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ST. BASIL CATHOLIC SCHOOL, SSM



OPEN SESSION

Agenda and Reports
Wednesday, June 14, 2023

7:15 P.M. - Board Meeting - Board Room



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, JUNE 14, 2023 @ 7:15 PM
IN THE BOARD ROOM**

A CALL TO ORDER

1. **Acknowledgement of Traditional Lands – (Jenna)**
We are currently located on the traditional lands of the Batchewana First Nation, Garden River First Nation and the Metis Nation. As people who now reside in the 1850 Robinson-Huron Treaty territory, we give thanks to our ancestors from the seven generations before us who took care of the land, water and air for us to enjoy the bounty of the territory of which the Creator has graciously provided without hesitation. May we journey today in a good way.
2. **Prayer (Pg 6)**
3. **Call the Roll:**

Trustees:

Gary Trembinski (Chair), John Caputo (Vice-Chair), Carol Amadio, Ogimaa Brent Bissaillon, John Bruno, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Kathleen Rosilius, Sandra Turco

Officials:

Danny Viotto (Director of Education), Joe Chillelli, Christine Durocher, Fil Lettieri, Justin Pino

Student Trustees:

Owen Middleton, Jenna Viotto, Kenzie Garson (incoming 2023-24)

Regrets:

Other Reps:

Darrell Czop (President, O.E.C.T.A.)
Marnie McDonald (Vice-President, O.E.C.T.A.)
Corey Gardi (President, C.P.C.O.)
Crystal Krauter (President, C.U.P.E.)

OUR MISSION

Persons present are invited to indicate how they have seen our Mission lived out recently in our schools and board community.



B ADOPTION OF ORDER OF BUSINESS

1. **Motion:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, June 14, 2023.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF**D NEW BUSINESS****E CONFIRMATION OF MINUTES**

1. **Minutes of the Open Board Meeting of May 17, 2023.** (Pg 9)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of May 17, 2023.
2. **Minutes of the Closed Board Meeting of May 17, 2023.**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of May 17, 2023.

F BUSINESS ARISING FROM THE MINUTES**G PRESENTATIONS**

1. **SEAC Recommendations** – Superintendent Lettieri to introduce Melanie Ross (SEAC Committee Member), Theresa Coccimiglio (SEAC Chair) and Rosanne Zagordo (Special Education Coordinator).

H COMMITTEE REPORTS

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 12)
Motion: That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of April 26, 2023 be approved.
2. **Minutes of the Special Education Advisory Committee Meeting** (Pg 16)
Motion: That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of May 31, 2023 be approved.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **ELECTRONIC POLL** (Pg 20)
Accommodations Alterations at St. Basil Catholic School, SSM
Motion: That the Huron-Superior Catholic District School Board awards the construction contract for the Accommodations Alterations at St. Basil Catholic School to S & T Electrical Contractors Limited.
CARRIED

2. **2023-24 Budget (Pg 22)**
Motion: That the Huron-Superior Catholic District School Board approves the 2023-24 Operating Budget as presented.
3. **Desktop Computer Refresh (Pg 31)**
Motion: That the Huron-Superior Catholic District School Board approve the purchase of Sixty-five (65) Dell desktops and monitors from Dell Canada at a cost of \$76,531.
4. **Enterprise Resource Planning Software (Pg 32)**
Motion: That the Huron-Superior Catholic District School Board approve the one-time implementation cost of \$90,000 and the Edsembli ERP solutions annual licensing cost of \$110,000.
5. **Policy 6001 – Attendance Support (Pg 33)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 6001 as presented.
6. **Policy 7013 – Voluntary Self Identification for Indigenous Students (Pg 42)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 7013 as presented.
7. **Policy 7018 – Supporting Students with Prevalent Medical Conditions (Pg 48)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 7018 as presented.
8. **Fieldtrip Request (Pg 77)**
Motion: That the Huron-Superior Catholic District School Board approves the following field trip application:
 1. St. Mary's College – to travel to the Stratford Festival, Stratford, ON in late September 2023 and returning one day later.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **SMC Activity Report** – Student Trustees Viotto and Middleton (Pg 80)
2. **Correspondence**
First Student – Tree Planting (Pg 82)
3. **Notes of Thanks**

K TEN-MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- June 16 - World Day of Prayer for Priests**
- June 16 - Sacred Heart of Jesus**
- June 17 - Immaculate Heart of Mary**
- June 18 - Father’s Day**
- June 20 - World Refugee Day**
- June 21 - National Indigenous Peoples Day**
- June 30 - Last Day of School**
- July 1 - Canada Day**
- July 24 – August 4 - Board Office Shutdown**
- September 6 - First Day of School**
- September 20 - Next Board Meeting**

M CLOSING PRAYER – Vice-Chair Caputo

N ADJOURNMENT

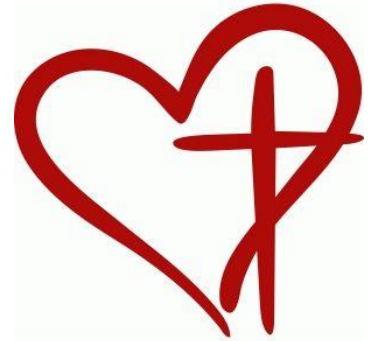


Tony

In the name of the Father, and of the Son and of the Holy Spirit. Amen.

OPENING PRAYER

Creator God, thank you for the gift of life.
Open our minds and hearts so we may give to you
the only appropriate response to such generosity,
deep, abiding gratitude.
For it is in continuous thanksgiving and rejoicing
that we draw closer to your love. **Amen+**



SCRIPTURE READING *Lindsay*

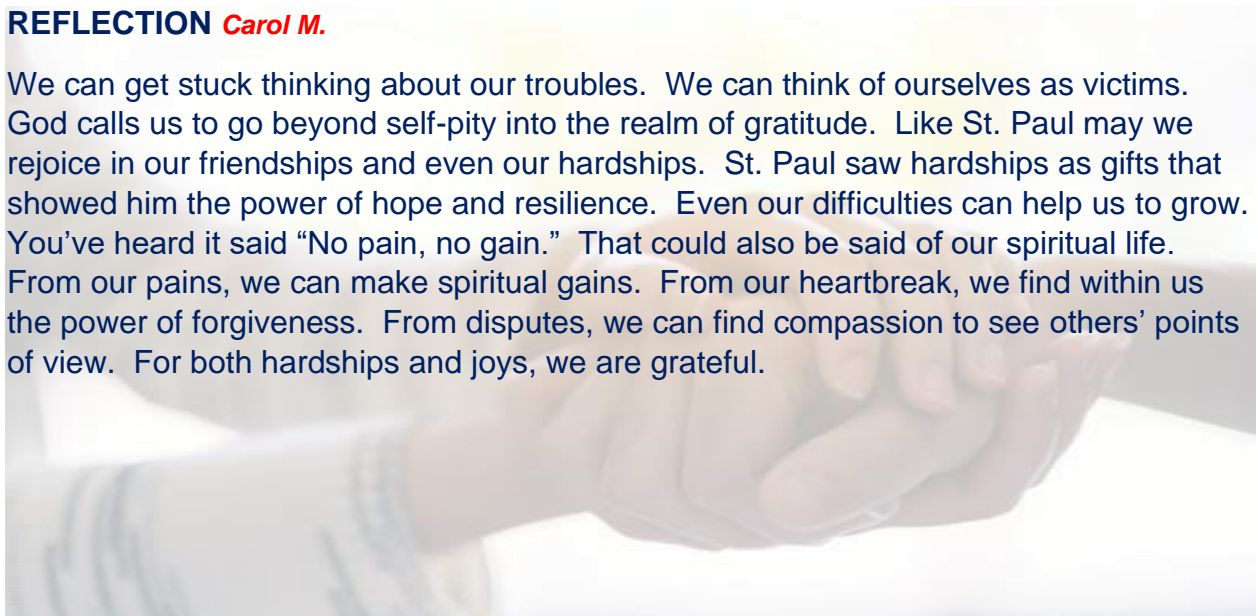
A reading from Paul's first letter to the Christians in Thessalonica

Every time we think of you, we thank God for you. Day and night you're in our prayers as we call to mind your work of faith, your labor of love, and your patience of hope in following our Master, Jesus Christ, before God our Father. It is clear to us, friends, that God not only loves you very much but also has put his hand on you for something special. When the Message we preached came to you, it wasn't just words. Something happened in you. The Holy Spirit put steel in your convictions. You paid careful attention to the way we lived among you and determined to live that way yourselves. In imitating us, you imitated the Master. Although great trouble accompanied the Word, you were able to take great joy from the Holy Spirit! — taking the trouble with the joy, the joy with the trouble.

The word of the Lord. **Thanks be to God.**

REFLECTION *Carol M.*

We can get stuck thinking about our troubles. We can think of ourselves as victims. God calls us to go beyond self-pity into the realm of gratitude. Like St. Paul may we rejoice in our friendships and even our hardships. St. Paul saw hardships as gifts that showed him the power of hope and resilience. Even our difficulties can help us to grow. You've heard it said "No pain, no gain." That could also be said of our spiritual life. From our pains, we can make spiritual gains. From our heartbreak, we find within us the power of forgiveness. From disputes, we can find compassion to see others' points of view. For both hardships and joys, we are grateful.



Kathleen

Litany: our response to each prayer is **We are grateful**

For friends and family, **we are grateful**

For staff and leaders, **we are grateful**

For our Catholic learning communities, **we are grateful**

For our churches and diocese, **we are grateful**

For our beautiful yet broken world, **we are grateful**

For laughter and conversation, **we are grateful**

For silence and peace, **we are grateful**

For joy and hope, **we are grateful**

Amen.

grateful

Sandra

CLOSING PRAYER

Gracious God,

You welcome us into your world of beauty and grandeur.

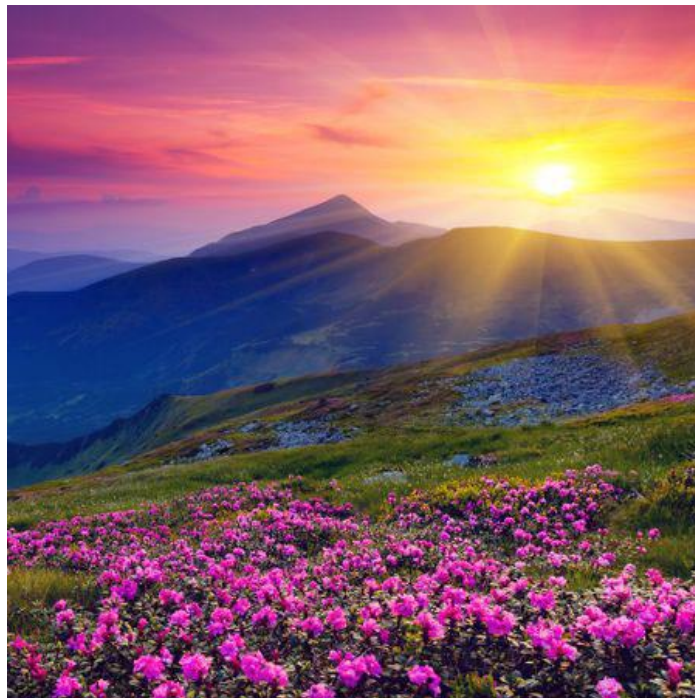
May we reflect your goodness in our daily lives with an attitude of gratitude.

Keep our hearts warm and open.

May your grace flow into our places of worship, learning, resting, working and playing.

We ask this through Christ our Lord.

Amen. +





Huron-Superior Catholic
DISTRICT SCHOOL BOARD

our mission

Rooted in Jesus Christ, we are a Catholic learning community called and committed to develop the full potential of each child and to nurture a personal relationship with Jesus that will inspire Catholic leadership.

our values

Dedicated to excellence in education and the desire to live the values of Jesus we strive to:

- affirm the sacredness of life and respect for all creation
- reverence the dignity of each person as a Child of God
- provide an enduring education that reflects the essence of our Catholic traditions
- proclaim Christ's message throughout the curriculum
- celebrate God's love in prayer, at Eucharist and in all sacramental moments of life
- create sacred learning environments
- cultivate enriching opportunities that will deepen faith.

our vision

Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.

Journey Together in Faith and Learning

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, May 17, 2023 @ 7:15 PM
IN THE BOARD ROOM**

PRESENT: Trustees:

Gary Trembinski (Chair), John Caputo (Vice-Chair), Carol Amadio, Ogimaa Brent Bissaillon, John Bruno, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Kathleen Rosilius, Sandra Turco (virtual)

Officials:

Danny Viotto (Director of Education), Joe Chillelli, Christine Durocher, Fil Lettieri, Justin Pino (virtual)

Student Trustees:

Owen Middleton, Jenna Viotto

Values and Vision

Superintendent Durocher congratulated Mark Frolick (teacher, Our Lady of Fatima School, Elliot Lake) for his outstanding achievement in receiving the award for Excellence in Religious Education. This award is a testament to his dedication to the students in our Catholic system and appreciated by all.

Trustee Liske thanked Director Viotto for his actions and professionalism in handling the situation at St. Kateri on May 12-13, 2023. The outcome was a very favourable one with the assistance of staff, Police, OPP and Search and Rescue services.

Adq# Res#

B-1 B-774 Moved by: C. MacEachern Seconded by: S. Turco

That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, May 17, 2023.

Items added/deleted:

Item G-1 Presentation "Grade 6 Outdoor Education Program" deleted

Item I-7 2 Fieldtrip for Our Lady of Fatima, EL added

CARRIED

E-1 B-775 Moved by: J. Bruno Seconded by: T. D'Agostino

That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of April 12, 2023.

