

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, June 20, 2023
7:30 P.M.**

Watch the Board Meeting
STREAM
event on our YCDSB TV Channel:
<http://bit.ly/YCDSB-TV>

LAND ACKNOWLEDGEMENT

*We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us.
We respectfully acknowledge, those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it.
We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.*

1. OPENING PRAYER / LAND ACKNOWLEDGEMENT	Faith Ambassadors	
2. ROLL CALL	D. Scuglia	
3. APPROVAL OF NEW MATERIAL	F. Alexander	
4. APPROVAL OF THE AGENDA	F. Alexander	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	F. Alexander	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	F. Alexander	
7. APPROVAL OF THE PREVIOUS MINUTES	F. Alexander	
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b) Special Board Meeting of June 7, 2023		
c) Special Board Meeting of June 13, 2023		
8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	F. Alexander	
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20. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION

21. ADJOURNMENT

**UPCOMING
REGULAR BOARD MEETING**

Mass at 6:30 PM

**Tuesday, August 29, 2023
7:30 PM**



York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Frank Alexander, Chair of the Board

Date: June 20, 2023

Re: **Chair's Report**

Now that we have moved past Pentecost in the liturgical calendar, we are hearing a number of readings at Mass that detail how the Apostles went out and made disciples of many nations. A noteworthy aspect of their work during this time is that they did not go out alone. The Apostles knew they had a difficult job ahead of them, so they made a point to bring others with them. Going together is a wise course of action when times are tough and, as such, I want to thank all those who journeyed with others over the past several months. It has not been easy, but I think we would all agree that it would have been much more difficult without company along the way.

Anthea Peta-Dragos

It is with mixed emotions that I share that we are losing a passenger on our journey. Tonight, is the final Board Meeting for Senior Student Trustee, Anthea Peta-Dragos, as she has completed her term as Student Trustee for the YCDSB. Anthea's enthusiasm, positivity and intelligence have made our work as a Board much more enjoyable and productive. I want to particularly thank Anthea for her leadership in advancing a number of equity initiatives, notably in her work on the Menstrual Hygiene Committee, the Mental Health Committee and in creating an executive position to represent Indigenous students on the York Secondary Catholic Presidents' Council (YSCPC). Anthea has become an excellent mentor for student leaders across the country, including for Student Trustee James, who will become the Senior Student Trustee next school year.

Anthea, we will greatly miss having you at this table, but we are excited that you will soon start your next adventure at Western University in London, Ont., where you will study Health Sciences. We are also proud to note that Anthea has been awarded the prestigious Western National Scholarship - Faculty Entrance Award, as well as the National Scholarship Study Abroad Award. The Western National Scholarship is awarded to students for all-round excellence, including in academic achievement, creativity of thought and service to others. These are Catholic School Graduate Expectations that we know Anthea exemplifies.

Thank you for your excellent service, Anthea, and may the Lord bless you abundantly in all your future endeavors.

Press Conference

After the Board of Trustees voted at the May Board Meeting to maintain our existing flag policy, there was significant interest from the media in learning more about our decision. The morning after our May Board Meeting, I spoke with roughly 12 media outlets for about 40 minutes. Although their questions were challenging at times, this was an excellent opportunity to provide a faith-based perspective on issues related to the inclusion of 2SLGBTQIA+ community in Catholic schools.

Director's Council

I was grateful for the opportunity to speak to the YCDSB principals at the final Director's Council for the 2022-23 school year. In my remarks, I talked to these important Board leaders about the need to infuse faith into everything we do in order to make life better for the students who we serve. I look forward to seeing how a redoubling of our efforts to share the faith will lead to a new culture in the YCDSB.

Graduation Ceremonies

The coming weeks will be some of the most joyous times of the year in our Board, as we celebrate the thousands of students who will graduate – including Anthea. Change can be exciting and it can be frightening at times as well. I want our graduating students to know that regardless of whether they are moving onto high school or are leaving the YCDSB, the Catholic School Graduate Expectations that have been infused in you over the years will be an excellent guide as you move onto your next adventure. And, whenever you are in doubt, turn to the Lord for strength and consolation. Everyone at the YCDSB has the utmost confidence in your future.

Summer Vacation

Through the Bible, it speaks of the need for rest – whether it is in the Book of Genesis or in the teachings on the Sabbath. God makes it clear that there is more to life than work and that people are to take time to focus on some of the other incredibly important things around us: faith, family, the natural world and our personal needs. Here at the YCDSB, many of our students and staff get an opportunity to slow down over the summer.

There is still much work being done throughout July and August, but without the pressure of forming the next generation of leaders, many of our students and staff have a chance to take a much-needed vacation. This is a good thing, so I hope you have a wonderful time to relax, reflect and recharge.

God bless and I look forward to reuniting in August to plan for the next school year.



York Catholic District School Board

Director's Report

Memo To: Board of Trustees
From: Domenic Scuglia, Director of Education
Date: June 20, 2023
Re: Director's Report

Throughout the month of June, we celebrate the Sacred Heart of Jesus and, in doing so, we recognize a number of significant dates and observances. We celebrate some of the incredible diversity amongst our students and staff, as we also give thanks to God for all his wonderful creation. In June, we recognize Italian Heritage Month, Filipino Heritage Month, National Indigenous Heritage Month, Portuguese Heritage Month and Pride Month. We are all called to love one another and we all have a responsibility to show respect to each other. After all, we are one body in Christ. It is through Jesus' teachings that we know we are called to truly love each other without condition and through this, we can create peace for all.

Last weekend we celebrated Father's Day – I hope you had a wonderful day! It is always a special day to say thank you to our dads for all they do to support us in life. On this day we also honour other male role models like step-fathers, grandfathers, brothers, uncles, godfathers, priests and special friends, just to name a few. I thank all the dads and father-figures in our YCDSB family for their acts of love, guidance and support.

Canadian Catholic School Trustees' Association's AGM

This past month, I had the great pleasure of returning to Saskatchewan to take part in the Canadian Catholic School Trustees' Association (CCSTA) Annual General Meeting. It was wonderful to be joined by YCDSB Trustees and Student Trustees in learning more about what is happening in Catholic schools across the country.

Reconcili-ACTION Saskatchewan Trip

While we were in Saskatchewan for the CCSTA, we had the amazing experience of participating in the Reconcili-ACTION trip with a small group of our secondary school students. The timing was especially fitting, as the trip coincided with the start of National Indigenous Heritage Month. From visiting a former residential school site to raising a teepee with students from Archbishop M.C. O'Neill Catholic High School to learning more about the history of colonization of Canada at the RCMP Heritage Centre, it was a tremendous opportunity for our students and staff to understand a history of this country that is often overlooked. The students had overwhelmingly positive things to say about the trip and I am looking forward to seeing how they bring this learning back into their schools next year.

Recognition of Students' Artwork

We are very proud of six YCDSB students whose artwork will be wrapped around traffic signal boxes throughout the City of Vaughan as part of a beautification project. The first phase of this project asked students to create art that is inspired by the Group of Seven. Congratulations to Alessandra Raso, Maria Suzdaleva, Lorenzo Pereira, Kaitlyn Hsieh, Cailin Sadecka and Anna Ladizginsky from St. Elizabeth CHS, who all had their individual submissions selected to appear around Vaughan, along with six other winners. On Tuesday, June 6, 2023, these students were recognized for this tremendous accomplishment at Vaughan city council. Great work to all of these talented artists!

YSCPC & Board Recognition

On Monday, June 5, 2023, at St. Theresa of Lisieux CHS, we recognized and celebrated an exceptional group of York Catholic students who continuously strive for excellence within themselves, within their schools and throughout their communities. We acknowledged their many achievements and the positive influences they have made through the York Secondary Catholic Presidents' Council (YSCPC) and Board Recognition.

These student leaders inspire not only their peers and classmates but also their teachers, staff and families. Pope Francis said: *"Be leaders wherever it behooves you to be. Leaders of thought, leaders of action, leaders of joy, leaders of hope, leaders of the construction of a better world."*

I reminded these young leaders that God has blessed them with talents that are inherently unique. I encouraged them to use those gifts to strive for excellence and to make a difference in the lives of those around them. Congratulations to all the incredible award winners.

Director's Council

On Wednesday, June 7, 2023, Trustees, Principals and the Senior Team came together for the final Director's Council of the 2022-23 school year. It was a wonderful opportunity for us to be together after another busy year. We were blessed to have Mass celebrated by Fr. Stephan Kappler, President & Chief Psychologist of the Southdown Institute in East Gwillimbury, Ont., who gave the perfect homily about the effects of trauma in our lives and how the Lord walks with us through these challenges. It was an excellent reminder that all our staff who care for others, must also take time to care for themselves. In addition, we took some time to recognize our Administrators who are celebrating 25 years of service in our Board as well as those who are retiring this year. We congratulate and wish all our new retirees a wonderful and blessed new future graced by God's love. I hope they won't miss us too much when September comes around.

ShareLife

Every year the YCDSB commits to raising much-needed funds for ShareLife. Throughout this past school year, 100% of our schools as well as the CEC, participated in ShareLife fundraising initiatives including ShareLife Week, school-based fundraisers and staff payroll contributions. We are very happy to report that as a School Board, this year's total donation will be in excess of \$80,000. There will be a verbal update with the exact total provided at the June 20th Board meeting. We would like to thank every family and staff member for their time, commitment and generosity towards this very important cause.

Records & Information Management

As administration and staff are wrapping up this school year, we have begun the extremely useful process of records & information management. The objective is to responsibly sort, save and/or destroy all files at the end of every school year. This process enables the Board and each school to be able to efficiently re-use materials, and avoid wasting time and money after losing projects, assignments, tests and so on.

Milestone Anniversary

On June 19, I had the pleasure of attending our Board's final Milestone Anniversary for the 2022-2023 school year. Holy Spirit CES in Aurora celebrated 25 incredible years. The current staff, students and families, connected beautifully with previous staff, teachers and alumni. The entire school community planned a tremendous celebration including a special anniversary Mass at Our Lady of Grace Parish celebrated by His Excellency Bishop Boissonneau. The entire celebration was expertly planned right down to the beautiful invitations, decorations and programs. I'd like to recognize the incredible contributions of time, talent and treasures by everyone involved in making this blessed occasion extra special, including Principal Anthony Modica, and Holy Spirit staff, parent volunteers and community members.

Response to Rainbow Flag Vote

In the May 2023 Board Meeting, Trustees voted to maintain the YCDSB's long-standing policy of only flying the Canadian flag on flagpoles on Board property. Staff have followed this direction. During June, we highlight the inherent human dignity of all people by recognizing a number of dates, including: Filipino Heritage Month, National Indigenous Heritage Month, Italian Heritage Month, Portuguese Heritage Month and Pride Month. As has been done in past years, the YCDSB continues to show our support for the 2SLGBTQIA+ community by showing rainbow flags inside of many school buildings and through activities organized by our Respecting Differences clubs. The entire YCDSB is committed to ending bullying and harassment against all our student, including the 2SLGBTQIA+ community.

Final Exams

I want to wish all students taking part in their final exams this month the best of luck! Exam season is notoriously a very stressful time for many students and I want you to know that we continue to keep you in our thoughts and prayers as you finish up your school year. I would also like to extend a very big thank you to all teachers and staff who administer the exams. May God bless you all and we pray to St. Joseph of Cupertino, the patron saint of those taking tests.

Graduation Masses

The end of June is a special time for students to celebrate their promotion to high school as well as their graduation from high school. As with everything we do at the YCDSB, there will be a strong faith component in these celebrations with Masses, liturgies and prayers. There will also be many special events that will be fitting to those individual school communities, such as ceremonies, communal meals, dances, food trucks and so much more. Throughout all 102 of our schools, at least one senior representative will be in attendance at either the graduation Mass or the graduation ceremony. We pray that the Lord will continue to guide all our graduates along their life journey and that our graduates will forever recognize His everlasting love for all.

End of School Year

After another very busy and very successful school year, I want to express my gratitude to all the staff and students who showed such tremendous service and leadership this year. It is important for everyone to take some time to fill their cup. I hope everyone who is reading this has an opportunity to recharge over the summer and come back renewed for another school year.

May School Visits

Throughout June I had the privilege of visiting more of our amazing schools. During a few of my visits, I was fortunate enough to attend with some local MPPs.

- MPP Billy Pang and I visited All Saints CES on June 14, 2023
- MPP Billy Pang and I visited St. Monica CES on June 14, 2023
- MPP Daisy Wai and I visited St. Mary Immaculate CES on June 16, 2023

Upcoming Events:

- Secondary Exams – June 20-27, 2023
- Grade 8 and 12 Graduations
- Secondary PA Day and Elementary Half Day PA Day – June 30, 2023
- Canada Day – July 1, 2023

Additional Items

- Congratulations to Jonah James for winning the 2023 CEFO Catholic Student Leadership Award.
- Congratulations to Dominic, a kindergarten student at St. Angela Merici CES, who won first prize at the Polar Expressions Publishing national short story writing competition.
- Congratulations to St. Elizabeth CHS student Lauren on her upcoming short film being shown at the Vaughan Film Festival.
- Congratulations to Sacred Heart CHS student Dorian for placing first in the world at the Waterloo Chemistry Contest.



Beyond the 94, Imagining a 95th Call to Reconcili-ACTION

YCDSB SASKATCHEWAN TRIP 2023

May 30- June 3, 2023

PRESENTATION TO THE BOARD OF
TRUSTEES

JUNE 20, 2023



*"I trust and pray that Christians and civil society in this land may grow in the ability to accept and respect the identity and the experience of the Indigenous peoples. **It is my hope that concrete ways can be found to make those peoples better known and esteemed, so that all may learn to walk together.***

*For my part, **I will continue to encourage the efforts of all Catholics to support the Indigenous peoples.** I have done so on other occasions and in various places, through meetings, appeals and also through the writing of an Apostolic Exhortation.*

*I realize that all this will require time and patience. **We are speaking of processes that must penetrate hearts.** My presence here and the commitment of the Canadian Bishops are a testimony to our will to persevere on this path."*

~His Holiness, Pope Francis, Meeting with Indigenous Peoples: First Nations, Métis and Inuit: Address of His Holiness, Maskwacis, July 25, 2022 ([full text](#))



THAT WE MAY WALK TOGETHER

PASTORAL LETTER TO THE PEOPLE OF GOD IN CANADA

The path of the Church, arising from her very nature, is that of reconciliation. Pope Francis, in the course of his "Walking Together" pilgrimage to Canada, reflecting on the teaching of Saint Paul that the Church is the "living body of reconciliation," offered these words: "The word 'reconciliation' is in fact practically synonymous with the word 'Church'. It comes from the word 'council', and it means 'meet again in council.' The Church is the house where we 'conciliate' anew, where we meet to start over and to grow together. It is the place where we stop thinking as individuals and acknowledge that we are brothers and sisters of one another. Where we look one another in the eye, accept the other's history and culture, and allow the mystique of togetherness, so pleasing to the Holy Spirit, to foster the healing of wounded memories" (Meeting of Pope Francis with the Indigenous Peoples and members of the parish community at the Sacred Heart Church, Edmonton, July 25, 2022).

”

The Church is the house where we 'conciliate' anew, where we meet to start over and to grow together. It is the place where we stop thinking as individuals and acknowledge that we are brothers and sisters of one another.

POPE FRANCIS

For some time now, the Canadian Conference of Catholic Bishops has been engaged in dialogue with the First Nations, Métis, and Inuit communities of this land. Encouraged by the presence, words, and gestures of Pope Francis, we wish to invite all members of the Catholic Church in Canada, Indigenous and non-Indigenous alike, to join us in continuing the pilgrimage towards deep healing and lasting reconciliation.

— Papal Visit 2022, Lac Ste. Anne, Alberta
— Matthew Bodnar/CCCB

That We May Walk Together

The Holy See and the local Catholic communities are concretely committed to promoting the Indigenous cultures through specific and appropriate forms of spiritual accompaniment that include attention to their cultural traditions, customs, languages and educational processes, in the spirit of the United Nations Declaration on the Rights of Indigenous Peoples.

It is our desire to renew the relationship between the Church and the Indigenous peoples of Canada, a relationship marked both by a love that has borne outstanding fruit and, tragically, deep wounds that we are committed to understanding and healing.

~ *His Holiness, Pope Francis, Meeting with Civil Authorities, Representatives of Indigenous Peoples and Members of the Diplomatic Corps, Address of His Holiness, July 27 2022*



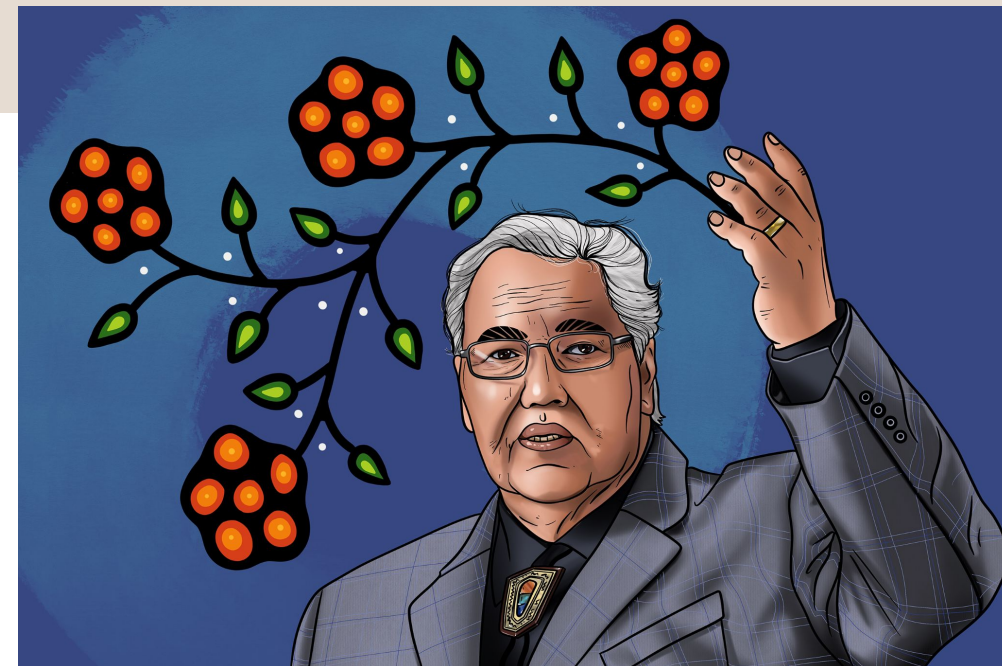
Guiding Principles

- Barrier free experience for our students
- Student to student connections
- Circle discussion, prayers and debrief everyday
- Truth and Reconciliation Commission, 94 Calls to Action
- Reclaiming Power and Place, MMIWG Calls For Justice
- Declaration on the Rights of Indigenous Peoples, United Nations
- That We May Walk Together, Canadian Conference of Catholic Bishops



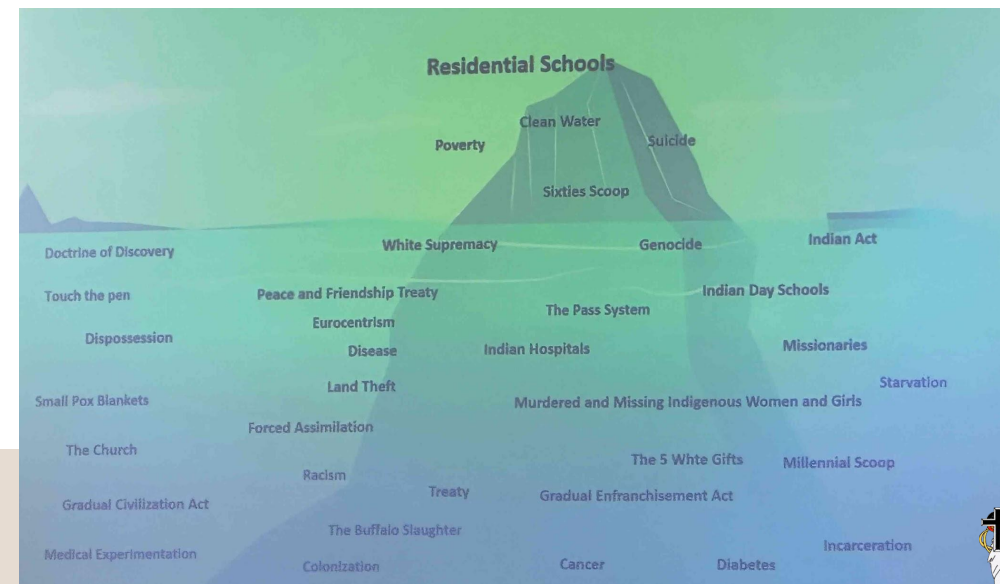


**“What can we do today to:
Revive those things that were damaged;
To return those things that were taken;
Rebuild those things that were destroyed; and
To renovate those relationships that have been hurt.
It's going to take a long time.**



Getting to the Truth was hard and time consuming.
Getting to Reconciliation **is going to take generations.**
It's going to take generations but it's important for us to do.”

