10, 2018**.

Submission forms can be downloaded [here](#).

Prizes

First place: \$300 Best Buy Gift Certificate

Second place: \$150 Best Buy Gift Certificate

Third place: \$100 Indigo Gift Certificate

1st, 2nd and 3rd place prizes will be awarded at both the Elementary and Secondary panels. The winners will be announced in January 2019.



Ontario Catholic School
Trustees' Association

2018 OCSTA Short-Video Contest Guidelines

We are pleased to announce the theme for the Ontario Catholic School Trustees' Association's fall 2018 short-video contest for grade 4-12 students in the province's publicly funded English Catholic schools:

"Community Builders"

This year's theme invites students to demonstrate in a 2-minute video how their participation in school or parish based charitable or social justice initiatives helps to strengthen their community.

Identifying opportunities: The charitable cause or social justice initiative can be a school based initiative or one that is being launched and managed by the local parish or a parish group including the Knights of Columbus and the Catholic Women's League.

Partners in the Community Builder Program

This year we are pleased to announce that the Ontario chapters of the Catholic Women's League (CWL) and the Knights of Columbus (KoC) are collaborating with OCSTA in support of this year's "Community Builders" short video contest for students.

Many CWL and KoC chapters have or will be launching charitable initiatives this fall and invite students to explore these local initiatives and social justice activities as possible subjects for students' "Community Builders" short-video submission.

As CWL and KoC chapters are not located in every parish, students are encouraged to contact their local parish to explore opportunities for identifying other charitable or social justice activities in the parish that help to strengthen the local community.

Submission Guidelines and Forms

The OCSTA short-video contest is open to all students in grades 4 – 12 at Ontario's publicly funded Catholic schools. [View previous contest winner submissions.](#)

The submission deadline is **December 10, 2018.**

Submission forms can be downloaded from the OCSTA website:
<http://www.ocsta.on.ca/media-centre/2018-short-video-contest/>

Prizes

First place: \$300 Best Buy Gift Certificate
Second place: \$150 Best Buy Gift Certificate
Third place: \$100 Indigo Gift Certificate.

this celebration and promotion of Catholic education in Ontario.

The winners will be announced in January. 1st, 2nd, and 3rd place prizes will be awarded at both the Elementary and Secondary panels. The winners will be announced in January.

For more information, please contact Sharon McMillan, Director of Communications at (416) 932-9460 / smcmillan@ocsta.on.ca.

We thank the students, teachers and trustees of all our Catholic school boards for their continued support of



Ontario Catholic School
Trustees' Association

October 4, 2018

MEMORANDUM

TO: Wendy Price, Chairperson
Loretta Notten, Director of Education
Waterloo Catholic District School Board

FROM: Beverley Eckensweiler, President

SUBJECT: **Fair Dealings Guidelines - Fall On-Site Survey**

As you know, the ministries/departments of education in the provinces and territories outside of Quebec work together, through the Council of Ministries of Education, Canada (CMEC) Copyright Consortium, to promote awareness among teachers of their rights and responsibilities when they use the copyright-protected materials of others. You may recall some of these materials: e.g., the booklet, *Copyright Matters!*; posters with Fair Dealing Guidelines; and information about the online Fair Dealing Decision Tool.

An electronic distribution of materials is coming this fall.

The Copyright Consortium has engaged a survey consultant, Dr. Paul C. Whitehead, to measure how well the Copyright Consortium is doing (or not doing) in getting the *Fair Dealing Guidelines* distributed, the extent to which educators are aware of the *Guidelines*' existence and how closely practice complies with the *Guidelines*.

This fall, a large sample of over 50,000 educators from every province and territory outside of Quebec are being invited to participate in an online survey to measure their awareness of these resources on fair dealing. The responses provided are anonymous; not even the researchers will know who participated and who did not. Strict privacy and confidentiality measures are in place.

A second Onsite Survey of that which is actually copied, will be conducted in a sample of schools and school board offices. Your school board will be sampled as well as the following schools:

Resurrection Catholic Secondary School
St. Mark Catholic Elementary School

The survey will be carried out between January and March 2019. None of these schools and school board offices were included in the first Onsite Survey.