CARRIED

E-2 B-776 Moved by: C. Amadio Seconded by: C. MacEachern

That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of April 12, 2023.

CARRIED

- G-2** **YMCA Youth Exchanges Canada Program**
Hannah Lettieri (Vice-Principal, Holy Family School), Jordan D’Addetta (Official Languages), Adam Carricato (Teacher, St. Basil School) and SMC students highlighted their recent trip to Sainte-Anne-des-Monts, Quebec, including their preparations, accommodations, and experiences. The group also hosted their counterparts in Sault Ste. Marie. The trip was an exceptional learning experience for all those who participated.
- H-1** **B-777 Moved by: C. MacEachern Seconded by: B. Bissaillion**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of March 29, 2023, be approved.
CARRIED
- I-1** **B-771 ELECTRONIC POLL – RENOVATIONS IN ELLIOT LAKE**
That the Huron-Superior Catholic District School Board awards the construction contract for the Renovations at Our Lady of Lourdes French Immersion Catholic School and Our Lady of Fatima Catholic School to Quinan Construction.
CARRIED
- I-2** **B-772 ELECTRONIC POLL – FIELDTRIP REQUEST – OUR LADY OF LOURDES FRENCH IMMERSION SCHOOL (EL)**
That the Huron-Superior Catholic District School Board approves the Fieldtrip Application for Our Lady of Lourdes French Immersion School (Elliot Lake) to travel to Sault Ste. Marie on May 1, 2023 and return on May 2, 2023.
CARRIED
- I-3** **B-773 ELECTRONIC POLL – FIELDTRIP REQUEST – OUR LADY OF FATIMA SCHOOL (EL)**
That the Huron-Superior Catholic District School Board approves the Fieldtrip Application for Our Lady of Fatima School (Elliot Lake) to travel to Sault Ste. Marie on May 1, 2023 and return on May 2, 2023.
CARRIED
- I-4** **B-778 Moved by: T. D’Agostino Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board approve the purchase of Goods and Services from Access 2 Network Inc. in the amount of \$114,326.26.
CARRIED
- I-5** **B-779 Moved by: S. Turco Seconded by: B. Bissaillion**
That the Huron-Superior Catholic District School Board allows Student Trustees Jenna Viotto, Owen Middleton and Kenzie Garson (new Student Trustee for 2023-24) to travel to Toronto to attend the OSTA-AECO AGM and Conference on May 18 – 21, 2023.
CARRIED

I-6 B-780 Moved by: K. Rosilius Seconded by: J. Bruno
 That the Huron-Superior Catholic District School Board allows Trustees Carol Amadio, John Bruno, Lindsay Liske, Kathleen Rosilius, Sandra Turco, Chair Gary Trembinski and Director Danny Viotto to Saskatoon, SK to attend the CCSTA Convention and AGM on May 31 – June 3, 2023.

CARRIED

I-7 B-781 Moved by: J. Caputo Seconded by: T. D’Agostino
 That the Huron-Superior Catholic District School Board approves the following field trip applications:

1. Our Lady of Fatima School (EL) – to travel to John Island Camp on June 19, 2023 and returning June 21, 2023.
2. Our Lady of Fatima School (EL) – to travel to Toronto, ON on June 25, 2023 and returning on June 27, 2023.

CARRIED

J-1-a Board Meeting Dates for 2023-24
Director Viotto provided the upcoming board meeting dates for information. Dates have been submitted to the Ontario Catholic School Trustees’ Association (OCSTA).

J-1-b SMC Activity Report
Student trustees Middleton and Viotto highlighted some of the May events at the school, including components from faith, sports, student council and student senate. A few noteworthy items were Catholic Education Week Masses, Grade 11 retreats at St. Kateri, SMC Night of Music, and the upcoming Relay for Life.

N-1 B-782 Moved by: J. Caputo Seconded by: B. Bissaillion
 That the Huron-Superior Catholic District School Board meeting of Wednesday, May 17, 2023, adjourns at 8:15 p.m.

CARRIED

Chairperson: _____

Secretary: _____



**SPECIAL EDUCATION ADVISORY COMMITTEE
S.E.A.C.
Minutes**

Date: Wednesday, April 26, 2023

Location: OLOL or [Google Meet](#)

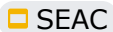
Time: 4:00pm - 6:00pm

Attendance: John Caputo, Karisa Ceglaz, Theresa Coccimiglio, Irma DiRenzo, Sherri Kitts, Jared Lambert, Fil Lettieri, Jacques Ribout, Tiana Rushon, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Wendy Koprash, Owen Middleton, Jessica Murray, Mike Oliveira, Franca Spadafora, Anita Turcotte, Jenna Viotto, Beth West

Regrets: Melanie Ross

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC Welcome, Prayer and Land Acknowledgment	<ul style="list-style-type: none"> SEAC Prayer 	Theresa Coccimiglio Fil Lettieri Rosanne Zagordo	
2.	ACCEPTANCE OF PREVIOUS MINUTES (March 29, 2023)	<ul style="list-style-type: none"> March 29 SEAC Minutes 	Irma DiRenzo Sherri Kitts	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> SMC Trustees Anita Turcotte, Beth West 	<ul style="list-style-type: none"> June 9 is the Relay for Life at SMC. All are welcome to join and fundraise. 	Owen Middleton Jenna Viotto Anita Turcotte	

	<ul style="list-style-type: none"> Franca Spadafora and Mike Oliveira 	<ul style="list-style-type: none"> Student council elections are coming up and all are welcome to apply Link crew applications are due Night of music is happening May 5 Impact is still ongoing- Anti Bullying SMC radio is making its presence once a week. Teachers and guidance counselors are still working with students each day along with tutors. There is discussion to offer more school clubs at SMC ILS classroom is now having their ITP and IPRC meetings along with Grade 8 transition meetings. Bowling tournament is happening on May 5 with the specialized classrooms and ADSB specialized classrooms. Literacy Intervention presentation was provided by Anita Turcotte and Beth West. See presentation link:  SEAC 	<p>Beth West Franca Spadafora Wendy Koprash Jessica Murray</p>	
5.	<p>MINISTRY UPDATES</p> <ul style="list-style-type: none"> Special Education Updates-Funding announcements 	<p>Ministry Updates: Ministry Updates</p>	<p>Fil Lettieri</p>	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> Letter from Bruce Grey DSB Letter from Kawartha Pine Ridge DSB SEAC email discussion 	<ul style="list-style-type: none"> Letter from Bruce Grey SB Kawartha Pine Ridge DSB There was discussion about creating a generic SEAC email address for those who wish to connect with SEAC. We will follow up with this in May. 	<p>Fil Lettieri Rosanne Zagordo</p>	<p>May</p>
7.	<p>BUSINESS CARRIED FORWARD</p> <ul style="list-style-type: none"> Review Special Ed plan pages 15-21 	<ul style="list-style-type: none"> Continue to review and submit potential changes to the Special Ed Plan. For April's meeting, review pages 	<p>Fil Lettieri</p>	

8.	<p>SUPERINTENDENT, SPECIAL EDUCATION COORDINATOR, MENTAL HEALTH LEADER:</p> <ul style="list-style-type: none"> EA Projections Kindergarten Transitions and System IPRCs 	<ul style="list-style-type: none"> Transition to Kindergarten meetings are now in full swing. Meetings are being held at the school to include the school teams, agencies and families System IPRCs are in progress. Meetings are being held in person at schools. Wellness coach now supporting to the North school as the counselor there is now on leave Presentations to CSC - Refer to email of upcoming dates Student Census <ul style="list-style-type: none"> Extended to Friday, May 5th to coincide with Catholic Education Incentivized participation Parent engagement opportunities (e.g., April Social at Rankin Arena, GRFN Education Department, Holy Angels Drop-In Newcomers Social, Hubs, etc.) PIC Event - STEAM Family Night June 5th, 6th, 7th 	<p>Fil Lettieri</p> <p>Rosanne Zagordo</p> <p>Jared Lambert</p>	
a.	<p>North Shore Tribal Council (S. Kitts)</p>	<ul style="list-style-type: none"> A new Education manager has been secured for Garden River. Connie Traves is now the new manager. 	<p>Sherri Kitts</p>	
b.	<p>AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)</p>	<ul style="list-style-type: none"> Irma was at a provincial SEAC meeting with Lynn Ziraldo. 	<p>Irma DiRenzo</p>	
c.	<p>ALGOMA FAMILY SERVICES (T. Coccimiglio)</p>	<ul style="list-style-type: none"> Dr. Ulzen is returning to AFS for meetings. He comes to SSM every 3-4 months. There have been a lot of changes to AFS recently in terms of staffing. 	<p>Theresa Coccimiglio</p>	
d.	<p>THRIVE – WELL BEING COMMITTEE</p>	<ul style="list-style-type: none"> The groups that are being offered at THRIVE were reviewed. There are many groups such as toileting 	<p>Kasia Ceglaz</p>	

	(K. Ceglarz)	group, children's friendship training. You need an OAP number to join.		
e.	COMMUNITY LIVING ALGOMA (J. Robout)	<ul style="list-style-type: none"> Once active list who are supported by CLA, organized by school or service. Still working on Shelley Moore coming back to SSM with a virtual session. 	Jacques Ribout	
f.	Easter Seals (T. Rushon)	<ul style="list-style-type: none"> Easter Seals is gearing up for National Accessibility Week- May 29-June 2. Red shirt day is going to be May 31, 2023 Resources have been distributed to school boards, with many suggested activities. T shirts can be ordered or you can wear your own red shirt. Proceeds will go to Easter Seals. 	Tiana Rushon	
g.	MEMBER-AT-LARGE (M. Ross)	<ul style="list-style-type: none"> No report at this time. 		
h.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. DiRenzo)	<ul style="list-style-type: none"> The art piece for the symposium- Adult Faith Formation (ICE) is being designed by Adriano DiCerbo's art class 	Irma DiRenzo	
i.	TRUSTEES REPORT (G. Trembinski, J. Caputo)	<ul style="list-style-type: none"> The trustees are pleased to be touring the schools.. The trustees visited the STEAM lab and were amazed at all the great learning that was happening. 	John Caputo Gary Trembinski	
9.	NOTES	Adjournment: Meeting was adjourned at 6:20 pm.	Kasia Ceglarz Sherri Kitts	

Next Meeting: May 31, 2023

Location: Board Office, Board Meeting Room

Time: 4:00 – 6:00 p.m.

**SPECIAL EDUCATION ADVISORY COMMITTEE
S.E.A.C.
Minutes**

Date: Wednesday, May 31, 2023

**Location: Board Meeting Room
Board Office**

Google Meet link: meet.google.com/gjx-daaa-rzn

Time: 4:00pm - 6:00pm

Attendance: John Caputo, Karisa Ceglaz, Theresa Coccimiglio, Irma DiRenzo, Sherri Kitts, Jared Lambert, Fil Lettieri, Jacques Ribout, Melanie Ross, Tiana Rushon, Rosanne Zagordo

Student Trustees and Guests: Owen Middleton, Jenna Viotto

Regrets: Gary Trembinski

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC Welcome, Prayer and Land Acknowledgment	<ul style="list-style-type: none"> • SEAC Prayer • Land Acknowledgement 	Jared Lambert Fil Lettieri	
2.	ACCEPTANCE OF PREVIOUS MINUTES (April 26, 2023)	<ul style="list-style-type: none"> • Minutes were approved. 	Jacques Ribout Sherri Kitts	
3.	AGENDA ADDITIONS/CHANGES			

4.	GUEST(S): REPORTS	<ul style="list-style-type: none"> Relay for Life is happening on June 9. All students are welcome and teams are registering. Movie event was held along with a blue and yellow dress down day. Teachers continue to stay after school to support students along with online tutoring. Students will continue to need support as they prepare for exams. Four ILS students are getting ready to graduate this year. 		
5.	MINISTRY UPDATES	<p>Ministry Updates:</p> <ul style="list-style-type: none"> The Ministry of Education is funding a Math Lead position for the 2023-2024 school year through Partnership and Priorities Funding (PPF). The position is to be staffed as a Supervisory Officer. As a result, our school board hired Franca Spadafora as a Superintendent of Education. 	Fil Lettieri	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> MACSE Review Special Education Plan-Pages 21 to the end. 	<ul style="list-style-type: none"> DCDSB SEAC letter DCDSB SEAC letter SEAC draft recommendations were read. Review the Special Education Plan and if there are any other suggestions, please email them to Rosanne Zagordo. 	Rosanne Zagordo Melanie Ross Theresa Coccimiglio	
7.	BUSINESS CARRIED FORWARD			
8.	<p>SUPERINTENDENT AND COORDINATOR'S and M REPORT</p> <ul style="list-style-type: none"> Updates to Special Education website System Updates- ILS 	<p>Superintendent Update:</p> <ul style="list-style-type: none"> Extension of school day for students in ILS and ACE, which will involve students having an opportunity to take new courses (e.g., Foods and Visual Arts) Easter Seals' National Accessibility Week and Red Shirt Day today Updates to the board website have been made: 	Fil Lettieri Rosanne Zagordo Jared Lambert	