~Honourable Justice Murray Sinclair



"I think that creating curriculum changes for students to really UNDERSTAND the meaning of Reconcili-ACTION is important -

As a group of 22 leaders, we cannot spearhead the change ourselves. Not without allies who are confident and courageous to lead the charge and carry on the torch."



WE ARE THE FUTURE OF RECONCILIATION



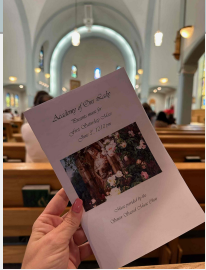
"Trips like this are a phenomenal opportunity for YCDSB students to expand their horizons, learn about the wider world around them, and immerse themselves in other communities that have hands-on solutions to our shared problems."

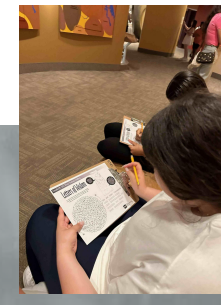
I can read about Indigenous peoples in any school, but only a YCDSB school would give me the opportunity to engage in this particular experience. Textbooks and articles just don't do justice."





Highlights

Tuesday May 30		Wednesday May 31	Thursday June 1	Friday June 2	Saturday June 3
		Regina		Saskatoon	
<u>Sacred Heart Community School (Catholic)</u> <ul style="list-style-type: none">a) Smudgeb) Winter Count Buffalo Robe with traditional Knowledge Keeper; Rodger Ross		<u>Archbishop M.C O'Neill Catholic High School</u> <ul style="list-style-type: none">a) Tipi Raising & Teaching in collaboration with O'Neill students and Indigenous Partners: Charmin Buffalocalf and Preston Littlefootb) Group Discussion in Indigenous student space with Jill Willford (Indigenous studies teacher)	<u>First Nations University</u> <ul style="list-style-type: none">a) Tour of University and facilitiesb) Indigenous Identity Affirming spaces, Post secondary Education aligned with Indigenous ways of knowing, being and doing.	<u>CCSTA Conference</u> <ul style="list-style-type: none">a) Chief Cadmus Delorme- Keynoteb) Reconciliation Discussion with Archbishop Don Bolen and Chief Cadmus Delorme	
<u>Regina Indian Industrial Residential School & Burial site</u> <ul style="list-style-type: none">a) Visit with Elder May Desnomie, Residential school survivorb) Mini lecture with historian Bill Wall		<u>RCMP Heritage Centre</u> <ul style="list-style-type: none">a) Treaty & Residential Schools Map Workshopb) MMIWG2S+ Outdoor space	<u>Wanuskewin Heritage Park</u> <ul style="list-style-type: none">a) Sacred site and gathering space for more than 6,400 yearsb) Hoop Dancer Performancec) Hoop Dancing mini- instructional workshop	<u>Oskāyak School (Catholic School)</u> <ul style="list-style-type: none">a) Land Based Learning Activities:<ul style="list-style-type: none">i) Working with Hides with Nancy Greyeyesii) Traditional Indigenous Games with Lamarr Oksasikewiyinb) <u>Documentary Viewing:</u> "nīpawistamāsowin: We will Stand Up" by Natasha Hubbardc) Oskāyak Student led smudge, circle teaching and circle discussion	<u>Remai Modern Art Gallery</u> <ul style="list-style-type: none">a) Storied Objects: Métis Art in Relation (contemporary art)
		<u>Royal Saskatchewan Museum</u> <ul style="list-style-type: none">a) Traditional Technology & Atlatl Throwing Workshopb) Self Guided Indigenous Gallery Tour			<u>St. Paul's Co-Cathedral</u> <ul style="list-style-type: none">a) Celebration of Mass



This is our story



"I have so much to unpack here that I'm not sure if I will ever be able to completely finish!"

Meeting elders and hearing their stories really helped me to fully grasp the modern-day impacts of our history, as did Cadmus Delorme's speech (by far the most striking speech I have ever heard in my life, and believe me, I've heard a lot of them).

Learning hands-on about Cree, Métis, and Dakota cultures and hanging out with Indigenous youth was also an amazing opportunity.

I think if everyone in Canada could experience what I've experienced here the world would be a much brighter and more welcoming place."



Chief Cadmus Delorme & Archbishop Don Bolen



"Chief Cadmus Delorme had a hopeful tone of voice, which got me to start thinking. I started to realize what he said, that truth and reconciliation STARTS with truth."

After, we can think about taking little steps to reach our final goal of reconciliation."



Regina Indian Industrial School



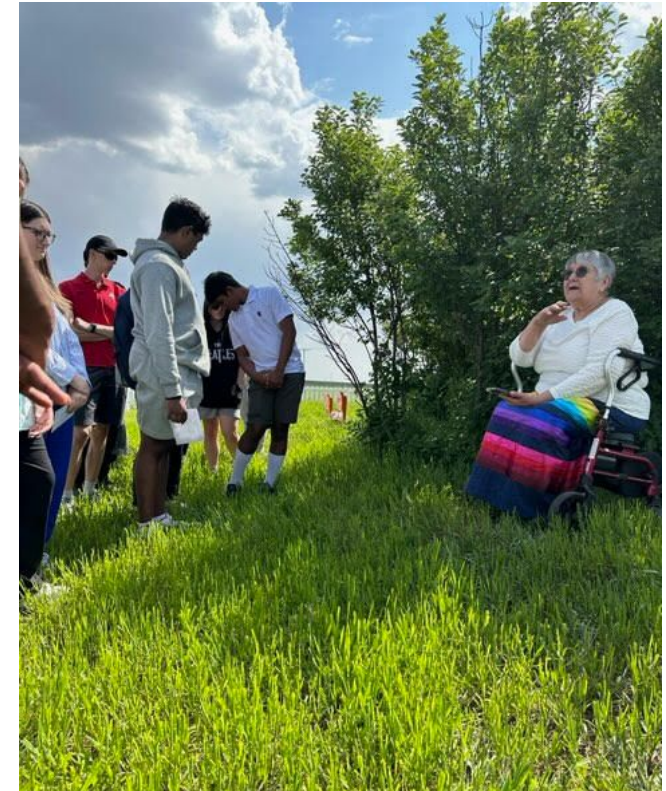
"The connections I've made are with my ancestors. Now knowing what they had to go through for generations with Residential schools is heartbreaking. The thing I struggled with was when Elder May was talking about her past in the schools and it was so sad how she had a number [instead of her name] the whole time."



"While visiting the Regina Indian Residential School, I gained a considerable amount of insight following a conversation with Elder May, in which she asked me a puzzling question:

"How many Indigenous People do you know, personally?" I froze, as my answer was shamefully none.

Thus, she told me how we, as student leaders, could begin our first step for Reconcili-ACTION: to learn their true history and culture and to make connections with native peoples. I am elated to begin doing so, all well as to further explore this breathtaking culture."

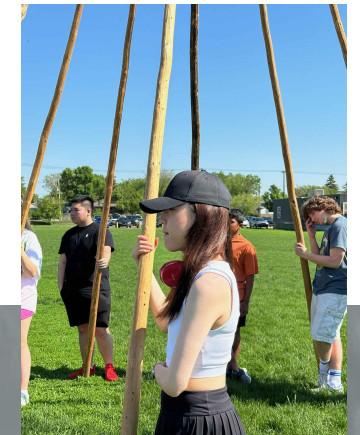


Tipi Raising



"I found it interesting that the first three poles of the tipi represent strength, love, and respect which are like the foundations or core teachings in Indigenous cultures"

"Today, I really enjoyed the tipi building activity as I not only learned a new skill, but I learned about the strength of Indigenous women and the knowledge and sacred intergenerational wisdom that comes with teepee raising."



RCMP Heritage Centre



"What resonated with me the most about this trip is visiting the RCMP Heritage Centre. I thought it was incredible to see the map of the tribes and how there was no borders."

In addition, I thought it was so interesting to learn about the connection between Indigenous communities and the criminal Justice system. They truly taught me the little nuances that go into discussing this complex topic."



20



Royal Saskatchewan Museum



"I really like throwing the atlatl and seeing how my ancestors hunted."

"Another portion that truly resonated with me is the Saskatchewan museum. Being able to see the rich culture and the progression in Indigenous history in such a visual manner allowed me to further my knowledge on the topic. This will also allow me to better describe Indigenous history to others. Also, being able to see that document in the museum about the Indigenous vs European perspective truly gave me context to the situation and allowed me to see the manipulative tactics that were involved in this situation."



"So far on this trip I feel more educated about my own Indigenous heritage. I definitely more now than I did before coming on this trip and there is still more to come. It was very interesting to know some schools in Regina were rebuilt to show the past has changed towards Indigenous people."

Museum was very interesting to tour and it was fun to throw the spears in to hoops on the grass.

Most importantly, I feel for my own culture because these stories the Indigenous people talked to us about were sad to hear because they deserved none of what they went through."



Wanuskewin Heritage Park & Hoop Dancing Lesson

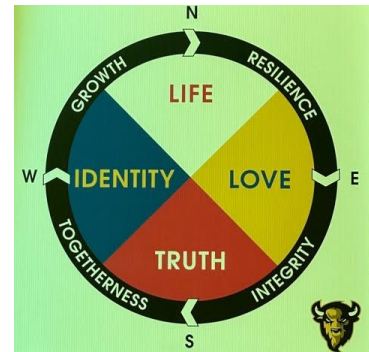


Sacred Heart School



"I felt a huge sense of community at the high school we visited today. Sacred Heart showed us how important it is to create culture within a school. At my school, i feel no sense of community. I think that a lot of it comes from the architecture of the buildings: at my school, all our hallways are wide and they form a large square around the central atrium. Many times my friends and I have complained that there's nowhere to escape. No matter where you go, people will be passing by watching you and making noise. In my school I always feel like i'm being watched, as though I'm a prisoner, forced to go where I'm supposed to or else there are consequences."

At both these schools, I did not feel that same looming pressure. at these schools, instructors hold a huge amount of faith in their students and allow them to be independent. The schools themselves reflect this, too. The schools had small nooks for studying or reading, community spaces, and more things that added to an overall feeling of independence. I wish that we had this in ycsb, because we are constantly being treated as lesser beings who cannot be trusted. For example, Sacred heart had many tobacco plants growing in the main atrium. They trust the children enough to not destroy or tamper with the plants, and they give all students access to the plants."



How did this trip change your perspective about Indigenous peoples? How did this trip change or add to your understanding about your role in Truth and Reconciliation?



"Talking to Indigenous people. Every interaction I had with a First Nations/Métis person on the trip helped me learn more about their customs, traditions, oral history, and other insights that cannot be recreated by reading books or receiving lessons in school."



"I saw first-hand survivors of residential schools and the sixties scoop, as well as intergenerational trauma that continues to affect so many people. I now have a broader worldview on Indigenous issues and have some tools to be able to spark change."



"This entire trip was something I will never forget; truly life-changing (regardless of still being a young individual). The student leaders I met, members of the Indigenous community who shared such extensive knowledge and the initiatives which I have brought back to my school are just some of the takeaways from this trip."

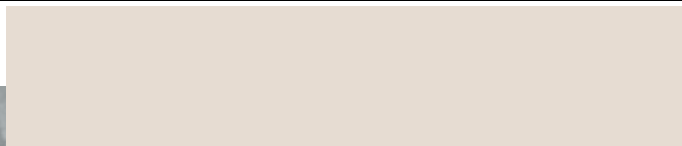
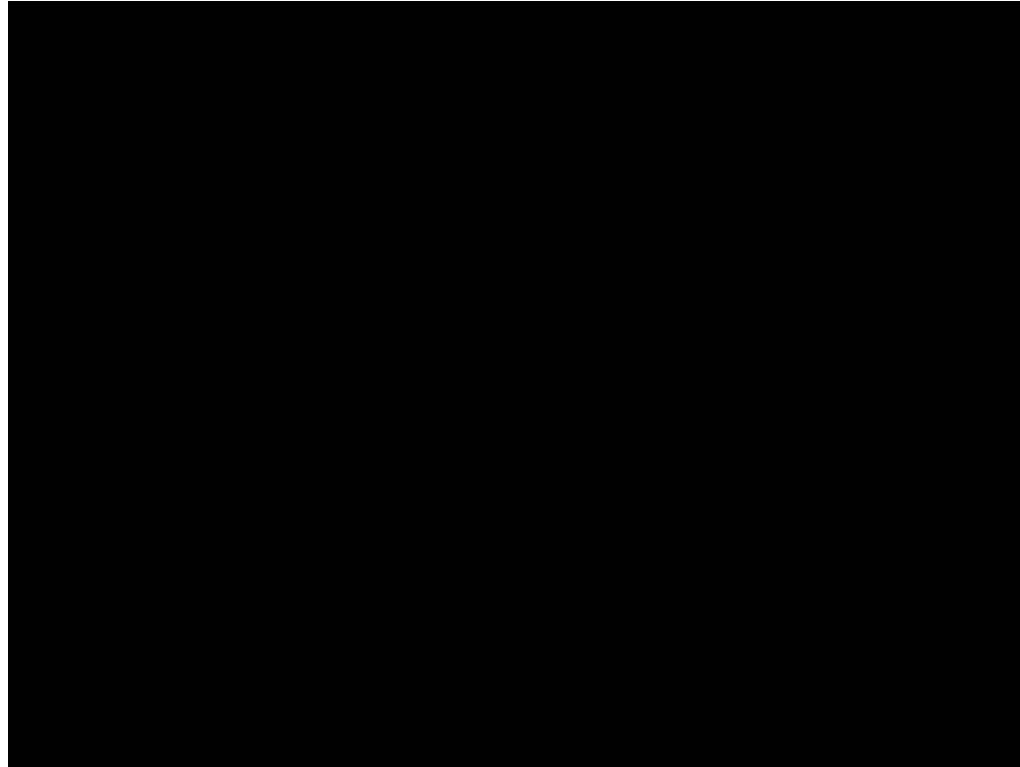
My favourite experience was difficult to pinpoint, but I would have to say that the tipi building and discussions within allowed me to admire the world around me in a different light."

"This trip allowed me to extend beyond the boundaries of what I have been taught in both elementary and early high school curriculums. Indigenous Peoples are more than just their adversity, they are a breathtaking community with endless knowledge and traditions I am honoured to have experienced."

This trip allowed me to reflect on how much of a role each and every one of us holds in the path towards Truth and Reconciliation. Just the 22 of us on this trip brainstormed very insightful and important initiatives to be returned to our peers here in Ontario, and how we as the next generation have an influence in breaking "internalized and generational racism".



What does Reconciliation Mean to you?



“nîpawistamâsowin: We will Stand Up”

by Natasha Hubbard



“As I watch the documentary, I can't help but connect the struggles of discrimination and racism of indigenous people with the racism African Americans face as well. I, as a person of colour, have had some circumstances where the colour of my skin was detrimental, being treated differently just because of my wonderful melanin, just like indigenous individuals.

More specifically, the case of Bolton boushie closely resembles that of George Floyd. The horrible act caused by the perpetrator in both cases were cast aside due to the fact that they were not white. I don't comprehend how shooting someone in the back of the head or kneeling on someone's neck can possibly be justified. Yet they are people in both tragedies that take the side of the perpetrator. Through the media, they are constantly painted as the villains, criminals that were at fault for their own deaths, yet it doesn't take anything more than a look past the surface level would show that is not the case whatsoever.

There was a section of the documentary where Stanley (the perpetrator) was being defended by a group of white men, talking about how "it's about defending my property" and "it's not about racism". I can not understand how they could possibly believe and justify the killing of Colten Boushie. While we may never know if the act of killing Mr. Boushie was perpetuated by racist ideologies, the "justice" system (if you can even call it that), and most definitely had some racism seeded in. The lack of any indigenous representation makes that so clear. I find it baffling that they hold the words of some random persons talking about their own anecdotal delays and malfunction more than actual witnesses as well. It's just really sad and heartbreaking to see that we as People of Colour have to experience this. We as a society need to make actual change, not just talk with the families and not follow up with any adequate actions. Actions always speak louder than words.”



OSKĀYAK High School

which means "young people" in Nehiyawewin (Cree language), is a unique high school where 'Culture and Academic excellence meet



Next steps

"Of the many things I put down, some things I noted from today was the importance of recognizing the treaty we are on, expecting classes to incorporate Indigenous teachings into lessons, and creating more courses around reconciliation.

I think it would be cool if schools followed suit in actions from the schools here, and plant tobacco trees."

"ACTION! I want to seek ways to:

1. Educate BOTH teachers and students on the bigger picture. After the trip, I had one teacher ask me for a 45-second explanation on exactly what residential schools were. Then I was asked to explain the Sixties Scoop. People have heard these terms and pieces of what happened, but many are missing the big picture. I see this in Indigenous culture training too. I think we need more people like Cadmus Delorme in our education system :)
2. Find ways to support Indigenous peoples and this land
3. Engage in dialog with students and local elders to seek ways we can work towards full reconciliation in our community"

"I feel that we can't bring enough change through information giving alone. I feel it will take a really thought-out and emotionally-sympathizing video to resonate and burn inside students and YCDSB staff to bring change. But, I believe an experience will truly be more valuable for students and staff to remember and resonate with. Currently, I am pondering around the possibility of an event with ties to Indigenous games while also educating with an emotional video attached for an event but I keep my mind open for any future discussions or teachings from our beloved elders in Christ to develop and support my current idea for an initiative.(Sorry for the run-on sentence.)"