All school boards currently asked to participate provided information about schools and principals in 2016 surveys of this kind.

The Ministry of Education supports this survey and encourages you to assist in its implementation. In this vein, please treat this survey as an administrative survey or process, rather than as a research project by graduate students who are collecting data for thesis.

Paul Whitehead will be writing to you shortly about schools that are in this year's sample and the procedures for data collection in schools and board offices [where appropriate] for the survey.

The Ministry of Education sponsors and fully supports these surveys. I hope you will participate in this endeavour and encourage others to do so.

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca or Dr. Paul Whitehead at paulcw@uwo.ca (519) 642-2600.

Members' Centre

f t y .. SEARCH 🔍


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OCSTA NEWSWIRE – OCTOBER 3, 2018

Posted by Editor | Oct 3, 2018 | OCSTA Newswire | 0 🗨️ | ★★★★★

PROVINCIAL EDUCATION REFORM CONSULTATION

On September 28, the Ministry of Education released their [Consultation: Education in Ontario](#). This is the first segment of this consultation and it includes an online submission form. Information regarding a separate online survey for more feedback and telephone town halls will be announced in the coming weeks. Feedback and comments are requested for the following areas:

1. Improving student performance in Science, Technology, Engineering and Math (STEM)
2. Preparing students with needed job skills, such as skilled trades and coding
3. Improving provincial standardized testing
4. Ensuring students graduate with important life skills, including financial literacy
5. Managing the use of technology in classrooms, such as cell phones
6. Building a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis
7. Developing the first-ever Parents' Bill of Rights

OCSTA will be preparing a submission for this consultation. The deadline for response is December 15, 2018.

OCSTA PRESIDENT VISITS KENORA CATHOLIC SCHOOLS

As part of the annual OCSTA Regional Meeting "tour", Association president Beverley Eckensweiler and executive director, Nick Milanetti visited five different regions of the province this year to meet with trustees and to discuss local and provincial issues in education. En route to the North West meeting in Thunder Bay, OCSTA's representatives visited the Kenora CDSB's *Catholic Campus* in Kenora.

While on the campus, President Eckensweiler and Nick Milanetti had the opportunity to participate in student led tours of St. Thomas Aquinas High School, Ecole Ste-Marguerite Bourgeoys and Pope John Paul II School.

In discussing the importance of such visits, Kenora CDSB chair, Frank Bastone shared the following in a recent Kenora CDSB publication:

"We travel to Toronto to the OCSTA Annual General Meeting and Conference and many of our peers from across the province don't have a perspective of the distance, geography and size of our area. We have a school in Red Lake that is three hours away.

2018 STUDENT SHORT-VIDEO CONTEST



CATHOLIC EDUCATION WEEK



SPEAK UP FOR CATHOLIC EDUCATION

**Together
in Faith**

CATHOLIC SCHOOL BOARD DIRECTORY



Hopefully, when they go to Queen's Park they can share their experiences with others and let them know that despite the distance, we are actually leaders in a lot of things at Kenora Catholic. We are taking initiative and developing some wonderful programs and leading in the province."



CHILDREN'S AID SOCIETIES SEEK BOARD, SCHOOL PARTNERHIPS FOR DRESS PURPLE CAMPAIGN

Submitted by the Ontario Association of Children's Aid Societies

Every October Children's Aid Societies across the province raise awareness about the right of children and youth to safety and well-being in all spaces, and the responsibility of adults and community services to help children, youth, and families who need support. On Ontario Dress Purple Day we join together with our key partners, Boards of Education, schools, and child care centres and homes, to share this positive message that help is available and to celebrate the community that cares for kids and families.

This year Ontario Dress Purple Day will take place on Wednesday, October 24, 2018.

To support Ontario Dress Purple Day and its focus on the community that cares for kids, the Ontario Association of Children's Aid Societies (OACAS) has developed online classroom resources to support teachers and education professionals to engage with their students in conversations about safety and well-being in all aspects of their lives, and how to identify networks of support. The materials were developed by Boost Child & Youth Advocacy Centre, and Windsor Children's Aid Society.