		<ul style="list-style-type: none"> • The Special Education plan icon is more visible, there is a generic SEAC email that goes directly to Fil Letteri and Rosanne Zagordo,, all the names of the members are listed, there is a link to join the virtual meeting. • Students who are in the ILS programs at SMC and ACE at St. Basil will now be dismissed at the same time as the rest of school. In the past, the students in the ILS program were dismissed 40 minutes earlier than the student body. Students in ACE were also dismissed earlier than the rest of the school. • Today is red shirt day in support of Easter Seals • SHMO is going to release some materials for grades 7 and 8. Mental Health promotions will be coming out of that. 		
a.	North Shore Tribal Council (S. Kitts)	<ul style="list-style-type: none"> • We are working on our graduation parade. In the past there was a banquet, but now they have moved to a parade. The feedback has been positive and each graduate is acknowledged. • Gary Trembinski and Sandra Turco will be visiting the Garden River Education Unit. 	Sherri Kitts	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> • The one to one summer reimbursement is available. • Summer camp program- people are encouraged to apply. 	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> • Dr. Ulzen is providing OTN appointments for clients. • Family pride event is starting June 5 on Chapple St. Hub. • June 25- Community Strong event will be held • The Iris- last Wednesday of every month. This group is in support of women who had a miscarriage 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (K. Ceglarz)	<ul style="list-style-type: none"> • Nothing to report at this time. 	Kasia Ceglarz	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> • CLA continues to plan for Shelley Moore • CLA staff continues to provide support to school teams. • A question was asked about projected accessibility plans for the board. 	Jacques Ribout	

f.	MEMBER-AT-LARGE (M. Ross)	<ul style="list-style-type: none"> • June 8 is Convocation for CICE students. • Independence checklist is being developed to give to prospective students before entering the program. A copy will be sent to Rosanne Zagordo. 	Melanie Ross	
g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. Direnzo)	<ul style="list-style-type: none"> • No report at this time. 	Irma DiiRenzo	
h.	Easter Seals (T. Rushon)	<ul style="list-style-type: none"> • Red shirt day is today and sponsored by Easter Seals. 	Tlana Rushon	
h.	TRUSTEES REPORT (J. Caputo, G. Trembinski)	<ul style="list-style-type: none"> • School tours have been continuing and the trustees are very impressed with each of the schools they have visited. • Sensory rooms, Veer programs along with the inclusionary strategies have been noted. 	John Caputo Gary Trembinski	
9.	NOTES	Adjournment: 6:00 pm	Kasia Ceglarz Sherri Kitts	

Next Meeting: June 7, 2023

Location: Board Meeting Room -4:00 pm
Dinner to follow at 5:00 pm- Mill Street Steakhouse
83 Huron Street.
Sault Ste. Marie, ON
705-942-3051



ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL: PROJECT TO MOVE AHEAD BEFORE NEXT BOARD MEETING DATE.
2. **MOTION:** That the Huron-Superior Catholic District School Board awards the construction contract for the Accommodations Alterations at St. Basil Catholic School to S & T Electrical Contractors Limited.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	NO RESPONSE
AMADIO, Carol	✓			
BISSAILLION, Brent				✓
BRUNO, John	✓			
CAPUTO, John	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
ROSILIUS, Kathleen				✓
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
TOTALS	8			2

4. RESOLUTION CARRIED: YES (✓) NO ()

5. SIGNATURE OF DIRECTOR: *Jenny Wiatta*

6. DATE: June 5, 2023



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION

ACCOMMODATIONS ALTERATIONS

At

St. Basil Catholic School, Sault Ste. Marie, Ontario

May 31, 2023

Submitted by: Steve Brown
Manager of Plant Services

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to utilizing our resources responsibly, justly, responsively, and wisely.

Present: S. Brown (HSCDSB)
R. Talvitie (Tal VT Architect Inc)
R. Beland (Palmer Construction)
A. Marshall (S & T Electrical Contractors Limited)

Sealed tenders for the Accommodations Alterations at St. Basil Catholic School were received at the HSCDSB Board Office in Sault Ste. Marie on May 31, 2023. Four (4) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
First General Services	\$793,673
Barban Construction	\$681,603
Palmer Construction	\$638,609
S & T Electrical Contractors Limited	\$619,513

The budgeted cost for the project is \$450,000. The remaining shortfall will be expended from the SCI/SRA contingency (\$709,450).

Motion: That the Huron-Superior Catholic District School Board awards the construction contract for the Accommodations Alterations at St. Basil Catholic School to S & T Electrical Contractors Limited.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION 2023/24 Budget

June 14, 2023

Submitted by:
Justin Pino
Superintendent of Business

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to achieving and maintaining a balanced budget.

Background and Information

The Ministry of Education announced the 2023-24 Grants for Student Needs (GSN) on April 17, 2023 and released Memorandum 2023:B04 containing summary budget information, which was accompanied by Ministry Projections of School Board Funding.

Additionally, the Ministry announced Priorities and Partnership Funding (PPF), outside of the GSN. For HSCDSB these grants amount to approximately \$1,661,000. One of the major PPF grants for the board is the investment in the Math Recovery Plan which totals \$558,200 and allows the board to establish a math lead at the Superintendent level and add an additional math facilitator, for a total of three school-based positions. Additionally, there are PPFs for Education Staff to support Reading Interventions (\$238,00), Staffing to Support De-Streaming and Transitions to High School (\$179,800) and increased funding to support an Indigenous Grad Coach (\$141,400).

The following grants which were previously funded outside of the GSN are being transferred into the GSN:

- *Summer Learning Program*: funding for literacy and numeracy programs for elementary students who would benefit from additional learning support over the summer months to mitigate the impacts of learning loss.
- *Specialist High Skills Major Expansion*: funding to support program growth and to provide students with access to more Specialist High Skills Major programs.
- *Early Math Intervention for Students with Special Education Needs*: funding to support early math interventions for elementary students with special education needs by

increasing student engagement, closing learning gaps and ensuring students are prepared for the transition into de-streamed Grade 9 curriculum.

- *Demographic Data Gathering*: funding to support school board capacity to collect, analyze and use voluntary student and workforce demographic data by allowing school boards to pinpoint and address disparities in student achievement as well as employment practices, increasing accountability to their communities. **23**

Since these are not new grants, but are transitioned into the GSN, the funding has not allowed for additional staff, but has allowed the board to maintain current staffing supports already in place associated with these programs.

COVID-19 Learning Recovery Funding expires at the end of August 2023. For the Board, this means a reduction of approximately \$1,114,000 in funding to support additional staffing needs for the 2023-24 school year. Due to a decrease in interest and enrolment, the board has discontinued offering virtual learning at Holy Trinity Virtual Academy for the 2023-24 school year. Staff has been diligently supporting the transition of current Holy Trinity students back to their in-person home schools.

Admin Council and the Senior Team began budget deliberations in March to plan for the 2023-24 school year.

The Board's 2023-24 Operating Budget is aligned with the Ministry of Education mandates and goals of achieving a balanced budget while maintaining fiscal responsibility. Additionally, the 2023-24 Operating Budget is aligned with HSCDSB's Multi-Year Strategic Plan. Key strategic priorities built into the budget include:

- Superintendent of Education – Math Recovery Plan
- New Principal of Specialized Student Services
- Implementation of three (3) Northern teaching Vice Principal positions
- Extension of the school day for Life Skill classrooms (Elementary/Secondary)
- Two (2) School-based Multilingual Language Learner Special Assignment Teachers
- Expansion of the Outdoor Education Program (Land-based learning at St. Kateri Outdoor Learning Centre)
- Continued investments in the STEAM Lab
- Continued Clerical Support at Elementary Schools one-week prior to school re-opening
- Continued HR Case Management Attendance Support
- Continued investment in Cyber Security

The government has facilitated a Provincial process for negotiating Collective Agreements for all employee groups. The 2023-24 GSN funding for salary increases has been reflected in the budget.

The Ministry is providing a 2.0% cost update to the non-staff portion of the School Operations Allocation benchmark to help school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

Conservative projections for elementary and secondary enrolment have been reflected in funding which correspond to the staff compliments and have been reflected in the budget. Enrolment increase may impact staffing compliments in September.

Attached to this report are the following:

- Revenue and Expenditure Summary
- Expenditure Report
- Enrolment Summary

School Boards are expected to balance their budgets in 2023-24. However, a school board may incur an in-year deficit up to the lower of one percent of the school board's operating revenue or the accumulated surplus for the proceeding school year, consistent with the requirements set out in *Ontario Regulation 280/19*. HSCDSB can project an in-year deficit of up to \$719,931 and be in compliance with this directive.

For 2023-24, total operating revenues and expenses are budgeted at \$88,814,304. A total budget for revenues and expenditures, with a balanced budget was presented to the Finance Committee on June 6, 2023. A recommendation was provided by the Finance Committee that the Board accept the budget as presented.

Recommendation

It is recommended that the Board approve a total budget for expenditures and revenue for the 2023-24 budget year in the amount of \$88,814,304 as presented in the Report to the Director of Education dated 2023 06 14.

Motion: That the Huron-Superior Catholic District School Board approves the 2023-24 Operating Budget as presented.



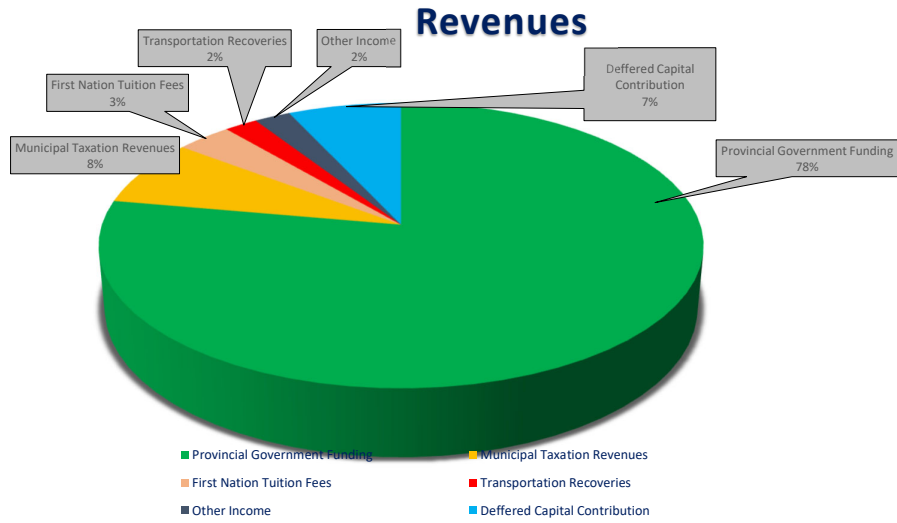
Huron-Superior Catholic
DISTRICT SCHOOL BOARD

Budget Detail & Summary 2023-2024



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

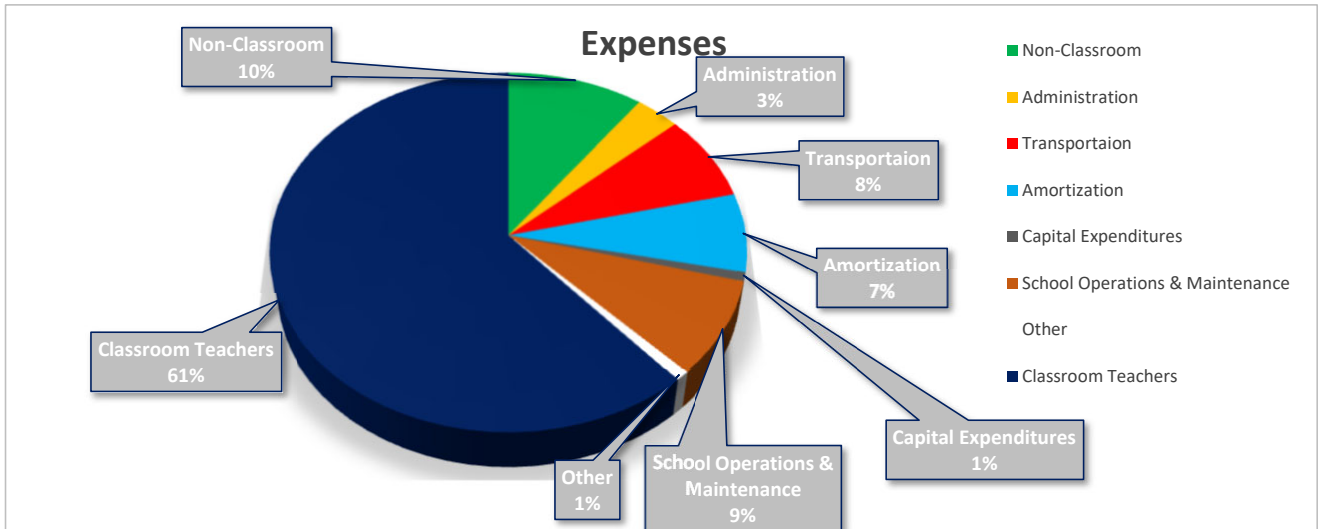


Provincial Government Funding	\$	69,088,696.00
Municipal Taxation Revenues	\$	6,694,600.00
First Nation Tuition Fees	\$	3,039,733.00
Transportation Recoveries	\$	1,821,060.00
Other Income	\$	1,974,476.00
Deffered Capital Contribution	\$	6,196,009.00

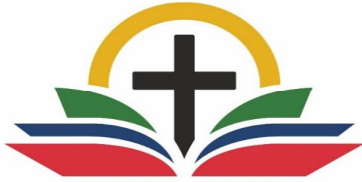


Huron-Superior Catholic

DISTRICT SCHOOL BOARD



Classroom Teachers	\$ 54,428,831.00
School Operations & Maintenance	\$ 7,628,385.00
Non-Classroom	\$ 8,933,537.00
Transportation	\$ 6,890,045.00
Amortization	\$ 6,277,017.00
Administration	\$ 2,953,219.00
Capital Expenditures	\$ 700,000.00
Other	\$ 765,474.00