"I want my school, [REDACTED], to open up a course to learn about the Indigenous tribes, cultures and other things"

"Trips such as this one allow students to return to their respective schools with a new perspective on their education, inclusivity and diversity within their schools, and learn to employ the true values of this district. The York Catholic District School Board is filled with very rich values which calls upon us to act in our Christian faith and influence our surroundings in truly inspiring ways. Passing beyond just the textbooks and online videos shown within four-walled classrooms allows students to immerse themselves in the importance of whatever excursion they are partaking in."

"I really enjoyed seeing the tipi being raised at the school as well as the room dedicated to Indigenous learning. I believe I can implement this at my school library. Although this is from yesterday I really enjoyed the tobacco plants being grown at sacred heart. I believe that my school could also grow one of the four medicines and have Indigenous speakers come to the school."

"I love the idea of having a floor painting acknowledging the treaty in the foyer. I think that giving more students the opportunity to personally meet Indigenous people is critical, though not as easy in the GTA. Trip to a nearby reserve?"

"I would love to get all students the opportunity to smudge and create a display about/for the Missing and Murdered women, girls and 2S people."

"[REDACTED] has a lack of indigenous artwork and I think it would be great to show the creative side of indigenous culture in my school."





“Currently in the airport awaiting the plane to go home. Over this short time I’ve had an incredible experience that I’ll never forget. I’ve made so many new friends and I feel so lucky.

As 1 of the 5 Indigenous students on the trip, I feel so grateful to have learned more about my culture.

I feel so blessed and thankful for this trip and I hope the school board continues to run this trip so others can have the same learning opportunities as I have had.”

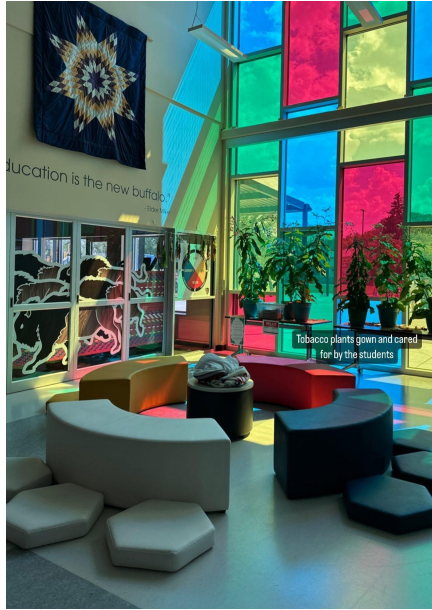


Future Implications/ Intended Impact

- Curriculum links and connections
- School wide high school initiatives, to eventually permeate through our elementary schools
- Identity Affirming Spaces
- Accurate representation of self-identifying Indigenous students



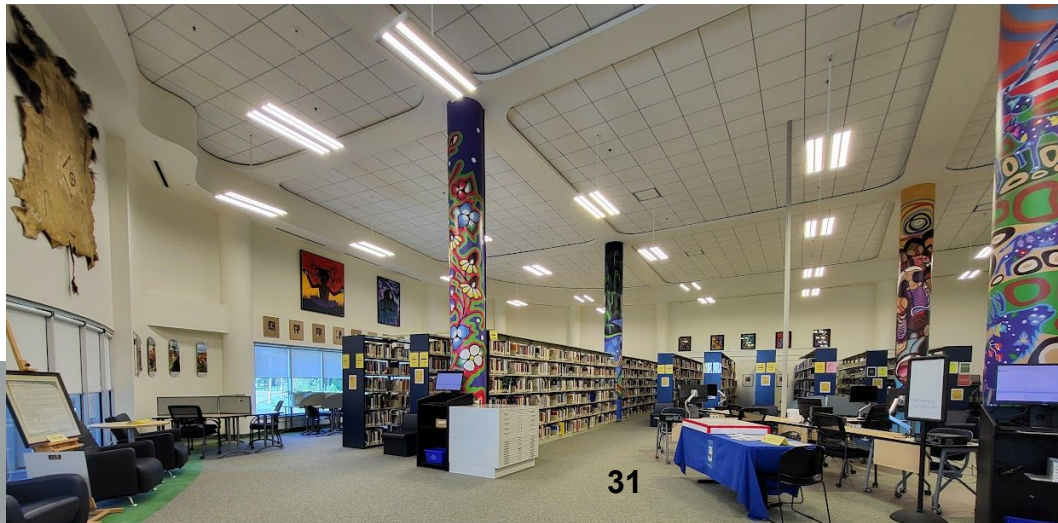
Identity Affirming Spaces



"The most profound thing I've noticed over my short time in Regina is the underlying pulse of reconciliation.

Driving in the city, walking in the mall, everywhere I look there's artwork, memorials, people who truly know and care. People who are proud of their ancestry.

Although the percentage of indigenous people here [Saskatchewan] is obviously much larger than it is in a city like Toronto, I believe that it's certainly a few steps ahead in the right direction. The machine of Regina has a prime directive of reconciliation, something that Toronto does not."



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Sacred Heart Creed

Niya paskwawimostos. Courageous. Determined. Strong. We believe in **The Creator God**. We believe in ourselves. We are resilient leaders who **honour our ancestors**. We believe showing **GRIT** is the pathway to future success & achieving **OUR** goals. We are positive, respectful and honest. We are accountable for our actions & academic performance. We are blessed to attend Sacred Heart School every day. We are proud of who we are and where we come from. We know **we can make a difference** because giving up is not an option. We belong. **We are Buffalo!** Hiy Hiy





Prayer Intentions

"For peace. Around us. Between us. Within us."

"Dear Lord Jesus, I thank you blessing me with this opportunity to visit another part of your beautiful creation in Your land and Your people. Thank you for everything as always. As I look around and listen to these stories, I have hurt by our actions as Catholics in the past. I promise to amend the wrong done in any which way I can through the team I am apart of and I will pay my due diligence and I wholeheartedly promise that. I further look around and currently see the Indigenous being better disciples through action that is currently and vow to preach change among those causing hurt. I love you and guide me in doing the right thing my beloved and gracious Lord. Mother Mary pray for us. Amen!"

"Dear God, today we ask you for strength that all of us may continue in our leadership and learning. Guide us tomorrow as we journey to Saskatoon and lord please bless all those who have aided us in our learning. Amen."

"I pray for all Indigenous individuals who have faced adversity, and nevertheless continue to rise above."

"I pray for all Indigenous individuals who have faced adversity, and nevertheless continue to rise above."

"While reconciliation is a journey I don't believe will ever come to an end, and we as individuals are at different paths of our journey, nonetheless I pray that we receive guidance from God to further all of our truth and reconciliation journey."

"Dear God, Thank you for giving us the opportunity to be here in Saskatchewan to learn more about indigenous peoples, history and culture. Please help Indigenous women, and Indigenous peoples in general, remain safe and healthy and help us continue to show our appreciation for everything they have taught us and continue to teach us each and everyday. Amen"

"I pray for peace throughout the world, and for true reconciliation with Indigenous, Metis, and Inuit peoples, including better care for the land, better support for these groups, and less discrimination against them - both overt and indirect."

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"May everyone in this world feel a sense of belonging, realize the fact that they are worthy, they are awesome just the way they are. their culture is worthy and their voices matter."

"As creatures of God, all created in equity, we must respect all people regardless of personal values, beliefs, or cultures. - As Indigenous people have before us, we must respect the land God has created. - We must be grateful for the opportunities we as students of the York Catholic District are exposed to."

"I pray that one day we are able to see a day where the case of Colten Boushie does not happen ever again and if it does, let the justice system serve actual justice for these people."

"I would like to make a prayer intention for all of the Missing and Murdered Indigenous Women and girls. Today at the RCMP, we were able to talk about this issue and how it affects everyone in different ways. I would like to make this prayer intention because most of these families never get closure. They have no idea what happened to their moms, daughters, aunts, grandmothers, cousins, etc."

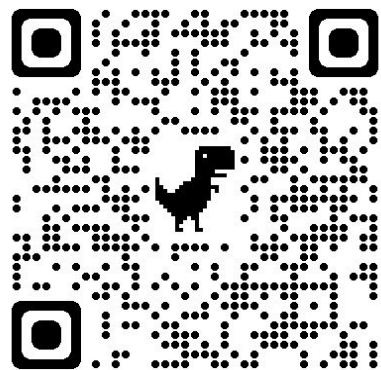




Questions

Kyla King, *Indigenous Education Consultant*
Kyla.King@ycdsb.ca

Nicholas Galatianos, *Principal of Indigenous Education*
Nicholas.Galatianos@ycdsb.ca



YCDSB INDIGENOUS
EDUCATION
DEPARTMENT
LINKTREE



YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028					
Mission	Vision	Values	Strategic Commitment	Strategic Priority	Enduring Strategies (Strategic Goals)
With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.	A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.	Catholicity Equity, Diversity and Inclusion Excellence Fiscal Responsibility Integrity Respect	Catholic Faith	Nurture faith formation and relationships with Christ.	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.
					Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.
					Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.
			Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.
					Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.
					Actively promote, support and expect excellence for all students to achieve their God-given potential.
			Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.
					Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce.
					Offer inclusive and specialized programs that address and engage all student learner profiles.
			Well-Being	Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.	Provide equitable access to evidence-based culturally-responsive services and resources for all.
					Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
					Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			Catholic Board Improvement Plan 2023-2024
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	SMART GOALS (Year One)
Catholic Faith	Nurture faith formation and relationships with Christ.	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.	At least 80% of Grade 8 students will report a satisfactory ('Agree' or 'Strongly Agree') result on the exit survey questions that assess the impact of their school and its programming on their experience at school by June 2024.
			All liturgical resources will be updated and promoted on the YCDSB Religion and Family Life Google site, accessible to 100% of schools, by June 2024.
		Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.	All FDK-Grade 8 teachers will implement the Growing in Faith, Growing in Christ Religious Education Program for their students by June 2024.
		Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.	Before the end of June 2024, the Religious Education team will have made available a series of system-wide liturgical celebrations to foster fellowship and adult faith formation (Faith Day, Faith Ambassador Events, etc.) to 100% of schools.
Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.	Two system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2024.
			A process for on-going data collection to inform responsive instruction and interventions will be established before June 2024 in order to align the appropriate resources and support.
			The diversity of students, staff, parishes and Catholic school communities will be celebrated through bimonthly non-performative events or activities which alternate among each Family of Schools Area and the Catholic Education Centre by the end of June 2024.
		Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.	The number of behavioural incident student reports will be reduced by 2% by June 2024.
			By June 2024 a 2% improved level of engagement and acceptance will be noted in the responses of students who within the Climate survey report that they: -feel safe, accepted and welcomed. - experience a sense of belonging and well-being - perceive that school rules are applied fairly.
			A more equitable allocation and distribution of resources that provide for the five schools that serve primarily low-income communities will be implemented by June 2024.
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for all.

Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.	The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 78% to 80%.
			The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 87% to 90%.
			The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 55% to 60%.
			The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 59% to 62%.
		Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce	The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.
		Offer inclusive and specialized programs that address and engage all student learner profiles	Continue to maintain high levels of completion rates (90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).
			Participation in community work placements through the Pathways to EmployABILITY Program (PEP) will increase from 44 secondary students with disabilities in the 2022-2023 school year to 50 students (12% increase) who will develop transferable employability skills in order to secure paid employment opportunities after graduation.
			The STAR Program, curriculum for students on alternative programs, will be available in every elementary school starting in 2023-2024.
			The STAR Program goals and expectations will be reflected in IEPs for students on alternative programs in the areas of Literacy and Numeracy in 60% of elementary schools or 52 schools out of 86 for 2023-2024.
			By June 2024, the frequency of training and follow-up for students with OT/PT issued SEA equipment, iPads and software will increase by at least 50% (from 2 OT visits to 4 OT visits) in order to ensure staff/student proficiency and use to access curriculum and/or alternative programming.
			By June 2024, increase the number of psychological assessments where social communication and restricted/repetitive behaviours are an area of query/concern by 50% to a total of 18.
			By June 2024, the Speech and Language Services Team will offer enhanced support to students using augmentative/alternative communication tools in order to improve their skills in the areas of face to face communication and literacy skill development.

Well-Being	Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.	Provide equitable access to evidence-based culturally-responsive services and resources for all.	Using data collected from the Employee Engagement and Wellness surveys, the wellness program offerings and services offered to staff during the 2023-2024 school year will reflect their requests and needs.
			A further Employee Engagement Survey will be conducted during the 2023-24 school year with a 20% greater response rate.
			During the 2023-24 school year the Employee Wellness Committee will review and revise the Terms of Reference to be more inclusive of representation from CEC and school-based staff..
		Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.	A formal Employee Recognition Program, inclusive of all staff and labour groups, will be developed and implemented during the 2023-24 school year.
			In conjunction with the BLDS, a workplace mental health leadership program and training plan will be developed and implemented by the end of June 2024.
			The Attendance Task Force will continue its work with recommendations provided to the senior team and Board of Trustees during the 2023-2024 school year.
		Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.	During the 2023-2024 school year at least 100 schools will have mental health ambassadors appointed and responsible for incorporating student and staff wellness into yearly planning.
			By the end of June 2024, there will be a 20 % Increase in the attendance at professional development opportunities for administrators, teachers and school staff to increase mental health literacy.
			100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.



Multi-Year Strategic Plan

Mission Statement

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

Vision Statement

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

Core Values

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

Strategic Commitments

Catholic Faith
Equity and Inclusion
Student Achievement
Well-Being

Report to Board: June 20, 2023



Developing the MYSP - 2023-2028

August 2022

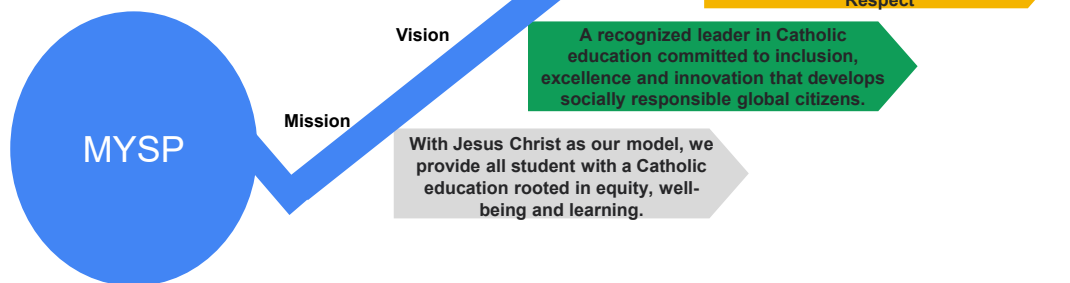
- Mission and Vision
- Trustees and Senior Admin

Sept - Dec 2022

- Stakeholder Consultation
- Face to face, virtual, surveys

Jan - June 2023

- Core Values
- Strategic Commitments
- Enduring Strategic Goals
- Catholic Board Improvement Plan





Special Thanks

Key Contributors:

F d w k r d f # f k r r d f r x q f b v

Clergy

F r p p x q l w # w d n h k r g h u v

Managers

Parents

Principals

Staff

Students

Superintendents

Trustees

Steering Committee:

Rocchina Antunes, Anthony Arcadi, Diana Candido, Joel Chiutsi, Michelle Farrell, Michael Gray, Tim Laliberte, Calum McNeil, Lou Paonessa, Jennifer Sarna, Laura Sawicky, Dom Scuglia and Siobhan Wright.

YORK CATHOLIC DISTRICT SCHOOL BOARD :: Planning our Future Together



Catholic Faith

Nurture faith formation and relationships with Christ

MYSP
Strategic Goal 1

CBIP
SMART Goal - 2023-2024



Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ

At least 80% of Grade 8 students will report a satisfactory ('Agree' or 'Strongly Agree') result on the exit survey questions that assess the impact of their school and its programming on their experience at school by June 2024.

All liturgical resources will be updated and promoted on the YCDSB Religion and Family Life Google site, accessible to 100% of schools, by June 2024.

YORK CATHOLIC DISTRICT SCHOOL BOARD :: Planning our Future Together



Catholic Faith

Nurture faith formation and relationships with Christ

MYSP
Strategic Goal 2

CBIP
SMART Goal - 2023-2024



Embed and
prioritize the
**Ontario
Catholic
School
Graduate**
expectations
into all
curriculum
areas.

All FDK-Grade 8 teachers will implement the Growing in Faith, Growing in Christ Religious Education Program for their students by June 2024.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Catholic Faith

Nurture faith formation and relationships with Christ

MYSP
Strategic Goal 3

CBIP
SMART Goal - 2023-2024



Cultivate
school
environments
focused on
spiritual
growth to
support
Catholic faith
formation and
deeper faith
knowledge.

Before the end of June 2024, the Religious Education team will have made available a series of system-wide liturgical celebrations to foster fellowship and adult faith formation (Faith Day, Faith Ambassador Events, etc.) to 100% of schools.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Equity and Inclusion

Build and sustain an equitable, inclusive and accessible learning and working environment

MYSP
Strategic Goal 1

CBIP
SMART Goal - 2023-2024



Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.

Two system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2024.

A process for ongoing data collection to inform responsive instruction and interventions will be established before June 2024 in order to align the appropriate resources and support.

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YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Equity and Inclusion

Build and sustain an equitable, inclusive and accessible learning and working environment

MYSP
Strategic Goal 2

CBIP
SMART Goal - 2023-2024



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The number of behavioural incident student reports will be reduced by 2% by June 2024.

By June 2024 a 2% improved level of engagement and acceptance will be noted in the responses of students who within the Climate survey report that they:

- feel safe, accepted and welcomed.
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Equity and Inclusion

Build and sustain an equitable, inclusive and accessible learning and working environment

MYP
Strategic Goal 3

CBIP
SMART Goal - 2023-2024



Actively promote, support and expect excellence for all students to achieve their God-given potential.

By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for all.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

MYP
Strategic Goal 1

CBIP
SMART Goal - 2023-2024



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YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

MYP
Strategic Goal 2

CBIP
SMART Goal - 2023-2024



Align program initiatives with the global competencies and future trends in education and the workforce.

The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

MYP
Strategic Goal 3

CBIP
SMART Goal - 2023-2024



Offer inclusive and specialized programs that address and engage all student learner profiles.

Continue to maintain high levels of completion rates (90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).

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YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

MYSP
Strategic Goal 3 (cont.)

CBIP
SMART Goal - 2023-2024



Offer inclusive and specialized programs that address and engage all student learner profiles.

By June 2024, the frequency of training and follow-up for students with OT/PT issued SEA equipment, iPads and software will increase by at least 50% (from 2 OT visits to 4 OT visits) in order to ensure staff/student proficiency and use to access curriculum and/or alternative programming.

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YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Well-Being

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

MYSP
Strategic Goal 1

CBIP
SMART Goal - 2023-2024



Provide equitable access to evidence based culturally responsive services and resources for all.

Using data collected from the Employee Engagement and Wellness surveys, the wellness program offerings and services offered to staff during the 2023-2024 school year will reflect their requests and needs.

A further Employee Engagement Survey will be conducted during the 2023-24 school year with a 20% greater response rate.

During the 2023-24 school year the Employee Wellness Committee will review and revise the Terms of Reference to be more inclusive of representation from CEC and school-based staff.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Well-Being

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

MYSP
Strategic Goal 2

CBIP
SMART Goal - 2023-2024



Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.