The classroom resources are evidence-based primary prevention materials, empowering students to think and act in positive ways, appropriate for their age and stage of learning and development. The goal of the materials is to help all children and youth, regardless of the situation they are in, to acquire skills and attributes that lessen their vulnerability to harm. You can learn more about the research informing the Ontario Dress Purple classroom resources by reading these articles on [Getting Help](#), [Self-Esteem](#), and [Physical Touch](#). You can view the classroom resources as well as other campaign materials [here](#).

We are asking boards of education to support the campaign by encouraging their schools to participate in Ontario Dress Purple Day, and by encouraging their teachers to use the online classroom resources. The Dress Purple classroom resources include a Teacher Guide which includes information about identifying neglect and abuse, their duty to report, and what happens when they contact a Children's Aid Society with a concern.

A helpful resource for those participating in the campaign is the OACAS Dress Purple Day social media kit – learn more here:

<https://thesocialpresskit.com/oacas>

For any questions about the campaign, or for help in contacting the campaign lead at your local CAS, please contact Christina Campbell at ccampbell@oacas.org.

IMPACT OF INFORMATION TECHNOLOGY ON THE CLASSROOM

The Ontario Office of the Information and Privacy Commissioner is currently partnering with several organizations on a **workshop that discusses uses and impacts of information**

technologies in the classroom. The workshop will be Part of the [Bring IT Together Conference](#) in Niagara Falls from November 8-10.

Feedback from workshop attendees will inform the development of a consultation document by the [eQuality project](#) (UOttawa). The workshop will be jointly facilitated by the Office of the Information and Privacy Commissioner, as well eQuality, the [Big Data Surveillance Project](#) (Queen's University) and the [Information Management/Privacy & Access Committee](#) (IMPAC) of the Ontario Association of School Business Officials (OASBO).

Event Information:

Teachers, librarians, and educational tech staff are invited to bring their on-the-ground experience of online networking in classrooms and their knowledge of privacy issues to the *Privacy Implications in the Networked Classroom* Workshop on Wednesday, November 8, from 9am-4pm, as part of the [Bring IT Together](#) Annual Conference.

This interactive workshop will examine the uses and impacts of information technologies in the classroom. The accelerating pace of technological change is having a profound impact on privacy protection of children and youth. Canadian children with active digital footprints on the internet have become targets for commercial data gathering and marketing practices by many companies. Online targeting of youth is also reinforcing real-world discrimination and creating new forms of cyberbullying.

The speakers are renowned Canadian research scholars who will share new developments on the privacy challenges posed by networked classroom technologies and educational software. They will discuss new insights into education law and policy designed to protect Canadian students from cyberbullying.

Workshop goals are to engage the broadest range of Ontario education stakeholders in an interactive format, and to generate discussion of the privacy challenges posed. Feedback from workshop attendees will inform the development of a consultation document by the eQuality Project.

Privacy Implications in the Networked Classroom

Wednesday, November 8

9:00am – 4:00pm

Scotiabank Convention Centre

6815 Stanley Avenue

Niagara Falls, ON

For more information and to register, please visit:

<http://www.cvent.com/events/bring-it-together-2017/agenda-d33ea785851b40f1a0ad828deac89bc7.aspx>

MUNICIPAL ELECTION INFORMATION

- MPAC has once again launched the [voterlookup.ca](#) site. It is very important for Catholic ratepayers to know that they can correct information on the voters list, especially school support data by accessing the voterlookup.ca website. Due to MPAC's default mechanism, many times Catholic school supporters are listed incorrectly as public school supporters (typically the default mechanism happens after a move). Catholic school boards are encouraged to share the [voterlookup.ca](#) website with parents and other supporters in the community to ensure that our Catholic voters are able to vote for their local Catholic trustee in the next municipal election.



Ontario Catholic School
Trustees' Association

May 31, 2018

MEMO TO: Chairpersons and Directors of Education
Catholic District School Boards

FROM: Nick Milanetti, Executive Director

RE: 2019 AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD
--

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 31, 2019*.