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

2023/24 BUDGET REVENUE AND EXPENDITURE SUMMARY

	2021/22	2022/23		2023/24
	Final	Budget	Revised	Budget
General Legislative Grants	67,589,441	69,941,399	71,921,683	74,122,096
Other Provincial Grants	4,477,337	1,623,540	2,026,764	1,661,200
First Nation Tuition Fees	3,263,160	3,078,416	3,039,733	3,039,733
Transportation Recoveries	1,757,908	1,836,500	1,836,500	1,821,060
CUPE Reimbursements	12,570	-	-	-
PD Reimbursements	-	75,000	75,000	75,000
Salary Recoveries	266,592	255,474	338,600	343,270
In-Kind - PPE	691,180	-	-	-
Other (including interest)	1,199,369	302,735	2,336,084	1,555,936
SUBTOTAL	79,257,557	77,113,064	81,574,364	82,618,295
Deferred Capital Contributions	5,313,263	5,482,875	6,027,650	6,196,009
TOTAL REVENUES	84,570,820	82,595,939	87,602,014	88,814,304
TOTAL EXPENDITURES	84,065,688	82,482,500	88,113,694	88,814,304
SURPLUS/(DEFICIT) - With Committed Projec	505,132	(650,595)	(511,680)	-
Committed For Capital Projects - Board				
Office roof	1,971	22,726	25,636	42,600
SURPLUS/(DEFICIT)	507,103	136,165	(486,044)	42,600
OPENING ACCUMULATED SURPLUS	5,044,773	5,551,876	5,551,876	5,065,832
ENDING ACCUMULATED SURPLUS/(DEFICIT)	5,551,876	5,688,041	5,065,832	5,108,432



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

2023/24 BUDGET EXPENDITURE REPORT

	2021/22		2022/23		2023/24
	Final	Budget	Revised	Expenditure to Date (May 25/23)	Budget
Classroom Teachers	31,738,367	31,006,175	32,329,675	25,184,020	33,149,927
Supply Teachers	3,525,687	3,070,700	3,070,700	2,646,988	3,030,700
Teacher Assistants	8,272,798	7,610,500	9,082,770	7,521,378	7,931,079
Early Childhood Educator	1,382,775	1,229,000	1,272,000	1,003,112	1,319,244
Textbooks/Supplies	1,218,383	1,791,948	2,354,123	1,267,295	2,938,814
Computers	357,246	908,000	1,018,678	662,935	1,111,874
Prof/Para Prof/Tech	3,025,257	3,215,650	3,243,600	2,462,496	3,430,366
Library/Guidance	911,431	829,800	827,790	518,045	795,796
Staff Development	641,407	701,836	885,406	549,175	721,031
Department Heads	44,311	55,000	55,000	35,382	63,000
Principals & VP's	3,622,337	3,660,741	3,740,967	3,143,593	3,606,327
School Office	1,918,193	2,034,100	1,993,608	1,581,860	2,068,801
Coordinators & Consultants	2,162,084	2,138,500	1,998,500	1,544,695	1,988,309
Continuing Ed	115,451	103,300	103,300	82,290	96,100
Trustees	197,890	226,400	243,400	183,135	243,400
Director/Supervisory Officers	545,544	632,600	642,600	479,786	867,600
Board Administration	2,669,155	2,632,520	3,792,720	2,792,023	2,953,219
Pupil Transportation	6,092,149	6,090,700	6,073,700	4,013,003	6,890,045
School Operations/Maintenance	8,450,742	7,471,541	7,552,534	5,560,119	7,628,385
Good Places to Learn	540,567	510,000	510,000	447,033	510,000
Other Non-Operating	481,381	255,474	488,600	237,705	493,270
Amortization	5,314,129	5,608,015	6,115,696	4,649,659	6,277,017
Renewal	820,077	700,000	700,000	365,358	700,000
TOTAL EXPENDITURES	84,047,361	82,482,500	88,095,367	66,931,087	88,814,304



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

2023/24 BUDGET ENROLMENT SUMMARY

	Actual (Oct 31, 2022)	Estimated (Oct 31, 2023)	Difference
Elementary			
Pupils of the Board	3,430.0	3,446.0	16.0
Other Pupils	192.0	177.0	(15.0)
TOTAL ELEMENTARY	3,622.0	3,623.0	1.0
Secondary			
Pupils of the Board	679.0	683.0	4.0
Other Pupils	21.3	22.0	0.8
TOTAL SECONDARY	700.3	705.0	4.8
Total			
Pupils of the Board	4,109.0	4,129.0	20.0
Other Pupils	213.3	199.0	(14.3)
TOTAL PUPILS	4,322.3	4,328.0	5.8



**REPORT TO THE DIRECTOR
RE: DESKTOP COMPUTER REFRESH**

Submitted by: Patrick Pelletier
Manager of Information Technology
2023-06-14

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to aligning available resources with strategic priorities and ensuring schools have the resources they need.

The Information Technology Department is requesting approval to replace all computers and monitors needed for use by school clerical employees and St. Mary's College guidance counsellors. Also requested is the replacement of computers and monitors that are in libraries and are designated for student use. The current computer systems are now 6 years old and end of life.

Sixty-five (65) new Dell desktops and sixty-five (65) new Dell monitors will be replaced.

This purchase will be made from Dell Canada through our OECM contract. Based on the Board's purchasing policy, Board of Trustee approval is required.

The Board's intention is to lease this equipment over a four-year period using the existing board budget.

Pricing

Sixty-five (65) Dell OptiPlex Micro (7010) and Dell 22 Monitors \$76,531

It is recommended that the Huron-Superior Catholic District School Board approve the purchase of 65 Dell computers and monitors from Dell Canada at a cost of \$76,531.

Motion: That the Huron-Superior Catholic District School Board approve the purchase of Sixty-five (65) Dell desktops and monitors from Dell Canada at a cost of \$76,531.



REPORT TO THE DIRECTOR
RE: ENTERPRISE RESOURCE PLANNING SOFTWARE

Submitted by: Patrick Pelletier
Manager of Information Technology
2023-06-14

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to aligning available resources with strategic priorities and ensuring schools have the resources they require.

The Board is requesting approval to replace its current Enterprise Resource Planning Software (ERP) that administers its Human Resources, Payroll and Financial platforms.

Through the recently completed KPMG Administrative Service delivery review, it was noted that its current ERP system is quite antiquated, has exceeded its useful life and cannot be upgraded without a significant cost investment.

Over the past 12 months, the Board has invested a significant amount of time and resources in the research for a new, modern platform to replace the current ERP solution. Through this process, it has been concluded that Edsembli's ERP solution would best fit the Financial, Human Resources, and Technology needs of the Board.

Recently the Ontario Education Collaborative Marketplace (OECM) announced three pre-qualified supplier partners for the provision of an ERP solutions. Edsembli has been identified as one of the pre-qualified partners.

Pricing

Edsembli one-time implementation cost:	\$ 90,000
Edsembli ERP annual licensing cost:	\$110,000

It is recommended that the Huron-Superior Catholic District School Board approve the one-time implementation cost of \$90,000 and the Edsembli ERP solutions annual licensing cost of \$110,000. The ERP solution has been built into the 2023-2024 school year budget.

Motion: That the Huron-Superior Catholic District School Board approve the one-time implementation cost of \$90,000 and the Edsembli ERP solutions annual licensing cost of \$110,000.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE: ATTENDANCE SUPPORT

Approved: June 25, 2014

Amended: June 14, 2023

POLICY NO: 6001

Page: 1 of 1

POLICY

The Huron-Superior Catholic District School Board (the “Board”) is committed to providing quality education to its students in a supportive learning environment. This commitment is possible through the sustained efforts of dedicated employees who fulfill their employment obligations, including the fundamental obligation to attend work regularly. Regular employee attendance provides stability, continuity, efficiency and equitable workload allocations, all of which contribute to the harmonious operation of our school system. High rates of employee absenteeism result in disruption, reduced efficiency, inequitable work allocations, and higher operating costs, which may compromise the Board’s ability to provide quality education to its students.

The Board is committed to managing employee attendance through a positive, supportive environment that promotes the best possible attendance. The board is dedicated to fostering well-being by improving access to resources that support mental health and well-being. Guided by our Catholic faith, this is achieved through effective stewardship of resources and consistently reviewing, revising and reporting our progress.

Although some sick leave will always be utilized, the expectation is that employees will use sick leave only when it is required. This policy is not intended to limit an employee’s right to utilize their sick leave for legitimate reasons.

ADOPTED Regular Meeting – June 25, 2014
Motion – B-66

AMENDED Special Meeting – December 5, 2014

AMENDED Regular Meeting – October 17, 2018
Motion – B-295

AMENDED Regular Meeting – June 14, 2023
Motion – B-

DISTRIBUTION

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel



PROCEDURAL GUIDELINES

ATTENDANCE SUPPORT

PROGRAM SCOPE:

The procedural guidelines for attendance support applies to all employees of the Huron-Superior Catholic District School Board.

PURPOSE, GOALS AND EXPECTATIONS:

The Board is committed to partnering with employees using a process which balances the organization's need to maintain high standards of service with the employee's need for support when absent for reasons beyond their control. In turn, employees have a responsibility to cooperate with HSCDSB's attendance support processes and make every reasonable effort to maintain a strong attendance record. The Employee Attendance Support procedural guidelines seeks to:

- a) Support employees to achieve regular attendance at work and to minimize absenteeism;
- b) Manage employee absenteeism using a reasonable, balanced, compassionate and consistent approach;
- c) Resolve innocent (non-culpable) attendance issues through non-disciplinary interventions and offer timely assistance to all employees who require it;
- d) Resolve culpable attendance issues through appropriate progressive discipline; and,
- e) Support the fulfilment of the Board's Strategic Plan.

KEY ELEMENTS:

- a) The Employee Attendance Support decisions and processes respecting absenteeism, disability and accommodation will be made in accordance with provisions of the Ontario Human Rights Code (OHRC), Workplace Safety and Insurance Act (WSIA), Employment Standards Act (ESA), any other applicable legislation and any applicable collective agreement or terms and conditions of employment.
- b) Where appropriate, support will be offered to assist an employee in resolving issues that may be affecting their ability to attend work regularly.
- c) The Board will maintain the confidentiality of any personal and/or medical information provided by an employee.

TWO TYPES OF EMPLOYEE ABSENTEEISM:

Culpable Absenteeism:

Failure to attend work for a reason that is not legitimate because the unauthorized absence is within the control of the employee. This includes but is not limited to:

- lateness/tardiness;
- leaving work early without authorization and/or notification;
- absence without leave or failure to notify;
- abuse of leave (e.g. using sick leave for absences unrelated to employee illness or injury);
- false explanation for an absence; and
- unsubstantiated absence, where evidence of the reason is required.

Non-Culpable Absenteeism:

Failure to be present for work due to a legitimate illness or injury that is not work-related. These absences are not the fault of the employee and are typically beyond an employee's control. This includes but is not limited to:

- employee sick leave; and
- employee medical appointments during working hours, where it is not possible to conduct the appointment outside of normal working hours.

RESPONSIBILITIES:

Supervisors (includes principals/vice-principals/supervisors):

- Communicate the protocol for advising of absenteeism and expected attendance standards and obligations to staff.
- Monitor levels of sick leave usage in their schools and offices, based on reports generated by the Human Resources Department, and take appropriate action to correct absenteeism issues.
- Ensure staff members are aware of patterns and/or high levels of usage, should an issue with absenteeism be observed.
- Maintain written documentation where absenteeism issues have been identified.
- Identify unacceptable usage based on the individual situation.
- Meet with the employee to discuss and resolve issues regarding attendance, using the procedures outlined and guideline references. In the case of an extended absence, the supervisor will arrange with the employee to maintain contact at a reasonable frequency determined by the Board.

Employees:

-
- Attempt best efforts to be physically and mentally fit for work.
 - Attend work, on time, for every scheduled day of work and stay for the entire duration of each workday.
 - Provide reasons for and report absences related to sick and medical using the Absence Reporting Callout System (Easyconnect).
 - Consult with and advise supervisor where tardiness and/or leaving early is unavoidable.
 - Seek medical care when necessary. Employees should make every effort to schedule medical appointments outside of the workday, where possible.
 - When an employee knows that they will be away from work for a period of time in the future (e.g. planned leave of absence for surgery) discuss the planned absence with their immediate supervisor and/or human resources with as much advance notice as possible.
 - Maintain communication with their supervisor. This is critical when the employee is unable to return to work and the estimated length of illness is unknown.
 - Co-operate with their supervisor's/designate's request for information regarding their specific limitations and restrictions, which shall be provided through their treating health care professional so that an accommodation plan that is suitable can be established. There is no requirement for employees to provide a diagnosis.

Human Resources:

- Clearly communicate the guidelines for attendance support and the potential consequences of non-compliance.
- Provide regular reporting and communication to supervisors on employee absences.
- Work with supervisors to identify the source of employee attendance issues, determine available resources and to facilitate return to work programs.
- Provide advice on the provisions of these procedures and guidelines.
- Provide advice on Human Rights, legislation, collective agreement provisions, and policy interpretations where applicable.
- Meet with the employee to discuss and resolve issues regarding attendance, using the procedures outlined and guideline references.

Unions and Staff Associations:

- Unions and staff associations can assist their employees by providing support.

MONITORING ATTENDANCE:

- Sick leave records and absenteeism of all employees will be monitored on an ongoing basis.
- Board approved and/or legally required absences (e.g., jury duty, bereavement leave, personal leave) will be recorded; however, these types of absences will be excluded from sick leave statistics.
- All available information will be reviewed and considered before determining that an attendance problem exists.