A formal Employee Recognition Program, inclusive of all staff and labour groups, will be developed and implemented during the 2023-24 school year.

In conjunction with the BLDS, a workplace mental health leadership program and training plan will be developed and implemented by the end of June 2024.

The Attendance Task Force will continue its work with recommendations provided to the senior team and Board of Trustees during the 2023-2024 school year.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Well-Being

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

MYSP
Strategic Goal 3

CBIP
SMART Goal - 2023-2024



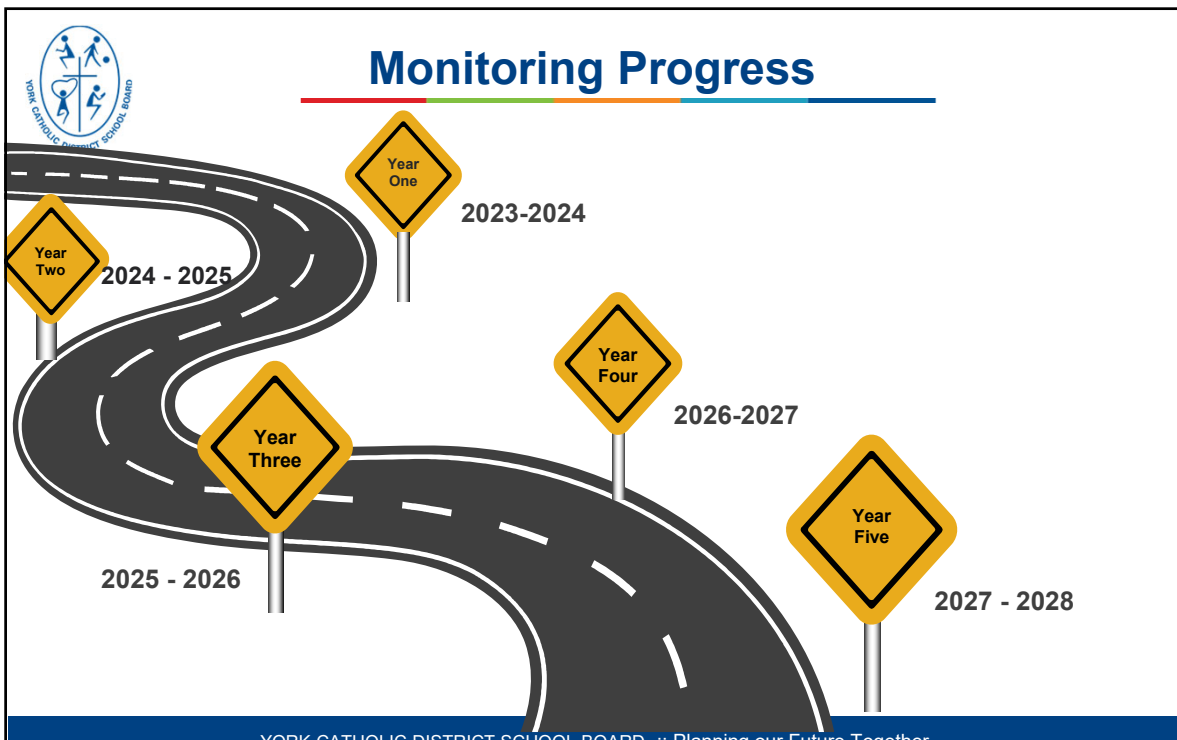
Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.

During the 2023-2024 school year at least 100 schools will have mental health ambassadors appointed and responsible for incorporating student and staff wellness into yearly planning.

By the end of June 2024, there will be a 20 % Increase in the attendance at professional development opportunities for administrators, teachers and school staff to increase mental health literacy.

100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together





Recommendations

THAT the Board approve the following **Mission** statement as a concise description of its purpose:

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

THAT the Board approve the following **Vision** statement as a vivid and engaging description of its idealized future state:

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

THAT the Board approve the following **Core Values** as depicting its core beliefs:

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

YORK CATHOLIC DISTRICT SCHOOL BOARD – Planning our Future Together



Recommendations

THAT the Board approve the following **Strategic Commitments** and the overarching, high-level **Priorities** that allow an organization to realize its vision:

Catholic Faith

Nurture faith formation and relationships with Christ.

Equity and Inclusion

Build and sustain an equitable, inclusive and accessible learning and working environment.

Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

Well-Being

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

YORK CATHOLIC DISTRICT SCHOOL BOARD – Planning our Future Together



Recommendations

THAT the Board approve the following **Strategic Goals** that will endure over the course of the 2023-2028 MYSP:

Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.

Embed and prioritize the [Ontario Catholic School Graduate](#) expectations into all curriculum areas.

Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.

Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.

Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.

Actively promote, support and expect excellence for all students to achieve their God-given potential.

Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.

Align program initiatives with the [global competencies](#) and future trends in education and the workforce.

Offer inclusive and specialized programs that address and engage all student learner profiles.

Provide equitable access to evidence-based culturally-responsive services and resources for all.

Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.

Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.

[MYSP 2023-2028](#)

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together



Recommendations

THAT the Board endorse the **SMART Goals** that represent YEAR ONE of the Catholic Board Improvement Plan (CBIP)

[CBIP 2023-2024](#)

YORK CATHOLIC DISTRICT SCHOOL BOARD • Planning our Future Together

2023-24 Budget Development: Financial Position (Estimates)

**Regular Board Meeting
June 20, 2023**

Prepared by:
Submitted by:
Endorsed by:

Kim Scanlon, Budget Manager
Calum McNeil, CFO and Treasurer of the Board
Domenic Scuglia, Director of Education and Secretary of the Board





Contents

2022-23 Forecast

2023-24 Budget Pressures

- Overview
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- Decision Framework
- Bridge from 2022-23 to 2023-24 Deficit
- Operating Financial Position
- Balanced Budget Determination
- Recommendations

Appendixes

1. 2023-24 Budget Updates before Approvals
2. 2023-24 Special Education Approved Savings/Investments
3. 2023-24 Enrolment Projection
4. 2023-24 Deferred Revenue



2022-23 Forecast

(\$ millions)	Surplus / (Deficit) ⁽¹⁾	Additional Information
22/23 Revised Estimates	(5.3)	
GSN and Other Revenue Updates	1.0	Includes increase in enrolment and international student Revenues.
International Students Revenue	0.4	
Supply Teachers, ECEs and EAs	(1.0)	Based on preliminary 22/23 projection.
Transportation Savings	2.0	Routing efficiencies, route/ridership changes, and snow/job action day savings. Efficiency savings of \$0.8M reflected in 23/24 Estimates.
Electricity Savings	0.8	
Snow Removal Savings	0.4	
Other Net Savings	0.3	
22/23 Forecast before Pay Equity	(1.4)	
Pay Equity	(10.6)	
22/23 Forecast	(12.0)	

(1) Positive values represent a decrease in the deficit. Negative values represent an increase in the deficit.



2023-24 Budget Pressures

Structural challenges

- Supply Costs (excess absenteeism)
- Special Education
- Declining enrolment / inability to close schools
- ELHT

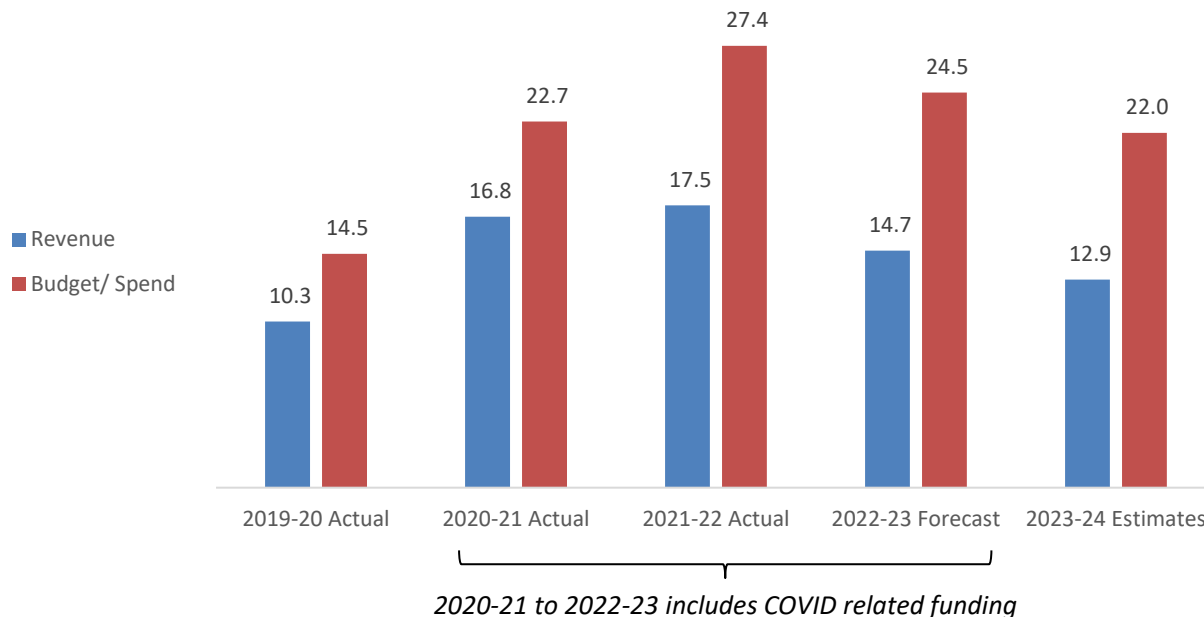
New this year

- Pay Equity
- COVID-19 Learning Recovery Funding discontinued



Supply Costs - Historical Budget Pressure (Teachers, ECEs and EAs)

Funding gap still significant: removed COVID-19 funding is offset by projected lower costs.



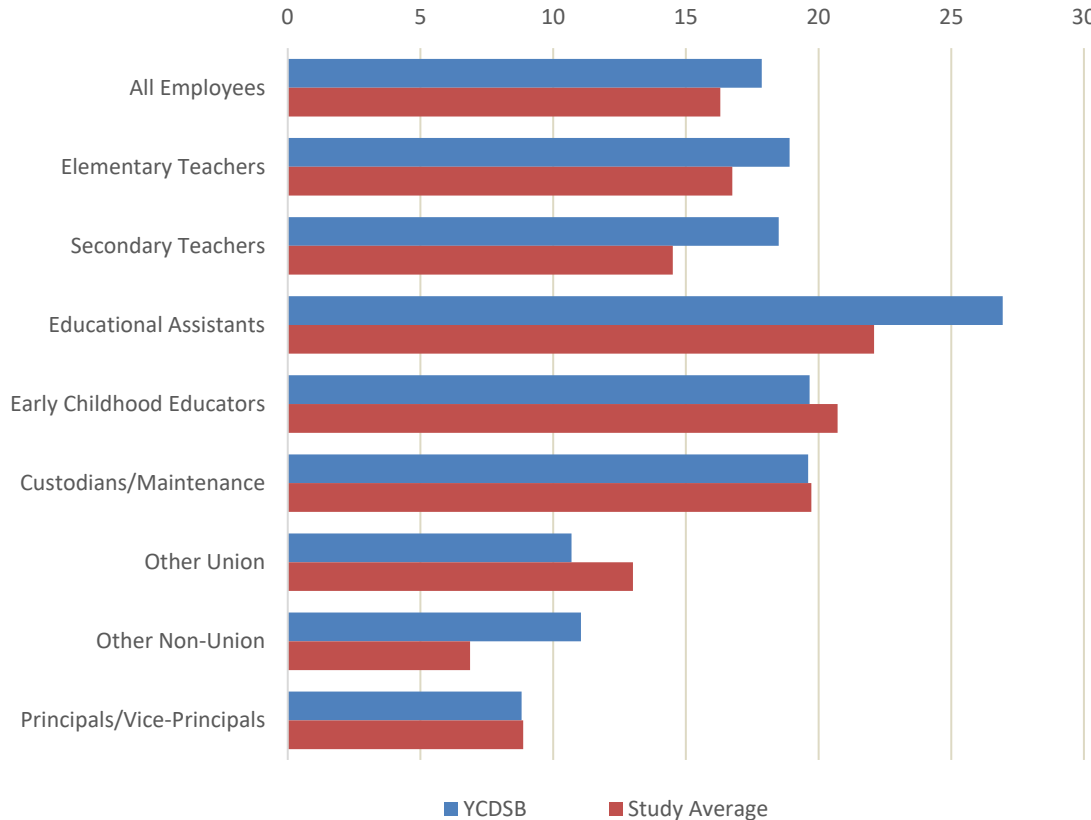
Supply costs declined since the peak of COVID-19.

2023-24 Estimates projects continued decrease, but still significantly higher than pre-pandemic levels.

1) Source: Ministry EFIS (Education Finance Information System) Data Form D



SBCI Study : 2021-22 Average Days Absent by Employee Group

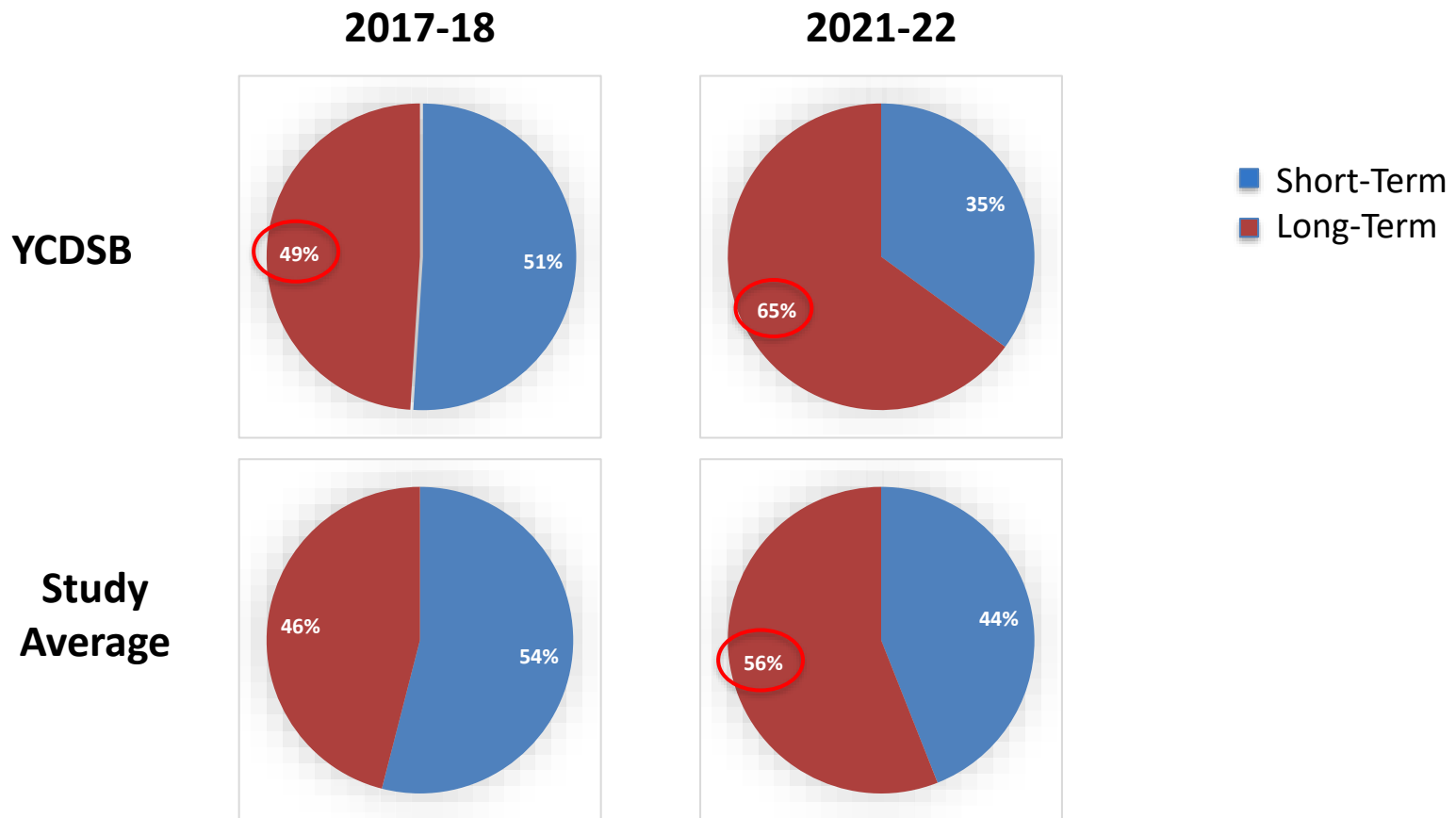


YCDSB significantly exceeds the study average in the employee groups (Teachers, EA and ECE) which creates a supply cost pressure.

With an average level of absence days, for Teachers, EAs and ECEs, the board's supply costs would be approximately **\$4M** less.

SBCI Study: Short-Term vs. Long-Term Absences

2021-22 YCDSB long-term absences (≥ 5 days), as a % of total absences, have increased since 2017-18 (65% vs 49%) and were significantly higher than the study average for 2021-22 (65% vs 56%).

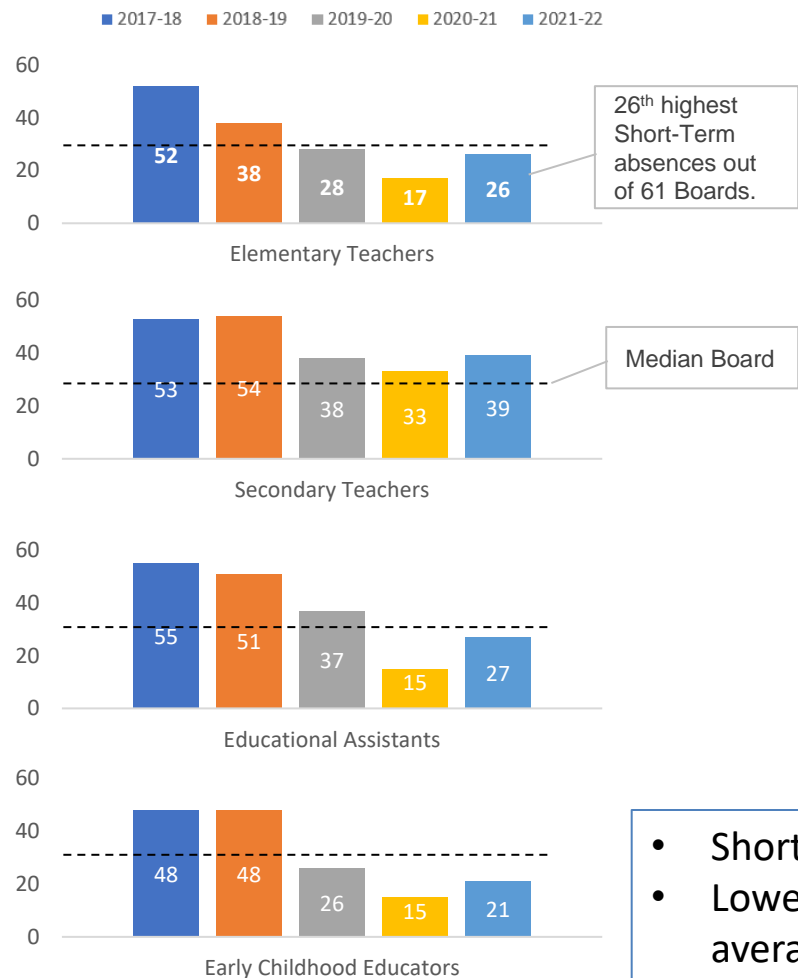


Source: 21/22 School Boards' Co-operative Inc. (SBCI) Absence Study Report. Study average: Summarized data from 61 participating boards from SBCI report.