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2018 Resolutions with AGM Decisions*
- *Related By Law Section 5.9 (Resolutions)*

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee. A recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature, addresses an area of concern for the province's Catholic school boards, and is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]

[Seconder’s Name]

[Board Name]

[Topic]

D. **Submission Deadline Date**

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2019**. We encourage boards to submit their resolutions at any time from May to January by email to Jane Ponte at jponte@ocsta.on.ca.

E. **Regulations**

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board; and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template, please contact Jane Ponte either by telephone at 416-932-9460 ext. 223 or by e-mail at jponte@ocsta.on.ca.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - ☐ delegates will speak to the committee recommendation;
 - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised March 9, 2017

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Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.

2018 OCSTA Resolutions with AGM Decisions

	Board	Topic	AGM Decision
A	OCSTA	OCSTA's Support of FACE	Approve
1.	Huron Superior	Change to OCSTA By-Law re Term of Office for President	Receive and Refer to OCSTA Board of Directors
2.	St. Clair	Trustee Term of Service as CCSTA Representative	Receive and Refer to OCSTA Board of Directors
3.	Dufferin-Peel	Occasional Teacher Costs	Approve
4.	York	Lead in Water – Retrofitting Older Schools	Approve
5.	York	Student Transportation	Approve
6.	Dufferin-Peel	Ontario Regulation 274/12 – Hiring Practices	Approve and refer to Labour Relations Committee
7.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Approve and refer to Labour Relations Committee
8.	Dufferin-Peel	Student Transportation Funding	Approve and refer to Political Advocacy Committee
9.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, including Special Education Needs	Approve and refer to Political Advocacy Committee
10.	Dufferin-Peel	School Bus Driver Retention Concerns	Approve and Refer to Political Advocacy Committee
11.	Ottawa	Increase in Funding to Programs That Support Students on Long Term Suspensions, Expulsions and Exclusions	Approve and refer to Political Advocacy Committee
12.	York	Special Education	Approve and refer to Political Advocacy Committee
13.	Dufferin-Peel	Support Staff Recruitment and Retention	Receive and refer to Labour Relations Committee
14.	Dufferin-Peel	Daily Occasional Teacher Roster Caps	Receive and refer to Labour Relations Committee
15.	Dufferin-Peel	Executive Compensation Program Development Costs	Receive and Refer to Political Advocacy Committee
16.	Dufferin-Peel	Air Conditioning in Schools	Receive and refer to Political Advocacy Committee
17.	Dufferin-Peel	Funding for Mathematics Courses	Receive and refer to Political Advocacy Committee
18.	York	Elimination of Top-Up Funding	Receive and refer to Political Advocacy Committee
19.	Dufferin-Peel	Trustee Honoraria	Receive and refer to Political Advocacy Committee

**Excerpt from
Ontario Catholic School Trustees Association
General Working By-law 2016-1**

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSB's

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.



Ontario Catholic School
Trustees' Association

October 1, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Bill 36: Cannabis Statute Law Amendment Act, 2018

On Thursday September 27, 2018 the government of Ontario introduced for first reading Bill 36 the *Cannabis Statute Law Amendment Act 2018* ("Bill 36"). Bill 36 amends various Acts introduced by the previous government on the use of cannabis and enacts one new Act in relation to the use and sale in Ontario of cannabis and of vapour products.

Summary

Bill 36 introduces and enables a private retail market for the sale of non-medical cannabis. In the new model:

- Private retailers would be licensed by the Alcohol and Gaming Commission of Ontario;
- The Ontario Cannabis Retail Corporation would be the exclusive wholesaler and online retailer of cannabis;
- Municipalities would be able to pass a council resolution by January 22, 2019 to opt out of retail stores;
- First Nations communities would be able to opt out of cannabis deliveries and retail stores;
- The province will provide municipalities \$40 million over two years to assist with the cost of non-medical cannabis legalization;
- Once the legislation is passed, the Alcohol and Gaming Commission would begin accepting licensing applications in December 2018.
- No cap on the total number of licenses or store authorizations;
- A distance buffer between private cannabis stores and schools would be set through regulation in advance of December 2018 following further consultations with key stakeholders.