- A potential attendance issue will be considered where usage appears to be above the norm and/or where there are patterns of usage identified.
- Once the immediate supervisor and the School Superintendent or Manager of Human Resources (or designate) has determined that an attendance problem does, in fact, exist, action will be taken in accordance with the guidelines outlined in this procedural guideline.

MEDICAL EVIDENCE:

- Employees **will not be** required to reveal to the Board the reason for illness or disability (i.e., diagnosis).
- Subject to the terms and conditions of the applicable collective agreement or Board policy, the employee may be required to provide a health care professional's certificate when:
 - An employee is absent from the workplace due to illness or injury;
 - An employee's sick leave usage is above the average (as determined by the Board);
 - A suspect pattern of usage exists or is developing;
 - An employee has been absent from the workplace due to illness or injury for five or more consecutive days.
- Discretion will be used when seeking medical verification of an absence(s) and medical certificates will not be requested simply as a deterrent.
- The certificate should state clearly the expected date of return to work and/or reassessment and whether any limitations or restrictions apply. When requesting medical evidence, it is reasonable to request clarification from the physician verifying:
 - Whether the absence from work is medically required;
 - Whether restrictions exist;
 - Identification of specific capabilities and physical and/or psychological limitations to guide return to work decisions;
 - Whether treatments or medications have been prescribed that may affect the employee's ability to perform their required responsibilities;
 - Prognosis or expectation for recovery.

CONFIDENTIALITY:

- Medical evidence / information received will be treated in a confidential manner and in accordance with applicable laws and regulations.
- Medical evidence / information concerning employees will not be discussed or requested unless required in order to verify absence from work or to ensure the employee's capabilities and/or safety in carrying out his or her job duties.

EARLY INTERVENTION:

-
- Where an attendance concern has been identified, the immediate supervisor will commence early intervention in accordance with **Appendix 1 – Early Intervention Administrative Procedures** outlined in this guideline.

CULPABLE ABSENTEEISM:

- Where early intervention does not produce improvement and the attendance problem is deemed to be CULPABLE/BLAMEWORTHY, the attendance problem will be managed in accordance with progressive discipline processes.

NON-CULPABLE ABSENTEEISM:

- Where early intervention does not produce improvement and the attendance concern is deemed to be NON-CULPABLE/
 - If there is no verification of disability as defined by *The Ontario Human Rights Code*, the attendance concern will be managed through providing reasonable assistance and support as determined by the specific circumstances of each case.
 - If there is a verification of a disability as defined by *The Ontario Human Rights Code*, the attendance concern will be managed through accommodation to the point of 'undue hardship'.

TERMINATION OF EMPLOYMENT:

- Termination of employment will be considered **only** as a last resort. In assessing the option of termination, the facts of each case will be assessed in relation to applicable laws and regulations.
- However, failure to adhere to the action plan and/or failure to implement a significant and sustained improvement in an employee's rate of absenteeism, may result in termination of employment for non-culpable (innocent) absenteeism.

APPENDIX 1

Early Intervention Administrative Procedures

These EARLY INTERVENTION procedures are intended as guidelines only.

The Board and Supervisors will use their discretion to apply these procedures in a constructive, reasonable manner. The goal is to manage attendance issues to ensure appropriate attendance at work. These procedures are designed to:

- educate staff regarding their record of absences from work; and
- assist employees to reduce their level of absenteeism by providing awareness, support and encouragement.

Step 1: Initial Discussion/Meeting

The immediate supervisor meets with the employee. Upon request, a representative from Human Resources may also be invited to attend the initial discussion/meeting. The following provides a general framework for the discussion with the employee and is a guide to ensure the discussion remains focused:

- i) Plan the Meeting
 - Consult with appropriate sources (Human Resources, Director, or Superintendent).
 - Organize information for the discussion (e.g., sick leave records, appropriate average usage summaries).
 - Note any patterns and/or high usage.
 - Identify incidents vs. days (e.g., an employee hospitalized for a surgery may use ten days of sick leave in one incident, whereas another employee may use ten days of sick leave in ten separate incidents).
 - Identify any known reasons for absences and whether all absences are related.
 - Identify the impact on the workplace (e.g., student(s), school operations, programming, public expectations).
- ii) Meet with Employee
 - Clarify the meeting is not intended in any way to be disciplinary.
 - Advise the employee that they may invite union representation or a staff representative to be present.
 - Ensure privacy.
 - Describe attendance concern (e.g., trends/patterns, incidents vs. days, exceeding comparable averages).
 - Provide the employee with a clear explanation of how his/her absences are impacting the workplace.

- Be clear that the goals are to provide support and encourage improvement.
- The employee will be requested to consider and implement strategies to improve their attendance record.
- The employee will be notified of support mechanisms that are available to assist the employee in improving their attendance record.
- Identify that the confidential services of the Employee & Family Wellness Program (EAP) are available, where applicable.
- Ask the employee if other types of supports may be required.

iii) Establish Guidelines and Follow Up

- Determine if the employee expects his/her attendance to improve and note responses – ask the employee to provide suggestions on how to improve their attendance and obtain their commitment to improvement.
- Re-communicate procedures and guidelines for reporting absences.
- Establish a follow-up date to review progress, if appropriate (*generally one to three months is a reasonable time period, but depending on the particular facts, the timeframe could be shorter or longer*).

Step 2: Attendance Counselling /Meeting Followed by a Letter

Where the employee's attendance does not improve and concerns continue, another meeting with the employee will be required.

- i) The immediate supervisor, with the Manager of Human Resources (or designate) or Superintendent, meets with the employee. The meeting should follow the guidelines outlined in Step 1.
- ii) The immediate supervisor and a representative from Human Resources will discuss the Board's continued and heightened concern with regards to the employee's record of absences.
- iii) The employee is advised that a letter summarizing the meeting will follow.
- iv) A letter is sent to the employee from the Manager of Human Resources.

The following provides general guidelines for the specific items to be included in the letter:

- Meeting date.
- Reference to previous discussions with the employee (including dates).
- Clear identification of the attendance concerns discussed with the employee (e.g., trends/patterns, incidents vs. days, exceeding comparable averages).
- Clear identification of the impact on the workplace.
- Clear identification of the expectations.
- The employee's explanation for the absences.
- Any commitments made by the employee, including his/her commitment to improve.
- The timeframe for follow up.

Step 3: Formal Case Review

- i) Where attendance has not improved and the reasons for the absence are unknown, an assessment as to whether the cause of the absence is culpable/blameworthy or non-culpable/non-blameworthy will be made prior to taking further action.
- ii) The Manager of Human Resources will review the attendance history and reasons for past absences and assess whether or not the individual is likely to be able to attend work regularly in the future.
- iii) Another meeting is held with the employee. This meeting will be facilitated by the immediate supervisor and/or Superintendent/Human Resources Manager and should follow the guidelines outlined in Step 1.
- iv) As the process is intended to assess the type of absence, the employee will not be required to produce medical verification of the absences.

In addition to the discussion items identified in Step 1 as noted above, the following additional discussion items and documentation are to be included at this step:

- Advise the employee that medical verification of the absence and medical confirmation of their ability to maintain regular attendance at work in the future is required.
- Potentially provide employee with a letter from the Manager of Human Resources to take to their health care professional.
- Emphasize that you are seeking prognosis information only; diagnosis information is not required.
- Emphasize that the medical information received will be kept confidential and confirm to whom the information is to be returned.
- Inform the employee that they will be required to attend a follow-up meeting to discuss the medical evidence / information received.
- Confirm that the intent of gathering the information is to assist the employee in maintaining regular attendance at work and/or to appropriately assess alternatives if a disability exists and an accommodation may be required.
- Advise the employee that, if the required medical information is not provided or the information provided does not verify the legitimacy of the absences, disciplinary action may be considered.
- Should the determination be made that the employee will not likely be able to attend work regularly in the future, employment may be terminated for non-culpable (innocent) absenteeism.
- Should a different determination be made, a specific plan of action/monitoring will be outlined and communicated to the employee.



POLICY TITLE: VOLUNTARY SELF-IDENTIFICATION FOR INDIGENOUS STUDENTS

Approved: March 28, 2007

Amended: June 5, 2018

POLICY NO: 7013

Page: 1 of 1

POLICY

The Huron-Superior Catholic District School Board (HSCDSB) provides parents/guardians and children who are 18 and over of First Nation, Métis and Inuit ancestry the opportunity to voluntarily self-identify. Data collected supports the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework as a foundation for addressing historic inequities. The Truth and Reconciliation Commission of Canada highlights the important role of education and the self-identification data collection and analysis will assist in determining programming, supports and services for Indigenous students. The Ontario Catholic School Graduate Expectations, HSCDSB’s strategic plan, mission and vision statements further address historic disadvantages in ensuring all students reach their full potential.

ADOPTED Regular Meeting of the Board March 28, 2007
Motion B-179

DISTRIBUTION

AMENDED Regular Meeting of the Board April 10, 2013
Motion B-40

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) OECTA
- vi) North Shore Tribal Council and First Nations, Indian Friendship Centre, Metis Nation of Ontario

AMENDED Regular Meeting of the Board June 5, 2018
Motion B-265



PROCEDURAL GUIDELINES
VOLUNTARY SELF-IDENTIFICATION FOR
INDIGENOUS STUDENTS

The Huron-Superior Catholic District School Board (HSCDSB) provides students of First Nation, Métis and Inuit ancestry and their parents/guardians the opportunity to voluntarily self-identify. Self-identification data will be collected on Student Registration Forms for all new students enrolling in the Huron-Superior Catholic District School Board, and on Student Verification Forms for all students currently enrolled.

The board will endeavor to increase the number of students and families who choose to self-identify by:

- Increasing awareness through including information about self identification in school newsletters, board and school websites, and social media.
- Schools will send home the board's self-identification brochure with all students, every three years and the Voluntary Indigenous Self-Identification Form with incoming junior kindergarten students every year.

DATA COLLECTION

Self-identification data collected for students of First Nation, Métis and Inuit ancestry will inform HSCDSB programming to support student well-being and overall achievement with a focus on:

- Better provide high quality learning opportunities that are responsive, flexible, and accessible to Indigenous students;
- Increase the retention rate of Indigenous students;
Increase the graduation rate of Indigenous students;
- Ensure that Indigenous students are well-prepared for participation in post secondary studies and the world of work;
- Promote effective, respectful working relationships and partnerships with Indigenous parents and their respective Indigenous community.

Aggregate data may be shared as required confidentially through the Ontario Student Information System (OnSIS), with the Ministry of Education, and the Education Quality and Accountability Office (EQAO).

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ANNUAL REVIEW

This procedural guideline will evolve as the Board seeks to improve achievement and program delivery for Indigenous students. The guidelines will be reviewed annually at an Indigenous Education Committee (IEC) for effectiveness and need for continuation, in collaboration with Indigenous partners.



OFFICE USE ONLY

OEN # : _____

DATE : _____

**VOLUNTARY & CONFIDENTIAL
INDIGENOUS SELF-IDENTIFICATION FORM**

<p>Student's Name – Last Name, First Name and Middle Name(s) (Please Print)</p>	<p>Date of Birth (YYYY MM DD)</p>
<p>School Name:</p>	<p>Grade:</p>
<p>Indigenous Ancestry: I consider my child to be of Indigenous ancestry: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The categories that apply to my child are checked below:</p> <p><input type="checkbox"/> First Nation Status <input type="checkbox"/> First Nation Non-Status <input type="checkbox"/> Métis <input type="checkbox"/> Inuit</p> <p>Language: <input type="checkbox"/> Ojibwe <input type="checkbox"/> Cree <input type="checkbox"/> Oji-Cree <input type="checkbox"/> Mohawk <input type="checkbox"/> Michif <input type="checkbox"/> Inuktitut <input type="checkbox"/> English</p> <p>Other – Please identify _____</p>	<p>I have read the Huron-Superior Catholic District School Board guidelines for Indigenous self identification and consent to identification of myself/child as having Indigenous ancestry. I understand that identification is voluntary and that I may withdraw my consent at any time by providing written instruction to the School Principal, at which time any record of my self/child Indigenous self identification shall be removed from the Ontario Student Record (OSR).</p> <p>_____</p> <p>(Signature)</p>

Personal Information is collected pursuant to the Huron-Superior Catholic District School Board Policy name and number in accordance with the Ministry of Education First Nation, Métis and Inuit Education Policy Framework and the **Municipal Freedom of Information and Protection of Privacy Act**. Information collected on this form shall be included in the Ontario Student Record (OSR) and shall be used for the provision of educational services for students in accordance with the policy. Questions regarding information collected on this form may be referred to the Principal of the school.

Frequently Asked Questions:

1. Why should parents/guardians or students take part in the voluntary, confidential student self-identification process? HSCDSB has made a commitment to provide Indigenous students with a culturally supportive learning environment. Students will be invited to participate in current and future programs dedicated to achieving educational success and cultural growth.

2. Is Voluntary, Confidential Self-Identification only for students who live on a First Nation (reserve)? No. The largest majority of Indigenous residents live in major urban areas. You do not have to live on a First Nation to self-identify.

3. Is Voluntary, Confidential Self-Identification only for Status Indians? No. The goal is to self-identify Indigenous ancestry. If you have any degree of First Nation (Cree, Ojibway, Mohawk, etc.) Métis or Inuit ancestry then the student would self-identify as having Indigenous ancestry and indicate First Nations, Métis or Inuit. You do not need a Status card to self-identify your Indigenous ancestry.