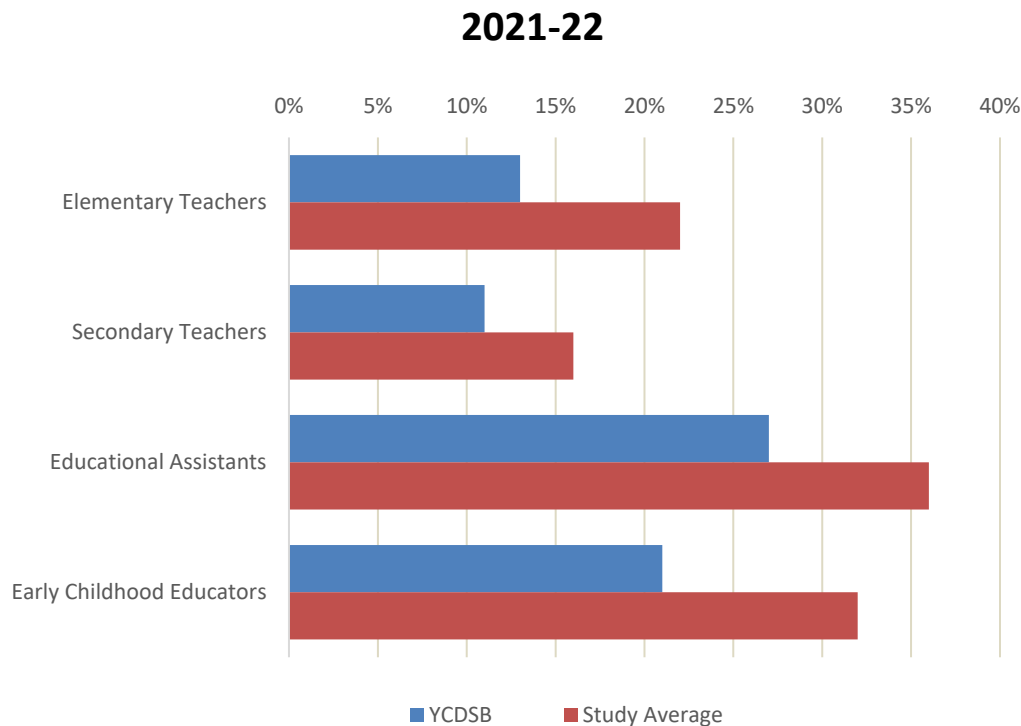


SBCI Study: Short-Term Absences

YCDSB ranking for Short-Term absences



% of Employees Exceeding 11-Day Threshold

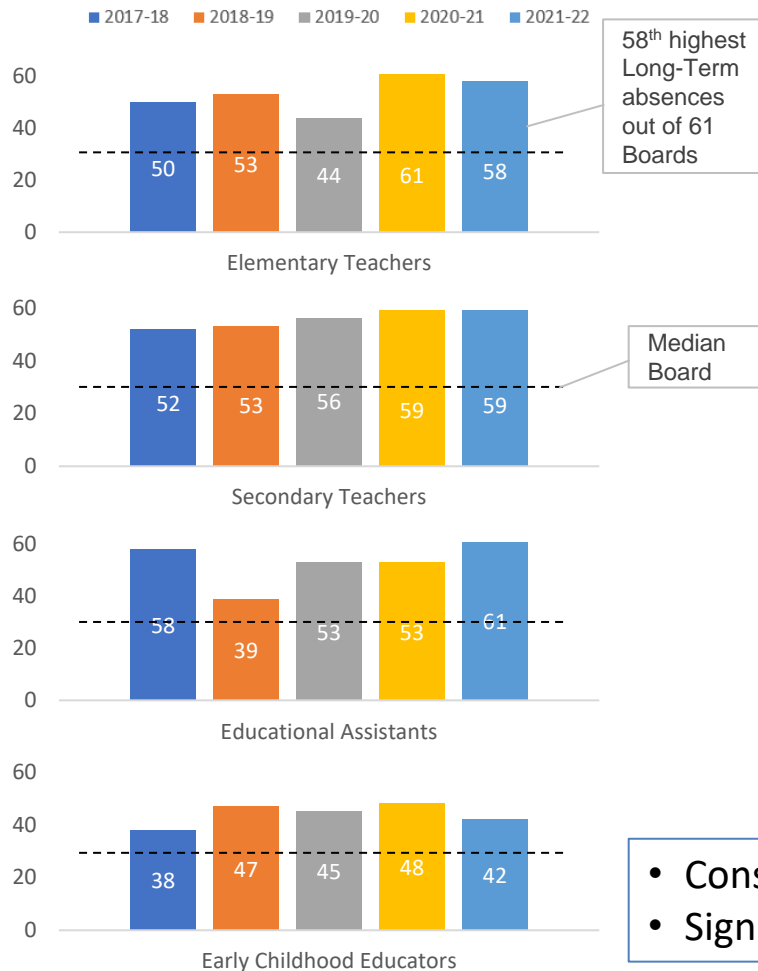


- Short-Term absence ranking trended down until 2021-22.
- Lower % of employees exceeding 11 day threshold than study average for 2021-22.

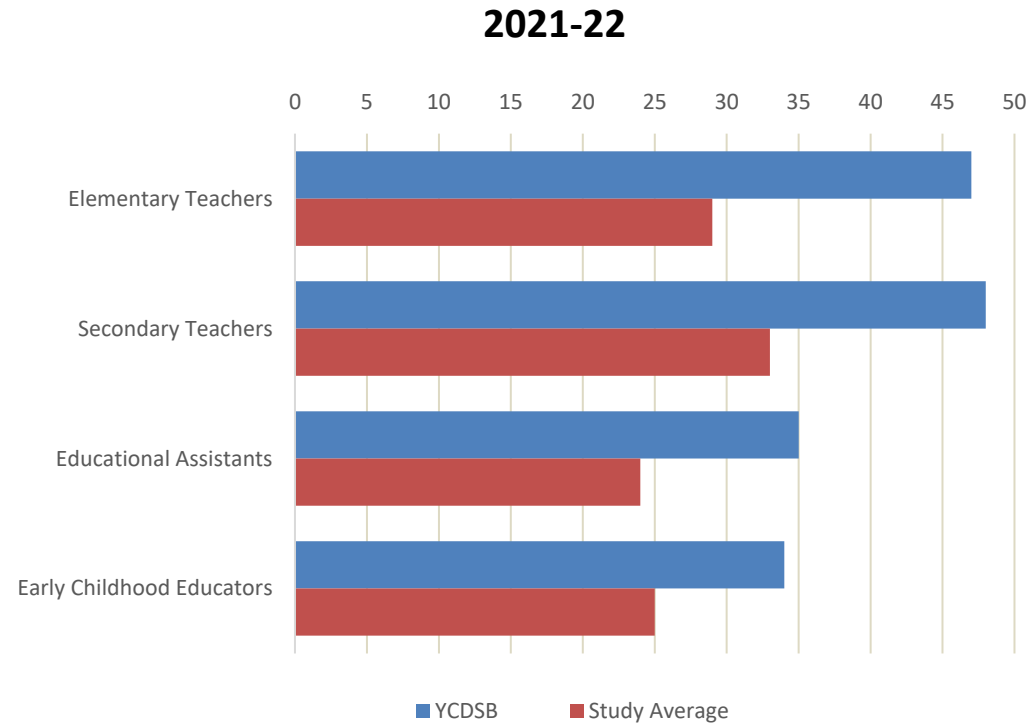


SBCI Study : Long-Term Absences

YCDSB Ranking for Long-Term Absences



2021/22 Average Duration of Long-Term Absences



- Consistently higher Long-Term absences than median Board.
- Significantly longer Long-Term absence average duration in 21-22.



Absenteeism Task Force (ATF)

Workplace Culture

- Build leadership that encourages regular and reliable attendance.

System Communications

- Develop strategies earmarked for employees and employee group partners regarding the impact of absenteeism.

Culpable Absences

- Allocate resources that effectively address inappropriate use of sick leave and other paid absences.



The Impact of Declining Enrolment

Total GSN per pupil base funding is approximately **\$12K**:

- \$9.1K is related to variable costs: Funding and Expense change proportionally with enrolment (Teachers, supplies, etc.)
- \$2.9K is related to fixed costs: Expenses remain constant despite the enrolment decrease (Principals, school operations, etc.)

An ADE decrease of 1,000 necessitates a \$3M fixed cost reduction (over time) to maintain status quo.

Since 2018-19, there has been a decline of 3,400 pupils of the board which necessitates a reduction in fixed costs of approximately \$10M. *

While the **Declining Enrolment Adjustment (DEA)** grant provides transitional funding to allow boards to adjust their cost structures, it is expected that boards adjust to their new funding levels within 2 years.

Since 2017, a moratorium on school closures has meant schools with low enrolment cannot be closed/consolidated making it difficult to adjust cost structures.

* This is a general assumption to demonstrate declining enrolment challenges – there are several factors influencing revenue and costs such as school size. Furthermore, some fixed costs may be saved with larger ADE declines.



Pay Equity

Legislative/Contractual Overview

- Pay Equity Act – legal obligation to maintain pay equity for female dominated job classes
- Collective Agreement – Joint Job Evaluation Committee rates bargaining unit positions per Terms of Reference

CUPE Local 2331 Pay Equity Maintenance

- Process started May 2019 and formed part of local contract negotiations
- Agreement in principle reached June 15th
- Settlement includes agreement on pay bands, point breaks, retroactive payments for pay equity, internal equity payments going forward

Financial Impact

- 22/23: \$11M (including retroactive payments)
- 23/24 and ongoing: \$7M



In-year Deficit – Budget Pressures Impact

(\$ millions)	2022-23 Revised Estimates	2022-23 Forecast	2023-24 Estimates	2023-24 Total Expenses
In-year Surplus / (Deficit) before Budget Pressures/Relief	6	12	11	482
Budget Pressures: ⁽¹⁾				
Supply ⁽²⁾	(11)	(12)	(9)	22
Special Education ⁽³⁾	(4)	(5)	(4)	82
ELHT	(4)	(4)	(4)	33
Pay Equity ⁽⁴⁾	-	(11)	(7)	7
Budget Relief:				
COVID-19 Learning Recovery Grant ⁽⁵⁾	5	5	-	-
Indigenous Education Funding ⁽⁶⁾	3	3	1	1
In-year Surplus / (Deficit) Reported	(5)	(12)	(12)	627

(1) Underfunding/overspend

(2) COVID-19 funding for supply shown within COVID-19 Learning Recovery Grant.

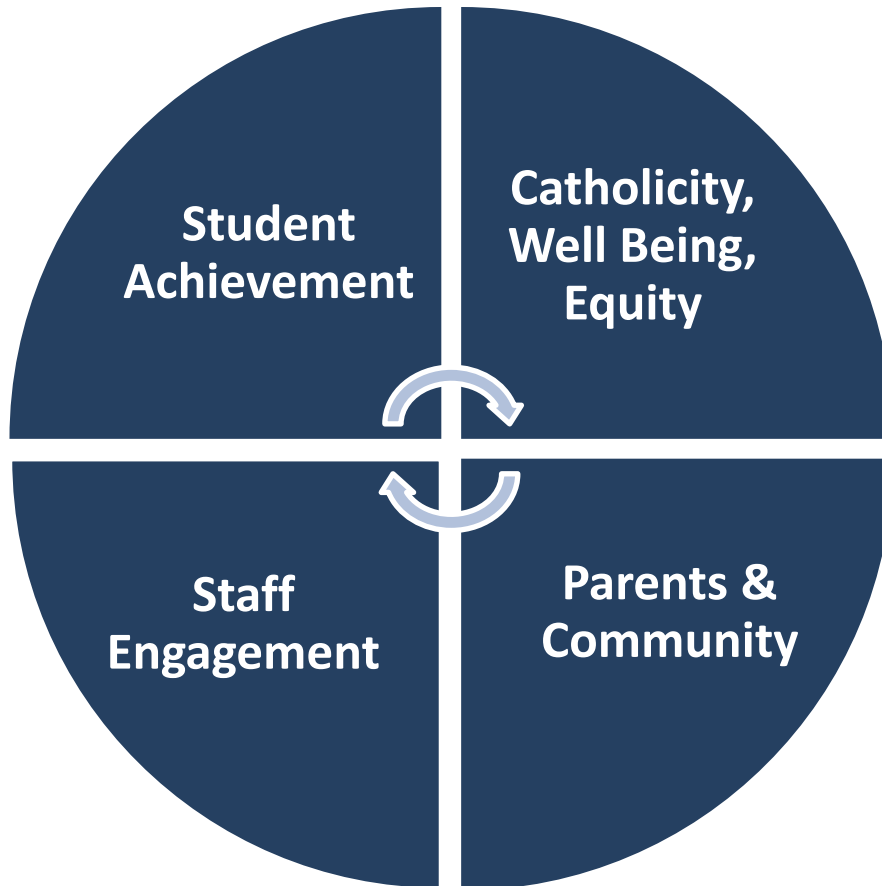
(3) Excluding ELHT and Supply (shown on other lines)

(4) Pay Equity impact shown separately as it is a new budget pressure

(5) One year grant for learning recovery of \$7M funded \$2M of one-time costs and \$5M of ongoing costs.

(6) Indigenous Education funding in 22/23 used for classroom staffing has been eliminated. A one-time realignment mitigation fund has been provided for 23/24.

Budget Decision Framework



- Guided by Multi-Year Strategic Plan (MYSP) pillars
- Limited levers, structural challenges
- Review of over/under spend compared to Ministry funding



Bridge from 2022-23 to 2023-24 Deficit

Approved	Savings/Investments/Assumptions	Surplus / (Deficit) ⁽¹⁾ (\$millions)	FTE Change	Notes
22/23 Revised Estimates		(5.3)		
Budget Updates before Savings/Investments/Assumptions		(13.6)	(14)	App. 1 (Pay Equity \$7.3M, COVID-19 funding discontinued \$5.4M)
23/24 Estimates before Savings/Investments/Assumptions		(18.9)	(14)	
Approved Savings & Investments	Special Education	1.5	(21)	App. 2 (Student Services Department Budget Plan 2023-2024)
	Custodians	0.9	(20)	Reduction through attrition.
	Lunch Time Supervisors/Office Support Workers	0.1	(35)	Reduction through attrition.
	Curriculum	0.1		Staff and expenses related.
	Plant	0.1	(1)	Staff related.
	Vice-Principals	(0.4)	3	3 VPs added given current understaffing and underspend versus Ministry funding.
	Utilize Library Teachers for Literacy Support	0.6	(5)	Funded from Reading Intervention Grant.
	HR – Surveillance – Absenteeism	(0.1)		To address and minimise culpable absenteeism.
	Information Systems – Cyber Security	(0.1)	1	Dedicated resource to manage cyber-risk.
	Plant – Snow Removal	1.0		Specific measures to be followed after further review.
Significant Budget Assumptions Related to Savings	Savings Assumption - Supply Staff	2.5		10% target reduction of supply staff costs driven by measures from the Absenteeism Task Force. Savings of \$2.5M is vs. 22/23 forecast which is \$1M higher than revised estimates.
	Plant Maintenance Savings	0.5		Efficiencies gained through department reorganization and implementation of quality control system.
	Board Administration Target Reduction	0.4	(3)	Generated from attrition/non-replacement of central staff.
23/24 Estimates		(11.8)	(95)	

(1) Positive values represent a decrease in the deficit. Negative values represent an increase in the deficit.



Operating Financial Position

(\$ millions)	2023-24 Estimates	2022-23 Forecast	2022-23 Revised Estimates	Change to Revised Estimates
<u>Operating Revenue</u>				
GSN Funding	591.1	591.8	591.5	(0.4)
PPF and Other Grants/Programs	8.0	8.1	6.5	1.5
<u>Other Revenue</u>				
Continuing Education	6.2	6.2	6.2	-
International Student Fees	3.9	2.9	2.5	1.4
Other Miscellaneous Revenue	6.1	6.9	6.3	(0.2)
Total Other Revenue	16.2	16.0	15.0	1.2
Total Operating Revenue	615.3	615.9	613.0	2.3
<u>Operating Expenses</u>				
Salaries and Benefits	558.2	558.5	547.8	10.4
Other Expenses	68.9	69.4	70.5	(1.6)
Total Operating Expenses	627.1	627.9	618.3	8.8
Compliance In-Year Position	(11.8)	(12.0)	(5.3)	(6.5)



Balanced Budget Determination

A **balanced budget** is deemed to be an in-year surplus or deficit not exceeding 1% of the GSN operating allocation. In 2023/24, 1% of the Board's GSN operating allocation is **\$5.9M**.

(\$ millions)	2022-23 Forecast	2023-24 Estimates
In-Year Surplus /(Deficit)	(12.0)	(11.8)
Ending Accumulated Surplus (1)	6.4	(5.4)

(1) 2022/23 includes \$2.2M internally appropriated for committed capital projects not available for compliance.



Operating and Non-Operating Summary

	2023-24 Operating	2023-24 Non-Operating	2023-24 Total
Revenues:			
GSN, PPF, Other Grants and Revenues	\$ 615,341,743	\$ 88,229,830	\$ 703,571,573
Compliance Adj-School Generated Funds	-	(21,480,000)	(21,480,000)
Compliance Adj-Revenues for Land	-	(18,000,000)	(18,000,000)
Compliance Revenues	\$ 615,341,743	\$ 48,749,830	\$ 664,091,573
Expenditures:			
Salaries and Benefits	558,274,560	-	558,274,560
Other Expenses	68,868,495	70,020,415	138,888,910
Expenditures before Compliance Adjustments	\$ 627,143,055	\$ 70,020,415	\$ 697,163,470
School Generated Funds	-	(21,480,000)	(21,480,000)
Interest Compliance Adjustment	-	335,730	335,730
Asset Retirement Obligation	-	(126,315)	(126,315)
Compliance Expenditures	\$ 627,143,055	\$ 48,749,830	\$ 675,892,885
Compliance In-Year (Deficit) / Surplus	\$ (11,801,312)	\$ -	\$ (11,801,312)

Recommendations
on following slides:

#1

#2

#3

#4



RECOMMENDATIONS

1. Revenue Estimates for 2023-24

THAT the Board, *subject to Minister's approval*, approve the submission of the Revenue Financial Estimates to the Ministry of Education for the fiscal year September 1, 2023 to August 31, 2024, in the total amount of **\$664,091,573** (based on Operating \$615,341,743 and Non-Operating \$48,749,830) as presented in this budget presentation.

2. Salaries and Benefits Estimates for 2023-24

THAT the Board, *subject to Minister's approval*, approve the submission of the Salary and Benefits Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2023 to August 31, 2024, in the total amount of **\$558,274,560** (Salaries \$477,760,002 and Benefits \$80,514,558) as presented in this budget presentation.