Schedule 1: Amendments to the Cannabis Act, 2017 and Other Acts

Key proposed amendments include:

- Using the definition of “cannabis” to refer to the definition of cannabis in the *Cannabis Act* (Canada), and making other amendments to refer to federal law respecting cannabis;
- Repealing section 11 of the Act, which provided for prohibitions on places where cannabis may be consumed to private residences. The proposed bill allows non-medical cannabis to be consumed in public places as set out *Smoke-Free Ontario Act, 2017* (Schedule 4 to Bill 36).
- a new defined term of “authorized cannabis retailer” which, in addition to the Ontario Cannabis Retail Corporation, includes the holder of a retail store authorization under the *Cannabis Licence Act, 2018*,
- A new prohibition on falsely representing oneself as an authorized cannabis retailer is added as section 8.1 of the *Cannabis Act, 2017*.
- Another new prohibition is added in subsection 9 (2) of the Act, prohibiting persons from purchasing cannabis online or by any means other than in person at a cannabis retail store, as defined in the *Cannabis Licence Act, 2018*, except from the Ontario Cannabis Retail Corporation (subsection 10 (2) of the Schedule).

Schedule 2: Cannabis Licence Act, 2018 and related amendments to other acts

The Schedule enacts the new *Cannabis Licence Act, 2018*, which sets out licensing conditions for private cannabis retail stores. The licensing rules are administered by the Alcohol and Gaming Commission of Ontario. Further highlights include:

- A retail store authorization allows its holder to operate a particular cannabis retail store. A separate authorization is required with respect to each store. In order to apply for a retail store authorization, a person must be the holder of or an applicant for a retail operator licence,
- The Registrar shall refuse to issue a retail store authorization if the proposed cannabis retail store would be located less than the distance specified by or determined in accordance with the regulations from a school, prescribed land use or other circumstances laid out in regulations.
- Requirements for the sale of cannabis in cannabis retail stores and the operation of cannabis retail stores are elaborated. Requirements include that only cannabis and any other things that may be specified by regulations made under the Act may be sold in a cannabis retail store, as well as that cannabis may only be sold through a cannabis retail store in person at the store.
- Offence penalties are set out in section 40. Sections 27 to 35 provide for the designation of inspectors to conduct inspections to ensure compliance with the Act and its regulations and the appointment of investigators to investigate possible failures to comply; the sections also set out inspection and investigation powers and procedures.

Municipal Exemptions

- Sections 41 and 42 address additional municipal matters. Under section 41, a municipality (may pass a resolution by January 22, 2019 prohibiting cannabis retail stores from being located in the municipality. Such a prohibition may be lifted by a later resolution passed by the municipality, but a municipality's decision to do so is final and may not be further reversed.

Schedule 4: Amendments to the SMOKE-FREE ONTARIO ACT, 2017 and the highway traffic act

The *Smoke-Free Ontario Act, 2017* is amended to replace rules respecting the use of “medical cannabis” with rules respecting “cannabis”. For example, smoking or holding lighted cannabis in an enclosed public place or enclosed workplace is prohibited. Any form of consumption of cannabis in a vehicle or boat is prohibited.

Changes are also made to various provisions regarding vapour products and electronic cigarettes. For example, the definition of “vapour product” is extended to include packaging, and the rules concerning **the display and promotion of vapour products in stores are made subject to the regulations.**

Next Steps:

OCSTA will continue to participate in consultations with the Ministry of Finance and Attorney General to ensure the priorities of our boards are taken into consideration. This will include regulations related to the distance between any cannabis retail store and a school and marketing rules related to the sale of cannabis. OCSTA will continue to liaison with the Ministry of Education on more specific reforms impacting school board policies on expulsions and suspensions and any curriculum reforms to ensure codes of conduct actively discourage the use of non-medical cannabis.