4. How will HSCDSB use the information that is gathered? Will the information be made available to the public? No. The information will be used to develop and monitor programs and strategies to improve student engagement, achievement and success.

Promoting Success for all Indigenous Students

The Ministry of Education developed the Ontario First Nation, Métis and Inuit Education Policy Framework, 2007 and Implementation Plan, 2014, which outlines the strategies to be used to increase educational outcomes for students of First Nations, Métis and Inuit ancestry.

The guiding principle of HSCDSB in implementing this initiative is one of "building communities of faith, hope and service" with First Nation, Métis and Inuit students, parents and Elders through community consultation. This consultative approach is intended to be culturally sensitive and respectful.

HSCDSB will honour the common bonds of spirituality and the values that can be found in our Journey to Holiness and the Seven Grandfather Teachings.

THE SEVEN GRANDFATHER TEACHINGS

To cherish knowledge is to know
WISDOM / Nbwaakaawin.

To know **LOVE / Zaagiwin** is to know
Peace.

To honor all the creation is to have
RESPECT / Mnaandendmowin.

To face life with courage is to know
BRAVERY / Aakidehewin.

To walk through life with integrity is to know
HONESTY / Gwekwaadziwin.

HUMILITY / Dbaadendziwin is to know yourself as a sacred part of Creation.

TRUTH / Debwewin is to know all of these things.



HURON-SUPERIOR
CATHOLIC DISTRICT
SCHOOL BOARD

**INDIGENOUS
SELF
IDENTIFICATION**

Voluntary, Confidential Indigenous Student Self-Identification FORM (HSCDSB Policy 7013)

To be completed by parents/guardians or students who are 18 and over. Return this completed form to school office.

Please Print

(first name) (last name)

_____/_____/_____
(date of birth Y/D/M)

(current grade)

(school attending)

Please identify yourself/your student as:

First Nation Métis Inuit

(signature)

(date)

HSCDSB is committed to providing equitable, inclusive and engaging educational opportunities for all our students, including our First Nations, Inuit or Métis students.

This commitment is grounded in our shared understanding of developing a school culture where all our students feel understood, valued and respected.

What is Indigenous Student Self-Identification?

Self-Identification is a voluntary, confidential declaration of ancestry as First Nation, Métis or Inuit of North America.

Voluntary: The choice to self-identify a student's First Nation, Métis or Inuit ancestry is up to you and does not require proof of documentation (status card).

Confidential: Self-identification information is securely stored and used only to support Indigenous student success.

Student Success: Programs, training, and resources can be directed where student needs are identified to support Indigenous student success.

Communication: Self-Identification allows for direct communication between school, Indigenous students and their families. This improves everyone's ability to be informed of student's needs, programs and resources.



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TERMS

Indigenous Peoples: is a collective name for the original peoples of North America and their descendants. Often, 'Aboriginal peoples' is also used.

First Nation: includes both status and non-status Indigenous peoples. **Status:** refers to people registered under the Indian Act of Indigenous and Northern Affairs (INAC)

Non-status: refers to people who can identify where their ancestral lands are, who are not registered under the Indian Act, due to ineligible registry requirements, or who have not applied for their status.

Métis: refers to a person who self-identifies as Métis, is distinct from other Indigenous Peoples, is of historic Métis Nation ancestry and is accepted by the Métis Nation.

Inuit: refers to a distinct group of Indigenous Peoples in Northern Canada who live mostly in Nunavut, Northwest Territories, Northern Quebec and Northern Labrador.



POLICY TITLE: PREVALENT MEDICAL
CONDITIONS

Approved: June 5, 2018

Amended:

POLICY NO: 7018

Page: 1 of 1

POLICY

In accordance with Policy/Program Memorandums No. 161, 81, 149 and other applicable legislation including but not limited to the Education Act, Immunization of School Pupils Act, the Regulated Health Professions Act, the Good Samaritan Act, Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA), Ryan’s Law, Sabrina’s Law, and the Ontario Human Rights Code, the Huron-Superior Catholic District School Board wishes to ensure that all pupils who have asthma, diabetes, and/or epilepsy, and/or are at risk for anaphylaxis receive support services which are prescribed as essential to their participation in school programs. These medical conditions, hereafter referred to as prevalent medical conditions, have the potential to result in a medical incident or a life-threatening medical emergency.

In order to effectively support these students, the Huron-Superior Catholic District School Board will make every reasonable effort to:

- support students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports well-being;
- empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.

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. The accompanying procedural guidelines and related forms will assist schools in this endeavor.

ADOPTED: Regular Meeting of the Board June 5, 2018
Motion B-266

DISTRIBUTION:

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel
- vi) OECTA



PROCEDURAL GUIDELINES **Students at Risk for Anaphylaxis**

REGULATIONS AND INFORMATION:

In accordance with *PPM No. 161, Supporting Children and Students with Prevalent Medical Conditions (February 28, 2018)*, and Sabrina's Law (2005, S.O. 2005, c.7), the Huron-Superior Catholic District School Board will adhere to the following procedural guidelines for students at risk for anaphylaxis.

ANAPHYLAXIS OVERVIEW:

Anaphylaxis is a serious and possibly life-threatening allergic reaction that requires immediate recognition and intervention. Symptoms can vary from person to person and may include:

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

For the purposes of this document and related forms, the following words have the accompanying definitions:

- **Adrenaline** – a hormone secreted by the adrenal glands in response to stressful situations. In synthetic form it is known as epinephrine.
- **Allergen** – a substance capable of causing an allergic reaction (e.g., pollens, moulds, animal dander, house dust mites, foods, insect stings, medications, natural latex, etc.)
- **Allergic reaction** – an adverse immune response following repeated contact with otherwise harmless substances such as pollens, moulds, foods, or drugs
- **Epinephrine** – a synthetic version of the hormone adrenaline; used in the treatment of anaphylaxis and life-threatening asthma attacks

- **Stock epinephrine auto-injector** – a device which is not designated for a particular person and can be used to treat anaphylaxis. It is meant for occasions where an individual does not have an auto-injector with them (e.g., they forgot it, they have not been diagnosed and are having a first-time reaction).
- **Systemic reaction** – an allergic reaction that affects the whole body or body system, as opposed to a local reaction that is confined to the immediate area of exposure
- **Triggers** – factors that can provoke allergic reactions or asthma episodes, including allergens and irritants

ROLES AND RESPONSIBILITIES:

Supporting students at risk for anaphylaxis 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.

(a) School Board

The school board is expected to communicate, on an annual basis, its policies on supporting students at risk for anaphylaxis to parents, school board staff, and others in the school community who are in direct contact with students (e.g., food service providers, transportation providers, volunteers).

The school board will also:

- ensure that all staff are trained annually, in the administration of the auto-injector (See Appendix 9);
- ensure newly hired staff is trained;
- ensure that training for Emergency First Aid and CPR is made available;
- ensure that the Board's policy and procedures are reviewed annually;
- ensure that a protocol is developed with the various transportation consortia to protect anaphylactic students who attend schools under the jurisdiction of the Huron-Superior Catholic District School Board;
- ensure that information on the Policy is added to the board website;
- ensure that transportation and food service providers have a copy of the Policy and Procedures/Guidelines.

(b) Principal

In addition to the responsibilities outlined above under “The School Board”, the principal should:

- ensure that an *Anaphylaxis Medical Plan Form* (Appendix 1) is completed yearly in the fall, as well as the *Authorization for Administration of Prescribed Medication form* (Appendix 12);
- post signage in the staff room, classroom (elementary), health room, and office (Appendix 9: *Anaphylaxis – How to Use the EpiPen* and Appendix 11 – *F.A.S.T. Poster*);
- strongly encourage the parent/guardian to have the child wear a Medic Alert bracelet/necklace;
- complete the required Anaphylaxis Report and Training Acknowledgement Record annually by October 30 (Appendix 3 - *Anaphylaxis Report and Acknowledgement*);
- maintain up-to-date emergency contacts and telephone numbers;
- complete the *Parents/Guardians Allergy Awareness Letters – Whole School* (Appendix 5), noting that permission to send this letter must be obtained in writing from the parents of the child suffering from a life-threatening allergy and *Parents/Guardians Allergy Awareness Letter – Class only* (Appendix 5);
- inform the Manager of Transportation of any anaphylactic students who are transported to school under the authorization of the Board and local bus driver;
- post a copy of the *Anaphylaxis Medical Plan Form* (Appendix 1) in the staff room, classroom (elementary), health room and office;
- include a copy of the *Anaphylaxis Medical Plan Form* (Appendix 1) in the Occasional Teacher Information Folder;
- ensure the *Attention Supply Teacher* (Appendix 4) is posted just outside any classroom that has an anaphylactic child;
- where children share a classroom with an anaphylactic child and inadvertently bring allergen products in their lunch, the principal shall provide a place for them to eat separately from the anaphylactic child and contact the parents to remind them of the policy banning these products from the classroom;

- principals, staff and parents who arrange for the supply of food or food services for special events should be advised of the requirement to refrain from using food which may cause an allergic reaction (See Appendix 6);
- be aware of the potential impact certain foods/ingredients may have upon anaphylactic students and refrain from using foods and/or products that may cause an allergic reaction when selecting fund raising activities;
- ensure, in the case of an out-of-school activity, that the staff, parent/guardian or an adult designated by the parent and acquainted with the procedure, accompanies the student on such activity, and brings a copy of the *Anaphylaxis Medical Plan Form* (Appendix 1) along with the auto-injector, and if such a person is not available for any reason, the student shall not participate in the activity;
- ensure that the auto-injector is kept in a safe and secure, but not locked, place that is known to all staff;
- annually, in September or October, conduct a staff meeting to identify students with specific allergies by reviewing *Anaphylactic Emergency Procedures* (Appendix 2), and arranging training along with Public Health Units to train staff and support staff in the administration of the auto-injector; Complete Appendix 3: *Anaphylaxis Report and Training Acknowledgement Record* and sent to Superintendent of Safe Schools by October 30;
- invite parents to attend Public Health training for staff;
- complete the *Record of Auto-injector Administration* (Appendix 7), and forward a copy to the Superintendent of Safe Schools whenever an auto-injector is administered;
- inform parents that the school strives for an allergy-safe environment, but that they cannot guarantee an allergen-free setting as risks can be managed, but not eliminated;
- ensure garbage containers are removed from entrance doorways to reduce the risk of insect-induced anaphylaxis;
- establish safe lunchroom and eating area procedures, including cleaning and hand washing routines;
- take special precautions around holidays and special celebrations, along with;
- attempt to plan activities that are not food oriented;
- communicate to the entire school community stressing allergy-safe schools:

- a) via newsletter and posting of allergy- safe signs throughout the school;
- b) using proper signage, ensuring that food service providers in cafeterias (secondary schools) provide signage to alert of possible allergens.

(c) School Staff

School staff should follow their school board's policies and the provisions in their collective agreements related to supporting students at risk for anaphylaxis in schools. School staff are expected to:

- assist in the identification of students at risk of anaphylactic shock;
- display the posters: *Anaphylaxis – How to Use the EpiPen* (Appendix 9) and *F.A.S.T. poster* (Appendix 11) in their classrooms (with parent/guardian and/or adult student permission);
- sensitize classmates through a class newsletter and classroom discussion;
- assist in the education of all students regarding the serious nature of food allergies, their potential consequences, and the steps they can take to assist their schoolmate in the management of his/her allergy;
- discourage the sharing of snacks;
- choose allergy free foods for classroom events;
- establish procedures to encourage the anaphylactic child to eat only what she/he brings from home;
- reinforce hand washing before and after eating for all students;
- provide a safe, accessible, not locked, storage space for the auto-injector, and ensure all staff are aware of the location;
- administer the auto-injector in emergency circumstances;
- facilitate communication with other parents, as needed;
- follow the school and board policies for reducing risks in classrooms and common areas;
- leave a copy of the *Anaphylaxis Medical Plan Form* (Appendix 1) in an organized, prominent and accessible format for Occasional teachers;

- ensure that two auto-injectors and a copy of the *Anaphylaxis Medical Plan Form* (Appendix 1) are taken on out-of-town field trips.

(d) Parents / Guardians

As primary caregivers of their child, parents are expected to be active participants in supporting the management of their child's risk for anaphylaxis while the child is in school. At a minimum, parents should:

- notify the school staff (anyone who could assist the child in an emergency) of student allergies and special needs at the beginning of the school year and complete and sign the *Anaphylaxis Medical Plan Form* (Appendix 1) as soon as possible (preferably the first day of school entry);
- provide an auto-injector clearly marked with the student's name and known allergen and ensure that it is within the expiry date;
- ensure that the auto-injector is with the student daily when he/she is sent to school;
- provide, if possible, a second auto-injector to the school to be accessible (not locked) in the event of an emergency;
- provide the student with a Medic-Alert bracelet/necklace and stress the importance of wearing it at all times;
- provide the school with a recent picture of the student;
- advise school authorities regarding changes/revisions to child's condition or treatment plan;
- educate the student in the management of his/her medical condition;
- provide training of the child, as age appropriate with the use of the auto-injector;
- teach the child to:
 - recognize the first symptoms of an anaphylactic reaction and to communicate quickly to others when they feel a reaction is starting;
 - know where medication is kept and who can get it;
 - say "no" to shared lunches and snacks;
 - understand the importance of hand washing;
 - and always ask if food is safe at celebrations/events.