3. Other Expenses Estimates for 2023-24

THAT the Board, *subject to Minister's approval*, approve the submission of the Support Cost Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2023 to August 31, 2024, in the total amount of **\$117,618,325** (based on \$66,696,997 Operating expenditures, \$2,171,498 of PPF and Other Grants/Programs expenditures and \$48,749,830 of Non-Operating expenditures) as presented in this budget presentation.

4. In-Year Budget for 2023-24

THAT the Board, *subject to Minister's approval*, approve the submission of the **\$11,801,312 non-compliant deficit** to the Ministry of Education for the fiscal year September 1, 2023 to August 31, 2024 as presented in the budget presentation.



RECOMMENDATION – POD Request

THAT the Board request that the Minister of Education allow the Board to use uncommitted Proceeds of Disposition to offset the increased costs due to Pay Equity in the 22/23 fiscal year of \$10.6M.



Appendix 1 - Budget Updates before Approvals

(\$ millions)	Surplus / (Deficit) ⁽¹⁾
Supply Forecast	(1.0)
23/24 CUPE Pay Equity	(7.3)
Discontinued COVID-19 Learning Recovery Grant	(5.4)
Indigenous Education	(1.8)
Transportation – Home to School	1.0
Utilities	1.0
Other	(0.1)
Budget Updates before Savings/Investments/Assumptions	(13.6)

(1) Positive values represent a decrease in the deficit. Negative values represent an increase in the deficit.



Appendix 2 - 2023-24 Special Education Approved Savings/Investments

Savings/Investments/ Assumptions	Surplus / (Deficit) ⁽¹⁾ (\$millions)	FTE Change	Notes
Special Education Grant Change	(0.8)		Benchmark/ADE
Core Resource (3.5 Elementary/Secondary Core Resource Teachers 3.0 Itinerant Literacy Intervention Teachers 1.5 Hearing Teachers	0.9	(8)	The current Hearing Department FTE is 11 servicing 175 students. Due to attrition there is an opportunity to restructure the department. The Consultant position will become .5 FTE and .5 Hearing Teacher. The total reduction then will be .5 FTE Hearing Consultant and 1.5 FTE Hearing Teacher with a ratio of 1 Hearing Teacher servicing 18 students. The reduction of 3 FTE in the Itinerant Literacy Intervention Teacher, will result in an overall FTE of 20 ILITs. These 20 ILITs will continue to support schools where there are reductions due to the 3.5 FTE reduction of overall Core Resource teachers. The added support of the ILITs will serve to address gap closing in literacy for students in schools.
Consultants	0.1	(0.5)	
Behaviour Department	0.3	(3.5)	Behaviour Resource Workers
Hiring of ABA Associates	(0.2)	2.0	Under the programming direction of ABA Specialists, the hiring of 2.0 FTE ABA Associates will expand the number of students receiving short-term, focused ABA services to learn new positive behaviour that are directly related to existing distress behaviour through the employment of centrally-referred case management and consultation.
Speech Services	0.3	(4.0)	Communicative Disorder Associates were hired with the closure of Language Centres so that returning student needs would be met at the home schools. CDAs supported these students and small groups and whole classrooms with reading skill development. As post COVID gaps have been addressed in many schools, the CDA role will shift to a Tier 3 (intensive support model).
Psychology Department	0.6	(5.0)	There are currently 12 staff filling psychology positions in this department. There are ongoing staffing challenges to fill the remaining 7 FTE. The reduction of 5 FTE will bring the total staff to 14. Streamlining the role has supported system needs in the area of assessments.
Occupational Therapy	0.1	(1.0)	
Administrative Support Staff	0.1	(1.0)	
Non-Salary Expenses	0.1		
	1.5	(21)	



Appendix 3 – Enrolment Projection

Enrolment	2023-24 Estimates	2022-23 Revised Estimates	Change
<u>Elementary</u>			
Pupils of the Board	30,496	31,427	(931)
International Students	69	38	31
	30,565	31,465	(900)
<u>Secondary</u>			
Pupils of the Board	18,579	18,376	203
International Students	161	106	55
	18,740	18,482	258
Total Enrolment	49,305	49,947	(642)

The Board continues to experience declining Elementary enrolment while Secondary enrolment has been stable for several years. International student enrolment is recovering post pandemic.



Appendix 4 – Deferred Revenue

There are restrictions on how boards may use certain components of their funding allocations. Where funding is enveloped boards must use the allocation on the specified programs and any unspent funding is deferred for future spending on those programs.

Envelope (\$ millions)	Aug 31/23 Deferred Revenue (Per RE)	Projected Grant	Projected Expenses	Aug 31/24 Deferred Revenue (Forecast)
Special Education Allocation - Regular	-	69.3	(69.3)	-
SEA Formula Based Funding	1.8	1.9	(2.8)	0.9
ABA Training	-	0.1	(0.1)	-
ASSD Funding	-	0.1	(0.1)	-
Library Staff	-	0.2	(0.2)	-
Mental Health Workers	-	0.5	(0.5)	-
Student Mental Health	-	0.9	(0.9)	-
Rural & Northern Education	-	0.1	(0.1)	-
Experiential Learning	0.5	1.6	(1.8)	0.3
Targeted Student Supports	1.2	2.5	(2.9)	0.8
Ind. Ed. FNMI & Board Action Plan	2.5	2.0	(2.4)	2.1
FSL Areas of Intervention	-	0.2	(0.2)	-
Internal Audit (RIAT)	1.9	1.1	(1.2)	1.8
Total	7.9	80.5	(82.5)	5.9

York Catholic District School Board

**REPORT NO. 2023:03 of the
POLICY REVIEW COMMITTEE**

To: Board of Trustees

June 20, 2023

A hybrid session of the Policy Review Committee was held on Tuesday, June 6, 2023 starting at 6:30 p.m.

In Attendance

Committee Members: F. Alexander, M. Barbieri, C. Cotton, J. DiMeo, M. Iafrate, A. Saggese

Other Trustees: T. McNicol (Virtual)

Regrets: A. Grella

Administration: D. Scuglia, J. Sarna, C. Allegranza, M. Brosens, D. Candido, K. Elgharbawy,
M. Farrell, C. Gastis, M. Gray, S. Morrow

Recording: S. Greco

Presiding: M. Iafrate, Committee Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 109 Records and Information Management
Procedure 109 Records and Information Management (New)
2. **THAT** the Board approve the following revised policy:
Policy 606 Catholic School Councils
3. **THAT** the Board, terminate the following policies (as they are all included in the new Policy 206)
Policy 206 Supporting Students with Prevalent Medical Conditions: Asthma
Policy 209 Supporting Students with Prevalent Medical Conditions: Anaphylaxis
Policy 213 Supporting Students with Prevalent Medical Conditions: Diabetes
Policy 224 Supporting Students with Prevalent Medical Conditions: Epilepsy
4. **THAT** the Board approve the following new policy:
Policy 206 Supporting Students with Prevalent Medical Conditions: Anaphylaxis, Asthma, Diabetes and/or Epilepsy
Procedure 206A Supporting Students with Prevalent Medical Conditions: Anaphylaxis
Procedure 206B Supporting Students with Prevalent Medical Conditions: Asthma
Procedure 206C Supporting Students with Prevalent Medical Conditions: Diabetes
Procedure 206D Supporting Students with Prevalent Medical Conditions: Epilepsy
5. **THAT** the Board, terminate the following policies (as they are all included in the new Policy 207)
Policy 207A Administration of Oral Prescription Medication to Elementary & Secondary Students
Policy 207B Administration of Oral Non-Prescription Medication to Elementary Students
6. **THAT** the Board approve the following new policy:
Policy 207 Administration of Oral Medication to Elementary and Secondary Students
7. **THAT** the Board approve the following revised policy:
Policy 212 Concussions
8. **THAT** the Board approve the following revised policy:
Policy 616 Community Use of Schools (*Previously Policy 703*)

INFORMATION/DISCUSSION ITEMS:

- a) Policy 317 Electronic Communications and Social Media
- b) Policy 106 Delegations to the Board

FUTURE ITEMS:

- a) Policy 101 Meta Policy
- b) Policy 115 Prerequisites
- c) Policy 211 Indigenous Student Self-Identification
- d) Report - Truth and Reconciliation
- e) Procedure 304A Research
- f) Policy 304B Internal School Surveys
- g) Procedure 304B Internal School Surveys
- h) Policy 402 Accommodations for Students with Moderate to Severe Learning Needs
- i) Policy 603A School Fundraising
- j) Policy 603B Fundraising for External Charitable Purposes
- k) Policy 707 Acquisition and Development of School Sites

Future Meeting Date for Policy Review Committee

September 12, 2023

Adjournment - 8:34 p.m.

M. Iafrate, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Governance
<i>Policy Number</i>	109
<i>Former Policy Number</i>	604
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RECORDS AND INFORMATION MANAGEMENT (RIM)

1. PURPOSE

The York Catholic District School Board recognizes that records and information are strategic assets that must be managed securely, efficiently and effectively for present and future generations. The purpose of the Records and Information Management (RIM) policy is to support the management of records and information in a disciplined, coordinated and strategic manner. **The creation and management of York Catholic District School Board records shall be in accordance with subsection 171(1), par. 38 of the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act* and all other applicable legislative provisions.**

~~Furthermore, this policy outlines how the Board will comply with the obligation to maintain records and information in keeping with relevant legislation through the application of a systematic classification scheme for the identification, arrangement, retrieval, security and disposition of records and information.~~

2. ~~POLICY STATEMENT~~ OBJECTIVE

The objective of the Records and Information (RIM) policy is to establish information lifecycle requirements to effectively protect the authenticity, reliability, usability and integrity of recorded information and ensure efficiency in the retention, preservation and disposition of all records and information of the Board.

~~It is the policy of the York Catholic District School Board to maintain a standardized Records and Information Management procedure in order to safeguard the assets of the Board and ensure efficiency in the creation, maintenance, retrieval, storage and disposition of all records and information.~~

3. PARAMETERS

~~3.1 — Records and Information, in electronic and paper formats, shall be maintained and retained in keeping with guidelines established by the Province of Ontario and as outlined in the Board's *Records and Information Management Procedure Manual*.~~

3.1 In accordance to the *Education Act*, York Catholic District School Board shall institute a program of records and information management that will establish schedules for the retention, disposition and eventual destruction of records of the Board and of the schools under its jurisdiction other than records retained for archival use.

- 3.2 The management of York Catholic School Board records and information shall be in accordance with Generally Accepted Recordkeeping Principles established by the Association of Records Managers and Administrators (ARMA) International as global standards.
- 3.3 The Board shall provide an appropriate environment for the storage and retrieval of active, inactive and archival records.
- 3.4 Records and information ~~created, produced, collected, received and distributed gathered during~~ in the course of Board business are considered (to be) corporate information and, therefore, are the property of the Board.
- 3.5 Any record made of any act, transaction, ~~decision~~, occurrence, or event is admissible as evidence if such is made in the usual and ordinary course of any business.
- 3.6 All Board records and information, regardless of format and location, must be identified and classified in accordance with their level of sensitivity and confidentiality, and stored in a secure location for the period of time defined in the Board's records retention schedule.
- 3.7 The willful destruction, alteration, deletion, removal from the custody or control of the Board, concealment or private use of Board records and information is prohibited by this policy unless done so in accordance with the Board's approved records and information management retention schedule.
- 3.8 All Trustees, Board staff, employees, and third-party contractors or agents who leave employment shall ensure that all files and records in their care and possession are transferred to the manager/supervisor to ensure retention and operational continuity. York Catholic District School Board staff are prohibited from keeping Board records following the cessation of their employment.
- 3.9 ~~Staff shall be trained on their responsibilities~~ The Board shall provide appropriate training for staff as outlined in the Records and information Management Manual procedure.
- 3.10 Where practical and possible, information technology shall support the procedures of records and information management.

~~3.2 The Board's *Records and Information Management Program Manual* shall:~~

~~3.2.1 Define practices for the effective control over Board records and information providing for the security and confidentiality of all records and information stored:~~

~~3.2.2 Define all records and types of information to be stored:~~

~~3.2.3 Define processes for a record keeping system that will effectively maintain, store and allow for the safe retrieval of records and information:~~

~~3.2.4 Define a records and information management retention schedule that sets out, for each classification of records created or received, the length of time the records will be retained:~~

~~3.2.5 Define processes for the secure disposal of records and information when administrative, legal and fiscal values have ceased and all legal requirements as they affect Board documents have been met or have become inactive as defined in the retention schedule:~~

~~3.2.6 Define processes for the identification and preservation of records and information of enduring value due to archival, historical or other vital reason(s):~~

~~3.2.7 Be updated in conjunction with any review of the *Records and Information Management*~~

Policy.

~~3.2.8 Be available to all Board employees through the Board's website.~~

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Records and Information Management Policy.

4.2 Administrator Responsible for the oversight of Records and Information Management

4.2.1 To provide training to all staff who are responsible for Records Information and Management processes and as it relates to the requirements outlined in the Records and Information Management **Program**. ~~Manual.~~

4.3 Superintendents, Senior Managers and Managers

4.3.1 To assume responsibility for the information and records they create and maintain.

4.3.2 To oversee compliance within their departments of the Records and Information Policy and the requirements outlined in the Records and Information Management Program. ~~Manual.~~

4.4 Staff

To comply with the Records and Information Management Policy and the requirements outlined in the Records and Information Management **Program**. ~~Manual.~~

5. DEFINITIONS

5.1 Information

Refers to facts and data acquired for any purpose of the Board or by the Board.

5.2 Records

Information in any form, including a record made, recorded, transmitted or stored in digital form or other intangible form by electronic, magnetic, optical or any other means, but does **not** include a mechanism or system for making, sending, receiving, storing or otherwise processing information.

5.3 Records and Information Management (RIM)

Refers to the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records throughout its lifecycle including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records.

5.4 Records Retention Schedule (RRS)

A list of all the record classifications and their corresponding retention periods.

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Evidence Act](#)

[Archives and Recordkeeping Act](#)

[Municipal Freedom of Information and Personal Privacy Act](#)

[Personal Health Information Protection Act](#)

YCDSB Policies

[Policy 104 Participation Meetings Using Electronic Means](#)

[Policy 108A School Archives and Memorabilia](#)

[Policy 108B Central School Board Archival Collection](#)

[Policy 112 Privacy and Freedom of Information](#)

[Policy 113 Intellectual Property](#)

[Policy 116 Copyright](#)

[Policy 117 Code of Conduct](#)

[Policy 227 Ontario Student Record](#)

[Policy 317 Electronic Communications and Social Media](#)

[Policy 705 Use of Video Surveillance](#)

[Policy 609 Accessibility Standards for Information and Communication](#)

[Policy 809 Staff Use of External Legal Resources](#)

Related Documents

[Ontario Student Record \(OSR\) Guideline, 2020](#)

[ARMA International – The Principles](#)

POLICY TITLE: ~~RECORDS AND INFORMATION MANAGEMENT (RIM)~~

SECTION B: GUIDELINES

In compliance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act* for a standardized corporate records and information management system, the York Catholic District School Board has developed and implemented a records and information management program manual.

This program manual outlines provisions for the management of records and information within the Board, ensuring the security of such records and information and efficiency in the creation, maintenance, retrieval, storage and disposition of records the security of such records and information.

The objective of the records and information management program is to:

- Support efficient and effective program and service delivery;
- Foster informed decision-making;
- Facilitate accountability, transparency, and collaboration; and to;
- Preserve and ensure access to records and information in accordance with the laws of Canada and Ontario and for the benefit of present and future generations.

The Board's *Records and Information Management Program Manual* also provides direction and guidance to staff related to:

- a logical and systematic classification scheme for the arrangement of records in group or category classifications;
- methods of identification so that files can be created and/or retrieved efficiently; and,
- effective controls and security over Board records and information.

The Board's *Records and Information Management Program Manual*, contains information to assist staff with the application of provisions related to the following components:

- 1.1 Records Management Classification System;
- 1.2 Freedom of Information and Protection of Privacy;
- 1.3 Records Retention Schedule;
- 1.4 Records Disposition Criteria;
- 1.5 Inactive Records Storage; and,
- 1.6 Forms Management Program



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: Records and Information Management

Addendum to Policy 109: Records and Information Management

Effective:
Revised:

1. PREAMBLE

The Records and Information Management Procedure (“the Procedure”) supports the implementation of Policy 109 Records and Information Management Policy and the York Catholic District School Board is committed to implementing and maintaining a comprehensive Records and Information Management (RIM) Program for the systematic creation of records and information that are accurate, authentic, reliable, trustworthy, secure, efficient and effectively support accountability while serving as evidence and preserving Board activities for as long as required for present and future generations. This RIM procedure is to outline the following:

- 1.1 The RIM program complies with the obligation to maintain records and information in keeping with relevant legislation through the application of a systematic classification and retention scheme for the creation, identification, arrangement, retrieval, security, storage, retention, and disposition or archive of records and information.
- 1.2 Records and information created, produced, collected, received, and distributed, during the course of Board business, administrative department, and school support day to day operations are considered to be Board information and strategic assets in custody and / or control of the Board.
 - 1.2.1 This procedure applies directly to the following policies and procedures:
 - YCDSB Records and Information Management Policy 109
 - YCDSB Privacy and Freedom of Information Policy 112
 - YCDSB Privacy Breach Procedure, Freedom of Information Request
 - YCDSB Records Retention and Disposition Procedures
 - YCDSB Records Classification, Retention, Security and Disposition Schedule
 - YCDSB Code of Conduct Policy 117
- 1.3 The records and information management policy and procedures ensure that the appropriate attention/ protection is given to all YCDSB records and increases the efficiency of document/ file retrieval. The procedures ensure responsible management of board records and record-keeping systems as valuable resources, assets, and board compliance.
- 1.4 All board/school records created, received, and/or maintained by YCDSB’s affiliated staff and those acting as agents, in the course of their duties on behalf of YCDSB, regardless of physical form or characteristic (including paper, electronic, audiovisual, microform), are considered YCDSB’s property and subject to its control(s), including this procedure.

2. RIM PRINCIPLES

- 2.1 The records management procedures ensure board/school records are effectively managed throughout their creation, maintenance, and final disposition by:
 - **Ensuring** accountability information structures are in place for the management of board/school records.
 - **Identifying** documents into non-business, transitory and board records to apply retention on board/school records that must be retained for an approved set period of time.
 - **Recording** processes and the adequacy of records systems are transparent throughout processes.
 - **Ensuring** procedures are standardized across all departments.
 - **Implementing** a central records management inventory system to ensure board/school records can be located and retrieved effectively and efficiently in order to minimize board maintenance costs.

- **Exploring** opportunities for integration with the records/document management system are recognized.
- **Ensuring** all records systems have integrity and are reliable, compliant, comprehensive and systematic.
- **Supporting** accountability, audits, and promoting efficiency in order to minimize corporate risks.
- **Complying** with all applicable legal and audit requirements.
- **Ensuring** records are easily located and accessible based on security permissions
- **Preserving** archival significance
- **Ensuring** proper and timely disposition to mitigate risk and liabilities
- **Promoting** accountability and efficiency in order to save time and costs

3. LEGISLATION

3.1 *The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* provides individuals with a right of access to certain records and personal information under the custody or control of institutions covered by the Act. The purposes of the Act are as follows:

- **To** provide a right of access to information under the control of institutions in accordance with the principles that,
- **To** ensure information should be available to the public,
- **To** ensure necessary exemptions from the right of access should be limited and specific,
- **To** ensure decisions on the disclosure of information should be reviewed independently of the institution controlling the information; and
- **To** protect the privacy of individuals with respect to personal information about themselves held by institutions and to provide individuals with a right of access to that information.