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



Ontario Catholic School
Trustees' Association

September 28, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: **Health & Physical Education Curriculum Reforms: Public Consultation Process**

On Friday, September 28, 2018, the Ministry of Education announced the launch of its review of the curriculum reform public consultations. As you are aware, the consultations will focus on the following areas:

1. Improving student performance in Science, Technology, Engineering and Math (STEM)
2. Preparing students with needed job skills, such as skilled trades and coding
3. Improving provincial standardized testing
4. Ensuring students graduate with important life skills, including financial literacy
5. Managing the use of technology in classrooms, such as cell phones
6. Building a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis
7. Developing the first-ever Parents' Bill of Rights.

Consultation Process

The consultations will be conducted using the following methods:

1. Online survey
2. Telephone Town Halls in every region of Ontario
3. Dedicated submission package for parents and other organizations to present detailed proposals to the Ministry of Education.

Submissions can be sent to: fortheparents@ontario.ca and:

- Include your name or the name of your organization
- Add "provincial consultations" as the subject
- Attach your submission as a PDF or Word document.

Closing Date: Written submissions will be due on **December 15, 2018**.

Further details can be found on the Ministry of Education's web site at:
<https://www.ontario.ca/page/for-the-parents>.

Next Steps

OCSTA will develop a detailed submission covering the curriculum areas outlined in the consultation background documents provided by the Ministry of Education. We will also participate in a select number of telephone town hall sessions to outline our board's concerns and suggestions. We would also encourage our member boards to participate in the consultation process.

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



Ontario Catholic School
Trustees' Association

September 27, 2018

MEMORANDUM

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

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Federal Tax Treatment of Trustee Honoraria

This memorandum presents information on the Federal Tax treatment of Trustee Honoraria. It outlines the change in the *Income Tax Act (Canada)* which impacts the tax treatment of trustee honoraria.

Subsection 81(3) of the *Income Tax Act (Canada)* ("ITA") currently exempts from tax certain amounts that are paid as allowances for expenses incident to the discharge of a school board member's duties. Under subsection 81(3), the maximum exemption is equal to ½ of the amount paid as salary or other remuneration to that person in the year.

The 2017 federal budget eliminated this exemption and the Legislation (Bill C-44) received Royal Assent on June 22, 2017. This repealed subsection 81(3) of the ITA is **effective January 1, 2019**.

This means that all allowances for incidentals that are paid to board members will become fully taxable commencing in 2019. **In other words, the full honorarium paid to each trustee will become taxable as of January 1, 2019.** While taxable, to the extent that school board members are responsible for expenses incurred in connection with the performance of their duties, then certain deductions might be available (i.e., under paragraph 8(1)(h.1) or 8(1)(i) of the ITA) to help offset the additional tax that may be owing.

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

Before you vote - get to know your local trustee candidates

Toronto, ON, September 26, 2018 - Schools are more than simple bricks and mortar. They are the foundation and heart of their communities. Schools connect students, parents, teachers, school staff, citizens and locally elected school board trustees together in support of a common goal – building bright futures for students.

Creating that future in schools across the province is a local affair and that's why it is vital that we vote for school board trustees. They bridge the gap between the community and the school board and ensure boards are accountable to parents, guardians and their local communities for student success and well-being.

On Monday, October 22, Municipal and School Board elections will be held throughout the province of Ontario. Voters will choose school trustees for 72 school boards in Ontario's four publicly funded systems.

Trustees are the only democratically elected individuals responsible for the education of Ontario's children. Voters should know who their local school board trustee candidates are and what they stand for before going to the polls on October 22. That's why the website elections.ontarioschooltrustees.org, was created by the Ontario Education Services Corporation (OESC) on behalf of Ontario's four school board/trustee associations. It features [profiles](#) of trustee candidates across all of Ontario's school boards, wards and zones. After election day, the site will be updated with election results. The website also features:

- Backgrounders on the roles and responsibilities of trustees and information on school boards
- Details on why, how, when and where to vote
- [Downloadable guides](#) including a guide on hosting an All Candidates Meeting
- [Printable posters](#) and banner ads for download to promote the election

Voters can also follow the conversation on Twitter by using the elections hashtag: *#OntEdVotes*.

School board trustees play a key leadership role in public education. Get to know your local trustee candidates before voting in the Municipal and School Board elections on October 22.

Today's students will be tomorrow's leaders. Your vote will help make that happen.

For more information please contact:

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