(e) Students

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Anaphylaxis Emergency Plan. When able, students should:

- accept personal responsibility for avoidance of consumption or exposure to foods containing the allergen (age and maturity permitting);
- eat only foods brought from home;
- take responsibility for checking labels and monitoring intake, where age and/or ability appropriate;
- wash hands before and after eating;
- ensure that eating surfaces are kept very clean (i.e., cleaned thoroughly after each snack time, noon hour);
- learn to recognize symptoms of anaphylactic reaction;
- promptly inform an adult as soon as accidental exposure occurs or symptoms appear;
- carry an auto-injector on his/her person (age appropriate and activity appropriate);
- know where the auto-injector is located at all times;
- know how to use the auto-injector, where age and/or ability appropriate;
- wear a medic alert bracelet/ necklace.

(f) Student Body

In order to assist in the success of their peers at risk for anaphylaxis while at school, the student body, when able, are expected to:

- respond cooperatively to requests from school to eliminate allergens from packed lunches, snacks and special occasions;

- wash hands before and after eating;
- learn to recognize symptoms of anaphylactic reaction and inform an adult.

(g) Food Services/Food Service Providers

Food service staff should follow the school board's policies and the provisions related to supporting students at risk for anaphylaxis in schools. They are expected to:

- ensure that personnel are trained to reduce the risk of cross-contamination through purchasing, handling, preparation, and serving of food, and the contents of foods served in school cafeterias and brought in for special events are clearly identified;
- participate in the school's anaphylaxis training, which includes the identification of students at risk and how to use an auto-injector.

LIABILITY:

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

- 2. (1) Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.
- (2) Subsection (1) applies to, ... (b) an individual ... who provides emergency first aid assistance to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

As well, Sabrina's Law includes provisions limiting the liability of individuals who respond to an emergency relating to anaphylaxis, respectively, as cited below.

Subsection 3(4) of Sabrina's Law states:

"No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence."

REFERENCES AND SUPPORTING RESOURCES

- Food Allergy Canada: <http://foodallergycanada.ca/resources/print-materials/>
- Allergy Aware: www.allergyaware.ca (Free online courses about food allergy and anaphylaxis for school, childcare and community settings)
- Sabrina's Law: <https://www.ontario.ca/laws/statute/05s07>
- Ministry of Education:
<http://www.edu.gov.on.ca/eng/healthyschools/medicalconditions.html>

APPENDICES

Appendix 1: Anaphylaxis Medical Plan Form

Appendix 2: Anaphylactic Emergency Procedure

Appendix 3: Anaphylaxis Report and Anaphylaxis Acknowledgement Record

Appendix 4: Notice for Posting outside Classrooms

Appendix 5: Parents/Guardians Allergy Awareness Letter- Whole School
Parents/ Guardians Allergy Awareness Letter – Class only

Appendix 6: Sample Special Events Newsletter Item

Appendix 7: Record of Auto-injector Administration

Appendix 8: Educational Resources

Appendix 9: Anaphylaxis – How to Use the EpiPen

Appendix 10: Sample School Anaphylaxis Plan

Appendix 11: F.A.S.T. Poster

Appendix 12: Authorization for Administration of Prescribed Medication



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES Ensuring Asthma Friendly Schools

REGULATIONS AND INFORMATION:

In accordance with *Ryan's Law – Ensuring Asthma Friendly Schools – 2015*, and *PPM No. 161, Supporting Children and Students with Prevalent Medical Conditions (February 28, 2018)*, the Huron-Superior Catholic District School Board will adhere to the following guidelines for students diagnosed with asthma.

WHAT IS ASTHMA?

According to the Ontario Lung Association, asthma is a very common chronic (long-term) lung disease that can make it difficult to breathe.

People with asthma have sensitive airways that react to triggers. There are many different types of triggers including: poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air.

Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe, *and sometimes could be life threatening*.

For the purposes of this document, the following words have the accompanying definitions:

- **Emergency Medication** – refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation (e.g., a reliever inhaler or stand-by medication)
- **Medication** – refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities
- **Immunity** – *The Act to Protect Pupils with Asthma* states that “No action or other proceeding for damages shall be commenced against an employee for an act or

omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

REQUIREMENTS/ RESPONSIBILITIES:

(a) School Board

- identify asthma triggers in classrooms (See Appendix 1), common school areas and in planning field trips and implement strategies to reduce the risk of exposure;
- establish a communication plan to share information on asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma (see Appendix 4);
- provide asthma education and regular training opportunities on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;
- review the asthma policy as part of its regular policy review cycle; and
- include the asthma policy in board policies posted on the board web sites

(b) Principal

- at the start of each school year, or when a student receives a new asthma diagnosis, reach out to parents / guardians to complete an Asthma Medical Plan for each student diagnosed with asthma, based on the recommendations of the student’s health care provider (See Appendix 4);
- ensure that all students have easy access to their prescribed reliever inhaler(s) medications;
- maintain, distribute and post an Asthma Medical Plan for each student diagnosed with asthma.
- inform school personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student’s Asthma Medical Plan.
- permit a pupil to carry his or her asthma medication if the pupil has his/her parent’s/ guardian’s permission;

- ensure that the Form entitled, *Authorization for the Administration of Prescribed Medication* is completed and filed appropriately at the school as well (See Appendix 11) as per Policy 7003, *Administration of Prescribed Medication to Pupils*.

(c) Parent/Guardian

- ensure that the information in the pupil's file is kept up to date with the medication that the pupil is taking;
- ensure that the Forms entitled, Asthma Medical Plan and *Authorization for the Administration of Prescribed Medication* is completed and filed appropriately at the school as well (See Appendix 11) as per Policy 7003, *Administration of Prescribed Medication to Pupils*.

(d) Students

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their asthma care plans. When able, students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development of their asthma care plans (See Appendix 4 – Asthma Medical Plan Form);
- participate in meetings to review their plans;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their care plans (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their asthma, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s) and school staff if they are facing challenges related to their asthma at school;

- wear medical alert identification that they and/or their parent(s) deem appropriate;
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

LIABILITY:

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

- 2. (1) Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.
- (2) Subsection (1) applies to, ... (b) an individual ... who provides emergency first aid assistance to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

As well, Ryan's Law includes provisions limiting the liability of individuals who respond to an emergency relating to asthma, as cited below:

- No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence.

REFERENCES AND SUPPORTING RESOURCES

- Bill 20, Ryan's Law, 2015 – *Ensuring Asthma Friendly Schools*
- Education Act Section 265- Duties of Principal
- Regulation 298 s20 – Duties of Teachers
- HSCDSB Policy 7003 – Authorization for the *Administration of Prescribed Medication*
- OPHEA *Creating Asthma Friendly Schools* 2015, <http://www.ophea.net>
- The Lung Association: Ontario <http://www.on.lung.ca/>

APPENDICES

- **Appendix 1:** *Asthma Triggers and Steps to Reduce Exposure*
- **Appendix 2:** Managing Asthma Attacks Poster
- **Appendix 3:** Creating Asthma Friendly Schools Implementation Flow Chart
- **Appendix 4:** Asthma Medical Plan Form
- **Appendix 5:** Management of Asthma — School Board Implementation Tips
- **Appendix 6:** Management of Asthma — Administrator Implementation Tips
- **Appendix 7:** Management of Asthma — Teacher Implementation Tips
- **Appendix 8:** Management of Asthma — Parents/Guardians of Students with Asthma Implementation Tips
- **Appendix 9:** Management of Asthma — Student with Asthma Implementation Tips
- **Appendix 10:** Additional Asthma Resources for Schools
- **Appendix 11:** Authorization for the Administration of Prescribed Medication



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES Students with Diabetes

REGULATIONS AND INFORMATION:

In accordance with *PPM No. 161, Supporting Children and Students with Prevalent Medical Conditions (February 28, 2018)*, the Huron-Superior Catholic District School Board will adhere to the following procedural guidelines for students diagnosed with diabetes.

WHAT IS DIABETES?

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

- increased thirst
- increased urination
- a lack of energy
- weight loss

Type 1 diabetes occurs in about 1 in 300 children in Ontario. The cause of type 1 diabetes is not known. We do know that it is not caused by eating too much sugar, and it cannot be prevented. People with type 1 diabetes must receive insulin daily, either by injection or pump.

Type 2 diabetes develops when the pancreas does not produce enough insulin, and/or the body does not properly use the insulin it makes. Type 2 is presently affecting more of our children and youth and is linked to lifestyle factors such as obesity and sedentary living. Type 2 is a preventable and treatable disease by controlling weight (e.g., exercising regularly and eating a healthy diet) Where diet and exercise is not enough to control disease it may be necessary to treat with oral medication or insulin.

For the purposes of this document and related forms, the following words have the accompanying definitions:

- **Blood glucose (BG) level** – Amount of sugar found in the blood. This can be measured by applying a drop of blood on a strip. This strip is inserted in a small device (glucose meter) and gives a reading.
- **Continuous glucose monitoring system (CGM)** – a device that has a small sensor inserted under the skin and provides glucose level readings every 5 minutes
- **Glucometer** – a medical device used to measure the concentration of sugar in the blood
- **Hyperglycemia** – an abnormally high blood sugar level. Although in children this is typically defined as above 10 mmol/L, symptoms are usually not seen until blood sugars are above 15 mmol/L
- **Hypoglycemia** – an abnormally low blood sugar level. In children with diabetes this is a level less than 4 mmol/L
- **Insulin** – a hormone that facilitates the conversion of glucose to energy and is normally produced by the pancreas. People with type 1 diabetes cannot produce their own insulin, and glucose builds up in the blood instead of being used for energy. Therefore, children with diabetes administer insulin by syringe, insulin pens, or insulin pumps.
- **Insulin pump** – a device used to administer insulin continuously through a small tube inserted under the skin. The same device is also used to give the extra insulin needed with meals or to correct high blood glucose levels
- **Sharps** – used syringes, insulin pen needles and lancets. These items must be carefully disposed of in appropriate sharp containers
- **Target blood glucose range** – acceptable blood glucose levels based on the Canadian Diabetes Association's Clinical Practice Guidelines and is personalized for the student by the parent/caregiver and other health services professionals (their diabetes care team)

ROLES AND COLLECTIVE RESPONSIBILITIES:

Supporting students with diabetes 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.

(a) School Board

The school board is expected to communicate, on an annual basis, its policies on supporting students with diabetes to parents, school board staff, and others in the school community who are in direct contact with students (e.g., food service providers, transportation providers, volunteers).

The school board will also:

- make its policies and plan of care templates available on the board website;
- provide training and resources on diabetes on an annual basis;
- develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas;
- develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations;
- communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their plan of care;
- consider this memorandum (*PPM No. 161, Supporting Children and Students with Prevalent Medical Conditions – February 28, 2018*) and related board policies when entering into contracts with transportation, food service, and other providers.

(b) Principal

In addition to the responsibilities outlined above under “School Board”, the principal should:

- clearly communicate to parents and appropriate staff the process to notify the school of their child’s diabetes, as well as the expectation for parents

to co-create, review, and update a plan of care with the principal or designate. (See Appendix 1 – *Diabetes Medical Plan*) This process should be communicated to parents:

- (a) during the time of registration;
 - (b) each year during the first week of school;
 - (c) when a child is diagnosed and/or returns to school following a diagnosis;
- co-create, review, or update the care plan for a student with diabetes with the parent(s), in consultation with school staff (as appropriate) and with the student (as appropriate);
 - maintain a file with the plan of care and supporting documentation for each student with a diabetes (See Appendix 1 – *Diabetes Medical Plan*);
 - provide relevant information from the student's care plan to school staff and others who are identified in the plan of care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan;
 - communicate with parent(s) in medical emergencies, as outlined in the care plan;
 - encourage the identification of staff who can support the daily or routine management needs of students in the school diabetes, while honouring the provisions within their collective agreements.
 - ensure that the Form entitled, *Authorization for the Administration of Prescribed Medication* is completed and filed appropriately at the school as well (See Appendix 2) as per Policy 7003, *Administration of Prescribed Medication to Pupils*.

(c) School Staff

School staff should follow their school board's policies and the provisions in their collective agreements related to supporting students with diabetes.

School staff are expected to:

- review the contents of the plan of care for any student with whom they have direct contact (See appendix 1 - *Individual Care Plan for Students with Diabetes*);
- participate in training, during the instructional day, on diabetes, at a minimum annually, as required by the school board;
- share information on a student's signs and symptoms with other students, if the parents give consent to do so and as outlined in the care plan and authorized by the principal in writing;
- follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's care plan;
- support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in board policies and procedures (in situations where school board staff already provide supports to students with diabetes, and are already trained appropriately, this memorandum does not intend to prescribe, duplicate, or remove those duties or training);
- support inclusion by allowing students with diabetes to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their plan of care, while being aware of confidentiality and the dignity of the student;
- enable students with diabetes to participate in school to their full potential, as outlined in their care plan.

(d) Parents of Children with Diabetes

As primary caregivers of their child, parents are expected to be active participants in supporting the management of their child's diabetes while the child is in school.

At a minimum, parents should:

- educate their child about their diabetes with support from their child's health care professional, as needed;

- guide and encourage their child to reach their full potential for self-management and self-advocacy;
- inform the school of their child's medical condition (diabetes) and co-create the plan of care with the principal or the principal's designate (See Appendix 1 – *Individual Care Plan for Students with Diabetes*);
- communicate changes to the care plan, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage his/her diabetes, to the principal or the principal's designate;
- confirm annually to the principal or the principal's designate that their child's medical status is unchanged;
- initiate and participate in annual meetings to review their child's plan of care;
- supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the care plan, and track the expiration dates if they are supplied;
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate;
- ensure that the Form entitled, *Authorization for the Administration of Prescribed Medication* is completed and filed appropriately at the school as well (See Appendix 2) as per Policy 7003, *Administration of Prescribed Medication to Pupils*.