The Municipal Freedom of Information and Protection of Privacy Act is divided into four parts:

Part I: Freedom of Information deals with the right of access to records, the exemptions to that right, and access procedures (Sections 4-26).

Part II: Protection of Individual Privacy concerns the collection, use and disclosure of personal information. This part also deals with an individual's right of access to his or her own personal information and the right to request correction of that information (Sections 27-38).

Part III: Appeal deals with the right to appeal and the procedure involved in appealing a decision made by an institution (Sections 39-44).

Part IV: General covers on general matters including the charging of fees, offences, regulations and the powers and duties of the Information and Privacy Commissioner (Sections 45-55).

The Act applies to any record in the custody or under the control of an institution. This includes records that were created both before and after the Act [Subsection 52(1)]. An Institution is the general term for local organizations, boards and other bodies covered by the Act. An institution is responsible for administering and adhering to the requirements of the Act.

The Act does not impose any limitation on the information otherwise available by law to a party for litigation. Where an institution is required to produce documentary evidence pursuant to rules of court, the exemptions in the Act does not affect the power of a court or tribunal to compel a witness to testify or compel a production of a document [Subsection 51(2)].

3.2 *The Personal Health and Information Protection Act (PHIPA)* sets how to manage personal health information records for students and employees of the Board.

3.3 *Education Act* sets out provisions for district school boards to establish Records and Information Programs to establish schedules for the classification, retention, disposition and eventual destruction or archive of records of the board and the schools under its jurisdictions other than records retained for archival use.

This procedure is consistent with subsection 171, (1), par.38 of the Education Act which states the Board may institute a records and information management program.

3.4 *The Ontario Evidence Act and The Canada Evidence Act* addresses how the Board's Records and Information Management may be used as evidence in legal court proceedings.

3.5 Other Sources of Legislation For some records, the law will specify a limitation, which is a time frame of risk during which the organization may sue or be sued. Other considerations when determining the retention period of a record are operational needs, costs, benefits and risks involved in keeping a record. Should any of these sources change, the RIM Program Manual will be revised to reflect the necessary revisions. Questions and/or concerns should be communicated to the Director's Office.

4. RIM Program Scope and Requirements

4.1 The YCDSB's Records and Information Management Program shall:

- Define practices for the effective control over Board records and information providing for the security and confidentiality of all records and information stored.
- Define all records and types of information to be stored.
- Define processes for a record-keeping system that will effectively maintain, store and allow for the safe retrieval of records and information.
- Define a records and information management retention schedule that sets out, for each classification of records created or received, the length of time the records will be retained.
- Define processes for the secure disposal of records and information when administrative, legal and fiscal values have ceased and all legal requirements as they affect Board documents have been met or have become inactive as defined in the retention schedule.
- Define processes for the identification and preservation of records and information of enduring value due to archival, historical or other vital reason(s).
- Be updated in conjunction with any review of the Records and Information Management Policy.
- Be available to all Board employees through the Board's website.

5. Roles and Responsibilities

In order to effectively manage the Records Management Program, it is important to provide a clear definition and understanding of each role, function, and responsibilities in the workplace.

The Senior leadership team for all areas of the business are responsible for ensuring the success of the YCDSB Records Management Program within their respective areas of responsibility by:

- Supporting the implementation of the program.
- Allocating resources to effectively manage board records.
- Promoting and ensuring compliance.
- Making provisions for regular audits.

5.1 Director of Education

- To oversee compliance with the Records and Information Management Policy, Procedures, and Program.
- To provide the administrative procedures necessary to implement this policy.

5.2 Superintendents, Administrators, Senior Managers and Managers

- To assume responsibility for the information and records they create and maintain.
- To oversee compliance within their departments of the Records and Information Policy and the requirements outlined in the Records and Information Management Program.
- To assign and document accountability of records management within the department.
- To classify their board records according to the YCDSB Records Retention and Disposition schedules
- To ensure all their board records are included in the YCDSB Records Retention and Disposition Schedules, and the schedules are followed.
- To consult with, Records Management Manager/Officer, regarding best practices for achieving accountability, access, and development of records procedures to manage board records throughout its life-cycle ("creation, maintenance, final disposition").
- To ensure their staff create, maintain and dispose of board records in accordance with established records management policies and procedures
- To provide the necessary resources to manage board records
- To develop a Records Information Resource Centre with a Records Coordinator to manage the standards of the Records Management Program and liaise with the Records Management Manager/Officer to ensure compliance of the operations.
- To hold the destruction of records when the board/school records are related to a legal claim or a regulatory inquiry which is ongoing or is anticipated.

5.3 Senior Leadership Department Heads at Board or School Administrator(s)

- To oversee Records and Information Management
- To ensure the schedule for classification, retention, disposition, archive and routine evaluations of adherence to the policy for RIM Program activities and routine audits to ensure productivity of the program.
- To provide training to all staff who are responsible for Records Information and Management processes and as it relates to the requirements outlined in the Records and Information Management Program Manual.

5.4 Staff

- To comply with the Records and Information Management Policy and the requirements outlined in the Records and Information Management Program.

For the current operations of the departments who do not have a Records Management contact, the administrative staff will be the point-of-contact for managing files for their respective groups.

Key Responsibilities:

- To maintain the collection of information sources with an index and retrieval system approved by Records and Information Management
- To file documents into the approved file system to support the department process
- To implement a charge-out system to prevent lost departmental records
- To catalogue and track file folders and similar materials
- To only use paper copies when needed and eliminate paper duplicates
- To respond to record requests

- To track all file folders, storage boxes, and similar materials stored at the offsite record center
- To schedule, track and manage the commercial storage of board records
- To use appropriate file supplies and equipment
- To transfer to inactive storage or archives when those files are no longer needed in the office.
- To conduct an annual purge of board records

All staff are responsible for:

- Creating board records in a timely and accurate manner to document all decisions and actions taken for which they are responsible.
- Maintaining board records so that accurate and complete information can be found when needed. This means setting up and maintaining directory files and filing materials (in all formats) in accordance with this records management procedures.
- All Departmental Records are classified to the records series as set out in the YCDSB Classification and Retention Schedule (Appendix A). If a YCDSB record is not listed in a record series, the department must contact the Privacy, Records, Information, and Archive Management Services who will provide guidance (and/or create a new Records Series where applicable).
- Carrying out the disposition of board records under their control in accordance with the Records Retention and Disposition Schedules.

5.5 Privacy, Records, Information, and Archive Management Services

Board-wide responsibility for the records management program by:

- Providing central direction for the YCDSB Records and Information Management Program, including the development of board records management policies, standards, procedures and guidelines. Their identification, description, storage, transfer and preservation or disposal.
- Every department and sub-departments (collectively “Departments”) must develop and implement comprehensive, written operations procedures for Records and Information Management that:
 - Specify who is accountable for each aspect of Records and Information Management within their Departments; and
 - Ensure compliance with the RIM Policy and all reference documents listed
- Monitoring, research, and management of the Records Retention and Disposition Schedule.
- Developing effective techniques for management of board records in conjunction with Departments including the administration of the board records / document management system.
- Developing and promoting, in collaboration with the Information Services Division and Departments, a framework for the management of electronic information, which includes standards, guidelines, tools, and best practices that support this procedure.
- Providing records management advice, training and assistance to Departments.
- Assisting Departments to integrate records management requirements into business strategies and plans.
- Developing business continuity planning for identifying and protecting board records deemed vital for continuity of mission-critical business operations.
- Coordinating dispositions and destruction approvals.
- Working with the Regional Internal Audit Team to develop monitoring procedures to ensure compliance to policy and practice.

- Safeguard from improper disclosure, use, disposition or destruction, in accordance with legal, privacy (applicable privacy legislation and YCDSB's Privacy Policy and Guidelines), and policy obligations. (For board records containing personal information, refer to YCDSB Privacy Code). Safeguard vital board records and contingency management of board records.
- Install proper controls and guidelines for managing YCDSB's board records within storage at the YCDSB warehouse or school storage rooms.

5.6 Records Management Committee

To Serve in an advisory capacity and establish subcommittees to evaluate special issues from time to time.

- Overall responsibility for the administration of the RIM program.
- Responsible for evaluating enhancements, initiating changes, working with Senior Management to address compliance and soliciting feedback, and ensuring that the needs of the Departments / Functioning Areas are being met on a continuous basis

5.7 Archives

To serve as the YCDSB's corporate memory by identifying, preserving and making available for use; the board's permanently valuable / historical records.

5.8 Information Technology

To develop a framework for the management of electronic information, which includes:

- standards, guidelines, tools, and best practices that support this policy and procedure,
- provides assistance in the sourcing and implementation of the board records / document management system,
- acts as the custodian (but not the owner) of electronic records – implement the appropriate controls; providing physical and procedural safeguards for electronic records / information; ensuring electronic records / information are accessible and readable during their life-cycle; and assisting the Departments / Functional Area's in evaluating the cost-effectiveness of controls,
- developing test and implement a disaster recovery plan to ensure vital board records are backed up in order to facilitate access and readability in the event of a disaster,
- ensuring board records accessibility and usability over time and through technological change.

5.9 Regional Internal Audit Team (RIAT)

- To conduct audits of records management activities to ensure compliance to this policy and procedure

5.10 Office Services

- To work with the Records and Information Management Manager / Officer to provide cost-effective and secure transfer, storage and retrieval services for inactive board records within the warehouse and school storage rooms.
- To Work with the Records and Information Management Manager / Officer to provide cost-effective, secure and accurate disposal services for board records eligible for destruction in accordance with the Records Retention Schedule.

6. Definitions

Archive

An area utilized for storage of inactive records, manuscripts, papers and memorabilia which are retained permanently for the benefit of the school/board and posterity.

Classification and Retention Schedule

A schedule setting out a functional organizational structure for classifying official records and applicable retention periods developed through a review of the board information assets and departmental consultation. This identifies legal requirements, operational needs, and records management best practices.

Information Governance

A strategic asset that governs the decision and accountability framework to apply appropriate controls for the creation, valuation, use, sharing, storage, archiving, and deletion of information. This includes clearly outlining the policies, standards, processes, metrics, and roles guiding the efficient and effective use of information.

Information Lifecycle

The stages in which information passes is characterized as creation or collection, processing, dissemination, use, storage, and disposition, to include destruction and deletion.

Official Records

Recorded information in the custody and control of the board relating to the mandate and functions of the board that have been identified for the legal retention and disposition requirements. Records having the legally recognized and judicially enforceable quality of establishing some fact, policy, or institutional position or decision.

Record

Information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or the transaction or decision of a business.

Records and Information Management

The field of management responsible for establishing and implementing policies, systems, and procedures to capture, create, access, distribute, use, store, secure, retrieve, and ensure disposition of an organization's records and Information.

Transitory or Non-Records

Documents that have short-term use only and do not need to be filed and have no evidence value within legal proceedings. They are produced or received in the course of actions, in preparation of other records which replace them or convenient reference.

7. YCDSB Classification and Retention Schedule

The YCDSB Records Classification System provides a framework for organizing company records of any medium into folders for access, retrieval, storage, and disposition. The standard format for classification is based on five groups: Primary Classification, Primary Name, Department, Record Type and Date. YCDSB records managed by various departments will be arranged by primary classification, primary name, secondary name, file code and date.

Classification Example to Create Files:

Primary Classification □ Primary Name □ Secondary Name □ File Code □ Date □ Year

Example:

Employee □ Smith, Jane. □ Employee Records □ H07 □ 2022

Most YCDSB records fall into one of the Primary Classifications below based on the type to which the information is related. For example, a contract relates to a vendor and therefore falls into the Vendor Classification: Board, Employee, Student, Vendor, Property, Project.

The Primary Name is the dominant description field used to retrieve the relevant information of the file.

The following lists each of the Primary Classifications and the corresponding naming conventions to be used for the Primary Name field of the file.

Board – For internal documents, York Catholic District School Board will represent the internal document types

Naming Convention: Full Legal Name of the Company

Example: YORK CATHOLIC DISTRICT SCHOOL BOARD

Employee – Information and documents specific to an employee. This includes union matters relating to employees, group and policy grievances

Naming Convention: Employee's Last Name, First Name

Example: SMITH, JOHN

Student – Information and documents specific to a customer

Naming Convention: Student's Last Name, First Name

Example: DOE, JANE

Vendor – information and documents relating to a Loblaw Vendor or Counterparty

Naming Convention: Full legal name of the vendor or in certain cases, a recognizable portion of the name.

Example: BLACK AND DECKER

Property – Information and documents specific to property owned or leased by Loblaw. This includes Franchise and Franchisee information and documents.

Naming Convention: Province, Region, Address

Example: ON AURORA 325 BLOOMINGTON RD.

Project – Information and documents specific to a project.

Naming Convention: Full Title of Project

Example: FORMS AND WORKFLOWS VENDOR SELECTION 2023

See Appendix A – YCDSB Classification and Retention Schedule

8. Records Retention

YCDSB records must be retained:

- i. For the minimum retention periods set up in the YCDSB RIM Policy
- ii. In a manner that (i) ensure easy retrieval by other employees authorized to access such records, (ii) is secure and (iii) complies with the "Information Security Policy"
- iii. With special safeguards for Vital Records which include a contingency plan to recreate or access alternate copies of Vital Records if necessary

9. Disposition of Records

- a. Each Department must conduct (minimum) an annual review to identify YCDSB Records that are eligible for destruction because the minimum retention period has expired.
- b. When the minimum retention period has expired, each Department must dispose of, or archive the YCDSB Records in accordance with the YCDSB RIM Policy, disposition process, and

Appendix A

10. Assessments of Records and Information Management Compliance

- a. Each Department must conduct an annual review of compliance with its Records and Information Management processes, identifying and documenting risks and other significant issues, and undertaking corrective action as required.

11. REFERENCES

Legislation

[*Municipal Freedom of Information and Protection of Privacy Act*](#)

[*The Personal Health and Information Protection Act*](#)

[*Education Act*](#)

[*The Ontario Evidence Act*](#)

[*The Canadian Evidence Act*](#)

YCDSB Policies

[*Policy 104 Participation Meetings Using Electronic Means*](#)

[*Policy 108A School Archive*](#)

[*Policy 108B Central School Board Archival Collection*](#)

[*Policy 112 Privacy and Freedom of Information*](#)

[*Policy 113 Intellectual Property*](#)

[*Policy 116 Copyright*](#)

[*Policy 117 Code of Conduct*](#)

[*Policy 227 Ontario Student Record*](#)

[*Policy 317 Electronic Communications and Social Media*](#)

[*Policy 705 Use of Video Surveillance*](#)

[*Policy 609 Accessibility Standards for Information and Communication*](#)

[*Policy 809 Staff Use of External Legal Resources*](#)



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Community
<i>Policy Number</i>	606
<i>Former Policy Number</i>	706
<i>Total Pages</i>	13
<i>Original Approved Date</i>	December 19, 1995
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CATHOLIC SCHOOL COUNCILS

1. PURPOSE

The York Catholic District School Board, as per the *Education Act*, Ontario Regulation 612/00, *School Councils and Parent Involvement Committees*, requires that a Catholic School Council will assist the school in engaging parents to improve student achievement, **and in** developing positive communication links with home, church and the broader school community. In accordance with section 2(2) of the Ontario Regulation 612/00, the Catholic School Council's primary purpose is to propose recommendations in accordance with this Regulation to the Principal of the school and the Board that established the council. The Catholic School Council will also assist the school in realizing its goals and mission as well as the Board's vision.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that each school will establish a Catholic School Council **and adhere to the provisions outlined in York Catholic District School Board's Catholic School Council Constitution and all other applicable legislation.**

3. PARAMETERS

3.1 General

- 3.1.1 A Catholic School Council is an advisory body to the Principal and the Board whose primary means of achieving its purpose is by making recommendations in accordance with Ontario Regulation 612/00 s.2(1).
- 3.1.2 Schools will make every attempt to reflect the diversity of the school community within the membership of the Catholic School Council in order to encourage Parent/Guardian engagement and include the voices of all stakeholders (*Ministry of Education: School Councils: A Guide for Members*, s. 3.1).
- 3.1.3 Catholic School Council elections shall be held within the first thirty (30) calendar days of each school year, on a date that is fixed by the current Chair

or Co-Chairs of the Catholic School Council in consultation with the Principal [Ontario Regulation 612/00, s. 4(4)].

- 3.1.4 In accordance with section 4(5) of the Ontario Regulation 612/00, an election of parent members of a Catholic School Council shall be,
- (i) in person, at a location that is accessible by the public;
 - (ii) by electronic or telephonic means; or
 - (iii) both in person, at a designated location, and by electronic or telephonic means.
- 3.1.5 Fourteen (14) days prior to the election date of parent members, the principal of the school, on behalf of the Catholic School Council, shall give written notice of the date, time and location of the election to every parent of a student who is enrolled in the school [Ontario Regulation 612/00, s.4 (6)].
- 3.1.5.1 The notice may be given to the parent's child for the delivery to his or her parent; and
 - 3.1.5.2 Posting the notice in a designated location in the school that is visible to parents;
 - 3.1.5.3 Delivering the notice to the parent by email or by electronic means;
 - 3.1.5.4 Posting the notice on the school's website.
- 3.1.6 The election of parent members shall be by secret ballot [Ontario Regulation 612/00, s.4 (8)].
- 3.1.7 If a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year [Ontario Regulation 612/00, s. 4(5)].
- 3.1.8 The Board shall solicit the views of the Catholic School Council with respect to Board matters as outlined in the Ontario Regulation 612/00 (s.19).
- 3.1.9 Where there is a particular concern, the Catholic School Council may also make a delegation to the Board in accordance with Policy 106, *Delegations to the Board*. ~~and input to Agenda Items.~~
- 3.1.10 The school community may be invited to provide input to the Catholic School Council. In its role as an Advisory body, it is the responsibility of the Catholic School Council to come to a final decision/position with respect to the issue/topic being addressed. The Principal shall make their final determination once **all** input from the Catholic School Council has been reviewed.
- 3.1.11 The Catholic School Council shall establish goals, priorities and procedures (~~i.e.: Constitution/Operating By-Laws~~) [Ontario Regulation 612/00 s.15]. The Catholic School Council Constitution/~~Operating By-Laws~~ **provided by the Board** shall be reviewed at the first meeting of the newly elected Catholic School Council.
- 3.1.12 All Catholic School Council members, who have direct and regular contact with students shall provide proof of Vulnerable Sector ~~Screening~~-Check or an

Enhanced Police Information Check (E-PIC) obtainable from the York Regional Police at www.yrp.ca.