(e) Students with Diabetes

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

When able, students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development of their Diabetes Care Plan (See Appendix 1 – *Individual Care Plan for Students with Diabetes*);
- participate in meetings to review their care plan;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their plan of care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their diabetes, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s) and school staff if they are facing challenges related to their diabetes at school;
- wear medical alert identification that they and/or their parent(s) deem appropriate;
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

LIABILITY:

In 2001, the Ontario government passed the Good Samaritan Act to protect individuals from liability with respect to voluntary emergency medical or first-aid services.

Subsections 2(1) and (2) of this act state the following with regard to individuals:

- 2. (1) Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.
- (2) Subsection (1) applies to, ... (b) an individual ... who provides emergency first aid assistance to a person who is ill, injured or unconscious as a result of an

accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

REFERENCES AND SUPPORTING RESOURCES

- PPM No. 161 – Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools
- Education Act Section 265 – Duties of Principal
- Regulation 298 s20 – Duties of Teachers
- HSCDSB Policy 7003 - *Administration of Prescribed Medication to Pupils*
- Diabetes Canada: *Kids with Diabetes at School*,
<http://www.diabetes.ca/kidsatschool>
- Diabetes Canada: *Guidelines for the Care of Students Living with Diabetes at School*
- Diabetes Canada: *Appendix 1: Individual Care Plan for Students with Diabetes*
- Canadian Paediatric Society: *Low/High Blood Sugar: What it is and What to Do:*
www.diabetesatschool.ca



PROCEDURAL GUIDELINES Students with Epilepsy

REGULATIONS AND INFORMATION:

In accordance with *PPM No. 161, Supporting Children and Students with Prevalent Medical Conditions (February 28, 2018)*, the Huron-Superior Catholic District School Board will adhere to the following procedural guidelines for students diagnosed with epilepsy.

WHAT IS EPILEPSY?

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

A seizure may last a few seconds or a few minutes, and may appear as:

- a brief stare
- an unusual movement of the body
- a change of awareness, or a convulsion.

When managed effectively, an individual with epilepsy can pursue a regular and productive life. Often, the social anxiety and stigma around epilepsy is more detrimental to an individual’s quality of life than the physical symptoms of the condition. Some triggers for epilepsy include alcohol, unmanaged stress and environmental conditions (e.g., flashing lights). When avoiding these triggers, an individual should not be prevented from participating fully in any form of activity. With effective management and accommodation, living with epilepsy should not be a barrier to success.

ROLES AND RESPONSIBILITIES:

Supporting students with epilepsy 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.

(a) School Board

The school board is expected to communicate, on an annual basis, its policies on supporting students with epilepsy to parents, school board staff, and others in the school community who are in direct contact with students (e.g., food service providers, transportation providers, volunteers).

The school board will also:

- make its policies and management plan templates available on the board website;
- provide training and resources on epilepsy on an annual basis;
- develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas;
- develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations;
- communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their management plan;
- and consider this memorandum (*PPM No. 161, Supporting Children and Students with Prevalent Medical Conditions - February 28, 2018*), and related board policies when entering into contracts with transportation, food service, and other providers.

(b) Principal

In addition to the responsibilities outlined above under “The School Board”, the principal should:

- clearly communicate to parents and appropriate staff the process for parents to notify the school of their child’s epilepsy, as well as the expectation for parents to co-create, review, and update an *Epilepsy and Seizure Medical Plan* with the principal or the principal’s designate. (See Appendix 1 – *Epilepsy and Seizure Medical Plan*) This process should be communicated to parents, at a minimum:
 - (a) during the time of registration;
 - (b) each year during the first week of school;
 - (c) when a child is diagnosed and/or returns to school following a diagnosis;
- co-create, review, or update the *Epilepsy and Seizure Medical Plan* or a student with epilepsy with the parent(s), in consultation with school staff (as appropriate) and with the student (as appropriate);
- maintain a file with the management plan and supporting documentation for each student with a epilepsy (See Appendix 1 - *Epilepsy and Seizure Medical Plan*). For supporting documentation, see Appendix 3 – *Seizure Types*, Appendix 4 – *Seizures and First Aid* in related documents and Appendix 5 – *Seizure Incident Record*;

- provide relevant information from the student's medical plan to school staff and others who are identified in the plan of care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan;
- communicate with parent(s) in medical emergencies, as outlined in the plan;
- encourage the identification of staff who can support the daily or routine management needs of students in the school epilepsy, while honouring the provisions within their collective agreements.
- ensure that the Form entitled, *Authorization for the Administration of Prescribed Medication* (See Appendix 2) is completed and filed appropriately at the school as well as per Policy 7003, *Administration of Prescribed Medication to Pupils*.

(c) School Staff

School staff should follow their school board's policies and the provisions in their collective agreements related to supporting students with epilepsy. School staff are expected to:

- review the contents of the medical plan for any student with whom they have direct contact (See Appendix 1 - *Epilepsy and Seizure Medical Plan*);
- participate in training, during the instructional day, on epilepsy, at a minimum annually, as required by the school board;
- share information on a student's signs and symptoms with other students, if the parents give consent to do so and as outlined in the medical plan and authorized by the principal in writing;
- follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's medical plan;
- support a student's daily or routine management and respond to medical incidents and medical emergencies that occur during school, as outlined in board policies and procedures. (For supporting documentation, see Appendix 3 – *Seizure Types*, Appendix 4 – *Seizures and First Aid* and Appendix 5 – *Seizure Incident Record* in related documents);
- support inclusion by allowing students with epilepsy to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their management plan, while being aware of confidentiality and the dignity of the student;

- enable students with epilepsy to participate in school to their full potential, as outlined in their management plans.

(d) Parents/Guardians

As primary caregivers of their child, parents are expected to be active participants in supporting the management of their child's epilepsy while the child is in school. At a minimum, parents should:

- educate their child about their epilepsy with support from their child's health care professional, as needed;
- guide and encourage their child to reach their full potential for self-management and self-advocacy;
- inform the school of their child's medical condition (epilepsy) and co-create the management plan for their child with the principal or the principal's designate (See Appendix 1 - *Epilepsy and Seizure Medical Plan*);
- communicate changes to the management plan, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage his/her epilepsy, to the principal or the principal's designate;
- confirm annually to the principal or the principal's designate that their child's medical status is unchanged;
- initiate and participate in annual meetings to review their child's management plan;
- supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the management plan, and track the expiration dates if they are supplied;
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate;
- ensure that the Form entitled, *Authorization for the Administration of Prescribed Medication* is completed and filed appropriately at the school as well (See Appendix 2) as per Policy 7003, *Administration of Prescribed Medication to Pupils*.

(e) Students with Epilepsy

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Epilepsy Medical Plan. When able, students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development of their management plan (See Appendix 1 - *Epilepsy and Seizure Disorder Medical Plan*);
- participate in meetings to review their management plan;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their management plan (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their epilepsy, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s) and school staff if they are facing challenges related to their epilepsy at school;
- wear medical alert identification that they and/or their parent(s) deem appropriate;
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

LIABILITY:

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

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

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

REFERENCES AND SUPPORTING RESOURCES

- PPM No. 161- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools
- Education Act Section 265- Duties of Principal
- Regulation 298 s20 – Duties of Teachers
- HSCDSB Policy 7003 – *Administration of Prescribed Medication to Pupils*
- Epilepsy Ontario: <http://epilepsyontario.org/at-work-school/epilepsy-and-education/for-educators/>



FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL
EXTENDED FIELD TRIP

SCHOOL: St. Mary's College

NAME OF TEACHER Lorie Czop GRADE 9-12

requests authorization to take his/her class to Stratford / The Festival
(place or area)

Date of Departure: late September 2023

Date of Return: one day later

Number of Students: 30 Number of Staff: 2 Number of Adults: 3
(at least 1 required)

Note: Both male and female chaperones should accompany overnight trips with mixed student groups.

Means of Transportation: Coach Bus
(Under no circumstances are students to drive other students.)

A detailed itinerary must be provided with this application.
The itinerary must outline the educational value of the field trip and list the curriculum
and/or Ontario Catholic School Graduate Expectations being met.

Special provisions to provide for Universal Access: _____

Note: The Principal confirms that all "Volunteers" have had a Criminal Records Check and a Vulnerable Sector Screening and that all students have out of province/country medical insurance for travel outside the province/country. The principal also confirms that all staff/chaperones are aware of Policy 5003 Field Trips and its accompanying Procedural Guidelines.

[Signature]
(Signature of Principal)

MAY 24, 2023
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director)

(Date)

Distribution: The Principal will sign the form and send it to the Director of Education.

Once approved by the Board of Trustees, a copy will be sent to the Principal for his/her records.

St. Mary's College Stratford Festival Trip Itinerary

September 2023

Cost for the trip will be required **in full** by September ____, via cheque payable to St. Mary's College. Price covers the cost of the coach, hotel, student breakfast in hotel and picnic lunch at the Stratford Festival, workshop with the actors and play tickets. Students will also need to bring spending money for dinner Tuesday and Wednesday night and are encouraged to pack a lunch and/or snacks for the bus ride to and from Stratford. We will stop along the way however, and they can purchase food if they would like.

Please note: All students attending must have a **valid** passport and be double vaccinated to cross the border. This will need to be brought into school for us to copy and return or send in a scanned copy. A field trip waiver form will also need to be signed and returned.

Total amount: **TBA(based on bus subsidy application) , \$300** payable by cheque to **St. Mary's College.**

Day #1:

6:45 a.m.	Board coach
7:00 a.m.	Leave for Stratford (I-75 to Port Huron/ Sarnia to Stratford)
10:30 a.m.	First stop/break (TBD)
3:30 p.m.	Shopping @ Masonville Mall for a few hours
6:00 p.m.	Check in to hotel and get ready for dinner
7:00 p.m.	Dinner @ Pazzo Pizzeria (70 Ontario Street, Stratford)
11:00 p.m.	In rooms, lights out at 12:00 p.m. (The Arden Park Hotel -522 Ontario Street, Stratford 1-519-275-2936)

Day #2:

- 8:00 a.m. Breakfast @ hotel
- 9:00 a.m. Load bus
- 9:20 a.m. Depart for the Stratford Festival to walk the Grounds
- 11:00 a.m. Shop at the Bookstore
- 12:00 p.m. Lunch and Relax
- 2:00 p.m. Attend the Stratford Festival performance of Hamlet
- 5:30 p.m. Board bus for Sault Ste. Marie
- 12:30 a.m. Arrive at SMC for parent pick up(students will message when we cross the bridge)

Curriculum Expectations and Catholic Graduate Expectations

Reading and Literature 1.8: Identify and analyze the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions that may arise about beliefs, values, identity and power.

Oral Communication 1.6: extend understanding of oral texts by making insightful connections between the ideas in them and personal knowledge, experience, insights and the world around them.

Catholic Graduate Expectation: Reflective Thinker
Lifelong Learner



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

Re: St. Mary's College School Activity Report June 2023

May 31, 2023

*Submitted by:
Jenna Viotto
Owen Middleton
Student Trustees
St. Mary's College*

Faith:

- Staff members continue to gather in prayer Wednesday mornings in the Chapel when Miss Parniak is present
- Admin organized a prayer service for Mary Polnick and her family after school on May 15th and another prayer service was held on May 19th prior to the start of the PD Day. Several staff were able to attend the funeral.
- Our Year End Prayer Service planning is underway and it will be taking place on June 13. Our 2022-2023 and 2023-2024 Student Councils will be leading the service as Miss Parniak will be in the North District.
- Bishop Tom will be celebrating our Grad Mass on June 27. Invitations will be going out to the priests of the diocese, admin council, trustees and guests in the next little bit.
- SMC has nominated a student for the CECO Catholic Student Award. The recipient will be notified during the Grad Mass
- Nominations are being accepted from gr. 12 students as well as staff for the Ontario Catholic School Graduate Expectation medals which are also presented during the Grad Mass. Once again Google Forms is being used for nominations. Staff have been invited to be part of the selection process.

Sports:

- The Junior boys soccer team won city championships
- The Senior boys soccer team won city and league championships

- The Junior girls soccer team won city and league championships
- The Senior girls soccer team won city and league championships
- There is a NOSSA track on May 31 and June 1st in Sudbury and we have 52 athletes attending
- There is NOSSA Soccer June 2nd and 3rd where our senior girls and boys play here
- There is NOSSA soccer June 2nd and 3rd for the junior boys in Sudbury

Student Council:

- Student Council is getting ready for relay for life which will be taking place on June 9th all day. We have raised 15, 500 dollars already before our event.
- Student Council has all of the new council members for next year chosen and they will also be helping out with Relay for Life.

Student Senate:

- Student Senate is having two initiatives, one for grades Jk- 4 and grade 5-8. The younger grades are having a summer symbol contest where the top three classes with the best symbol decorated get to win cookies made at St. Mary's. The older classes are encouraged to raise money for Relay for life and the top two classes that raise the most money get to come to St. Mary's for a fun activity.

CERTIFICATE OF TREE PLANTING



This certifies that a tree was planted by First Student on behalf of

Huron-Superior Catholic District School Board

in celebration of Earth Day 2023.



First Student, Inc. has worked in collaboration with EARTHDAY.ORG™ and The Canopy Project to improve our shared environment by planting trees across the globe.



John Kenning
Chief Executive Officer and President
April 22, 2023