- 3.1.13 All Catholic School Council members who have direct and regular handling of Catholic School Council finances shall fulfill their responsibilities in accordance with YCDSB Policy 603A *School Fundraising*.
- 3.1.14 All Catholic School Council members are mandated to keep student information confidential.
- 3.1.15 There will be no honorarium paid to any person serving as a member of the Catholic School Council [Ontario Regulation 612/00, s.11(1)].
- 3.1.16 The Principal shall ensure that no partisan information is distributed on school premises.
- 3.1.17 Board personnel and the York Catholic Parent Involvement Commitment (YCPIC) will organize information and training sessions to enable Catholic School Council Members to develop their skills.
- 3.1.18 The York Catholic District School Board reserves the right to disband a Catholic School Council in the event of a conflict that cannot be resolved, and/or behaviour contrary to the Council's role and responsibilities. Elections to reconstitute a new Catholic School Council will be held in accordance with Ontario Regulation 612/00.

3.2 Membership: Composition & Term of Office

- 3.2.1 All members on a Catholic School Council are valued and equal partners. Each elected or appointed member, receives one vote.
 - 3.2.1.1 The principal of the school ~~cannot vote~~ **does not participate** in votes taken by the school council or by a committee of the school council.
- 3.2.2 The Board encourages all Catholic Schools Councils to have student representation.
- 3.2.3 Membership on the Catholic School Council shall be determined in the following manner:
 - 3.2.3.1 Parent/Guardian representatives shall be elected by Parents and Guardians of students enrolled in the school;
 - 3.2.3.2 Elementary and Secondary Student representatives shall be elected by students enrolled in the school;
 - 3.2.3.3 One teacher representative shall be elected by members of the teaching staff assigned to the school;
 - 3.2.3.4 One non-teaching representative employee shall be elected by non-teaching employees assigned to the school (i.e.: Secretaries, Custodian Educational Assistants, Educational Intervenors, Designated Early Childhood Educators, Lunchtime Supervisors, Office Support Workers);

- 3.2.3.5 One School Community representative shall be appointed by the Catholic School Council;
- 3.2.3.6 One Ontario Association of Parents in Catholic Education (OAPCE) representative. The designated OAPCE representative shall be a Parent/Guardian of a student currently enrolled in the school.
- 3.2.3.7 Parish Representative(s) designated by the Parish or Parishes affiliated with the school;
- 3.2.3.8 The Chair of the Catholic School Council shall be a member who is a Parent/Guardian of a student enrolled at the school, and shall be elected by the Catholic School Council [Ontario Regulation 612/00 s8(2)];
- 3.2.3.9 The Principal shall be a designated, non-voting member.
- 3.2.4 ~~It is recommended that~~ The membership of a Catholic School Council shall not exceed 25 parents.
- 3.2.5 Parent/Guardian(s) shall form the majority of members on the Catholic School Council.
 - 3.2.5.1 Where the number of persons running for positions on Catholic School Council exceeds the number of positions available; there shall be a limitation imposed of only one person per household being allowed to hold a position.
 - 3.2.5.2 Where the number of members is fewer than 25 persons ~~or less than the required number of members~~, two members of the same household may run, hold a position and exercise their right to vote.
- 3.2.6 A person who is employed by the board cannot be the Chair or Co-Chair of the Catholic School Council [Ontario Regulation 612/00 s.8(3)].
- 3.2.7 The Principal will communicate with the Pastor of the Parish or Parishes affiliated with the school to confirm a Parish Representative who will be designated as a member of the Catholic School Council. In a situation where a school is affiliated with more than one Parish, representation must be sought from all Parishes concerned. If more than one Parish Representative is designated from the affiliated Parishes, it must be understood that only one vote is allocated to this position.
- 3.2.8 A person is not qualified to be a parent member of the Catholic School Council if ~~he or she is~~ they are employed at the school ~~his or her~~ their child attends, and may only be elected as either the teaching or non-teaching staff representative (i.e.: An Office Support Worker is a Board employee, part of a Union and has a permanent position. Therefore, this person would qualify for election only as a non-teaching representative).
- 3.2.9 A person who fulfills a staff's absence on an emergency basis but is not a certified teacher of the Board and is not part of a Union nor holds a permanent position, may be elected to the Catholic School Council as a parent member if they have a child attending the school.

- 3.2.10 A parent, who is employed by the board but does not work at the school their children attend, may be elected as a parent member as long as they declare to other parents that they are employed by the school board prior to their election. This information shall be recorded in the minutes of the first Catholic School Council meeting.
- 3.2.11 The term of office for elected and appointed positions on a Catholic School Council shall not exceed one year. A member of a Catholic School Council may be re-elected or reappointed, ~~unless otherwise provided by the by-laws of the council~~ (Ontario Regulation 612/00 s.6).
- 3.2.12 A vacancy in the membership of the Catholic School Council shall be filled by election or by appointment, in accordance with the **Constitution** ~~by-laws~~ of the Council. ~~set by the individual Catholic School Council. Catholic School Councils that want the option of filling a vacancy by appointment must ensure that a — by-law is in place to provide for that option. Otherwise, the vacancy must be filled by election.~~ If an election is to occur to fill a vacancy, then the election rules set out in Ontario Regulation 612/00 apply (Ontario Regulation 612/00 s.7)

3.3 Meetings

- 3.3.1 All Catholic School Councils shall hold a minimum of four meetings per year [Ontario Regulation 612/00 s.12(1)].
- 3.3.2 A Catholic school council shall meet within the first 35 days of the school year after the election is held. The date for the initial meeting shall be determined by the principal of the school [Ontario Regulation 612/00,s.12(2)].
- 3.3.3 All Catholic School Council meetings, Executive meetings and Subcommittee meetings shall be held,
- (i) in person, on school premises or at a location accessible to the public and open to all members of the school community [Ontario Regulation 612/00, s.12(6)].
 - (ii) by electronic or telephonic means; or
 - (iii) both in person, at a location described in clause (i) and by electronic means.
- 3.3.3.1 A member of a school council who participates in a meeting through electronic or telephonic means shall be deemed present in the meeting.
- 3.3.4 The Principal shall, on behalf of the Catholic School Council, give written notice of the dates, times and locations of the meetings of the council to every parent/guardian of a student who is enrolled in the school [Ontario Regulation 612/00 s 12(7)].
- 3.3.5 The notice provided by the Principal and required by subsection 3.3.4 may be given by doing one or more of the following:
- (i) Giving the notice to the parent by email or by other electronic means.
 - (ii) Posting the notice in a designated location in the school in a location that is visible to parents.
 - (iii) Delivering the notice to the parent by email or by other electronic means.

- (iv) Posting the notice on the school's website.
- 3.3.6 All Catholic School Councils shall make every reasonable effort to avoid scheduling Catholic School Council meetings on evenings of scheduled Board meetings to enable Trustees the opportunity to attend.
- 3.4 Committees**
- 3.4.1 A Catholic School Council may, in accordance with its by-laws, establish committees to make recommendations to the Catholic School Council [Ontario Regulation 612/00 s.13(1)].
- 3.5 Establishing By-Laws/ Review of Constitution**
- 3.5.1 The Catholic School Council must ~~review~~ **familiarize themselves with the** Constitution ~~and operating by-laws~~ on an annual basis, as soon as possible after the Catholic School Council meets for the first time to address the following as outlined in Ontario Regulation 612/00 s.15:
- 3.5.1.1 Election procedures;
- 3.5.1.2 Filling vacancies; and,
- 3.5.1.3 Conflict of interest and conflict resolution procedures.
- 3.5.2 ~~By-laws~~ **The Catholic School Council Constitution** must be revised in accordance with any amended legislation governing the operation of a school council.
- ~~3.5.3 By-laws governing other areas of operation may also be developed but must be in accordance with applicable Board policies and Ontario Regulation 612/00.~~
- ~~3.5.4 In the event of a school closure/consolidation as a result of a Pupil Accommodation Review, the first order of business for the newly elected Executive shall be to review/revise the Catholic School Council's existing constitution and by-laws of the consolidated school.~~
- 3.6 Minutes and Financial Records**
- 3.6.1 A Catholic school council shall keep minutes of all of its meetings and records of all of its financial transactions.
- 3.6.2 The minutes of Catholic School Council meetings and records of financial transactions shall be accessible by any person at the school for examination.
- 3.6.3 The recorded minutes of all the Catholic School Council meetings and records financial transactions shall be submitted to the Principal of the school.
- 3.6.4 Accurate accounting shall be maintained by the Principal and the Treasurer of the Catholic School Council to comply with the requirement of accountability and transparency to the school community.
- 3.6.5 Subsections (3.6.1) and (3.6.2) do not apply to minutes and records that are more than four years old.
- 3.7 Fundraising**
- 3.7.1 All fundraising activities shall be conducted in accordance with Board Policies and Guidelines (Policy 603A *School Fundraising* and Policy 603B *Fundraising for External Charitable Purposes*).
- 3.7.1.1 Funds raised are to be used for a purpose approved by the Board and/or Principal. Catholic School Councils shall ensure that Catholic

- School Council funds and school resources are not used to promote a particular viewpoint (Ontario Regulation 612/00 s. 22).
- 3.7.1.2 Any funds and assets generated through fundraising activities assisted by the Catholic School Council are the property of the Board.
 - 3.7.1.3 In the event of a school consolidation/closure, the following will be adhered to as outlined in the Board's Procedure: *Transition Process for School Consolidation/Closure, Addendum to Policy 713 Pupil Accommodation Review of School* as follows:
 - 3.7.1.3.1 Any residual fundraising monies shall be proportionately distributed, based on student enrolment, to the affected schools; and,
 - 3.7.1.3.2 All school assets purchased through fundraising or General School Budget (GSB), shall be distributed equitably based on a needs assessment completed by Board staff, in consultation with the appropriate School Superintendent(s) and Principals of the affected schools:
 - (i) First, to the affected schools; and,
 - (ii) Second, to other schools as identified by Board Staff.

3.8 Annual "Year-End" Report

- 3.8.1 All Catholic School Councils shall submit a written report annually on its activities to the principal of the school and to the board **by September 20th each year** [Ontario Regulation 612/00,s.24(1)]. **Catholic School Councils should use the [template provided here](#) by the Board.**
- 3.8.2 If the Catholic School Council engages in fundraising activities, the annual report shall include a report on those activities.
- 3.8.3 On behalf of the Catholic School Council, the principal shall give a copy of the report to every parent of a student who is enrolled in the school.
- 3.8.4 Subsection (3.8.3) may be complied with by doing one or more of the following:
 - (i) Giving a copy of the report to the parent's child for delivery to the parent.
 - (ii) Posting a copy of the report in the school in a location that is accessible to parents.
 - (iii) Delivering a copy of the report to the parent by email or by other electronic means
 - (iv) Posting a copy of the report on the school's website.

3.9 Electronic Mail Communication & Social Media

- 3.9.1 Only York Catholic District School Board staff, using a Board email address, can create, update and moderate information that is shared on the Board's endorsed social media platform.
- 3.9.2 Catholic School Council members, and parents at large, are encouraged to follow Board/School social media accounts.
 - 3.9.2.1 All Catholic School Council communication must be approved by the Principal and posted only on the school website. Catholic School Councils shall not create social media accounts such as Facebook, Twitter, Instagram etc.

- 3.9.2.2 All Catholic School Council content must be approved by the Council and the Principal before being published on the School website.
- 3.9.2.3 In accordance with the *Municipal Freedom of Information and Privacy Act*, only the Board/Schools have the authority to collect personal information and parental consent for the posting or sharing of student information, photos and videos.
- 3.9.2.4 Catholic School Councils may provide content to the social media account via the Principal, but may not have access to post directly to the school social media account.
- 3.9.2.5 Catholic School Council members shall promote and practice strong digital citizenship/discipleship when or if communicating on their personal accounts. When posting on the internet or emailing, members will not disclose any information that is confidential.

3.10 York Catholic Parent Involvement Committee (YCPIC)

- 3.10.1 The purpose of the York Catholic Parent Involvement Committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being [Ontario Regulation 612/00, s.27)].
- 3.10.2 The York Catholic Parent Involvement Committee shall work with Catholic School Councils of the Board and, through the Director of Education as per Ontario Regulation 612/00, s. 27 & 28 to:
 - 3.10.2.1 Share effective practices to help engage parents;
 - 3.10.2.2 Identify and reduce barriers to parent engagement;
 - 3.10.2.3 Help ensure that schools of the board create a welcoming environment for parents of its pupils;
 - 3.10.2.4 Develop skills and acquire knowledge that will assist the parent involvement committee and councils of the board with their work; and,
 - 3.10.2.5 Determine, in consultation with the Director of Education and in keeping with Board's policies, how funding, if any, provided under the *Education Act* for parent involvement is to be used.

3.11 Ontario Association of Parents in Catholic Education (OAPCE)

- 3.11.1 The Ontario Association of Parents in Catholic Education is established to,
 - 3.11.1.1 Respond to and represent the interests and concerns of Parent/Guardian(s) who have children enrolled in publicly funded Catholic schools with a focus on all aspects of student education: spiritual, academic, health and safety, as well as other issues which may arise from parent communication with the organization;
 - 3.11.1.2 Collaborate with local and provincial education partners to strengthen the voice of Catholic education.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Catholic School Councils policy and related guidelines.

4.2 Senior Administration

- 4.2.2 To support school communities with the implementation of and compliance with the Catholic School Councils policy and related guidelines.

4.3 Principal

- 4.3.1 To perform the duties as outlined in Ontario Regulation 612/00 *School Councils and Parent Involvement Committees* and Ontario Regulation 613/00 *Operation of Schools*.
- 4.3.2 To ensure compliance with the Catholic School Councils policy and related guidelines.
- 4.3.3 To make every effort to engage parents who reflect the diversity of the school community to be members of the Catholic School Council.
- 4.3.4 To facilitate the establishment of the Catholic School Council and assist in its operation.
- 4.3.5 To attend Catholic School Council meetings.
- 4.3.6 To support and promote Catholic School Council's activities that are consistent with the board's policy statement dealing with Catholic School Councils.
- 4.3.7 To seek input from the Catholic School Council in areas for which it has been assigned advisory responsibility.
- 4.3.8 To consult with the Catholic School Council on fundraising expenditures.
- 4.3.9 To Act as a resource on laws, regulations, board policies, and collective agreements.
- 4.3.10 To obtain and provide information required by the Catholic School Council to enable it to make informed decisions.
- 4.3.11 To communicate with the Chair of the Catholic School Council, as required.
- 4.3.12 To ensure that parent members are given written notice of the date and time of the location or means to access the election 14 days prior to the date of the election.
- 4.3.13 To ensure that all Catholic School Council meeting dates are posted on the Catholic School Council section of the School Website and in the School Calendar, and that all agendas and minutes are posted on the school website in a timely manner.
- 4.3.14 To ensure that the Catholic School Council's Annual "Year End" Report is submitted to the Board and posted to the Catholic School Council section of the School Website in a timely manner.
- 4.3.15 To ensure that copies of the agenda and minutes of all Catholic School Council meetings including Executive and Subcommittee meetings are kept at the school for four years.
- 4.3.16 To ensure that copies of all Catholic School Council, Executive and any Subcommittee Agendas, Minutes and the Annual "Year End" Report are shared with the Catholic School Council, all Parents/Guardians, local Trustee(s) and School Superintendent electronically, if possible, and in a timely manner.
- 4.3.17 To assist the Catholic School Council in communicating with the school community.
- 4.3.18 To contact the wider school community, local Trustee(s) and School Superintendent to notify of any change or cancellation of Catholic School Council meetings.
- 4.3.19 To present to the Catholic School the General School Budget and the School Bank Account allocations as well as all fundraising expenditures on a regular basis.
- 4.3.20 To maintain the authority to end and/or terminate the meeting, should inappropriate discussions about individual Parent/Guardian(s), students, staff, Trustees or other Catholic School Council members arise.

4.4 Catholic School Council

- 4.4.1 To fulfill the role of an advisory body to the school and board as follows:
 - 4.4.1.1 To respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer and/or Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*;
 - 4.4.1.2 To coordinate the election procedures for Catholic School Councils to be held within the first thirty calendar days of the start of the school year;
 - 4.4.1.3 To promote the best interests of the school community;
 - 4.4.1.4 To communicate regularly, via the School Website or School Newsletters, with parents and other members of the school community seeking their views and preferences with regard to matters being addressed by the Catholic School Council; and,
 - 4.4.1.5 To report on the activities of the Catholic School Council to the school community and Board as required.
- 4.4.2 To maintain a school-wide focus on all issues with sensitivity to the school's needs, culture and demographics.
- 4.4.3 To respect that Catholic School Council meetings are not a forum for discussion about individual Parent/Guardian(s), students, staff, trustees or other Catholic School Council members.
- 4.4.4 To respond to Board requests regarding policies under review in a timely manner.

5. DEFINITIONS

5.1 Advisory Body

A group established to provide advice and recommendations. An advisory body does not have final decision-making powers.

~~5.2 By laws~~

~~The rules developed and adopted by the Catholic School Council for the regulation of its operation and proceedings. By laws must not conflict with Board policies or provincial legislation by which a Catholic School Council is established.~~

5.2 Constitution

A document that defines the structure of the Catholic School Council and sets out the principles according to which the council is governed. Catholic School Councils are not required to develop lengthy Constitutions, since Ontario Regulation 612/00 sets out the mandate and roles and responsibilities for School Councils.

5.43 Digital Citizenship/Discipleship

The norms of appropriate, responsible behaviour with regard to technology use. It encompasses digital literacy, ethics, etiquette, online safety, rights, culture, wellness and copyright.

5.54 Diversity

The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to,

age, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status.

5.65 Electronic Communication & Social Media

Any software, application(s), e-mail, SMS (Texting) and website(s) which enable users to access, create, download, exchange and store information online.

5.76 Personal Information

In accordance with Ontario's *Personal Information Protection and Electronic Documents Act (PIPEDA)*, personal information includes:

- Name, race, ethnic origin, religion, marital status, educational level
- E-mail address and messages, Internet Protocol (IP) address
- Age, height, weight, medical records, blood type, DNA code, fingerprints, voiceprint
- Income, purchases, spending habits, banking information, credit/debit card data, loan or credit reports, tax returns
- Social Insurance Number (SIN) or other identification numbers

5.87 School Community

All Parent/Guardian(s) who have children enrolled in the school as well as stakeholders within the designated school boundary including, but not limited to staff, local pastor(s), parish representative, community representative and/or residents.

6. CROSS REFERENCES

Legislation

Education Act, [Ontario Regulation 612/00 School Councils and Parent Involvement Committees](#)
Education Act, [Ontario Regulation 613/00 Operation of Schools](#)
[Municipal Freedom of Information and Protection of Privacy Act](#)
[Ontario Ministry of Education School Councils: A Guide for Members, 2001, Revised 2002](#)

YCDSB Policies

[Policy 106 Delegations to the Board](#)
[Policy 201 Healthy Schools](#)
[Policy 201A Healthy Schools – Eating & Nutrition](#)
[Policy 205 Student Government](#)
[Policy 317 Electronic Communications & Social Media](#)
[Policy 603A School Fundraising](#)
[Policy 603B Fundraising for External Charitable Purposes](#)
[Policy 608 Volunteers in Schools](#)
[Policy 713 Pupil Accommodation Review](#)
[Policy 803 School Generated Funds](#)

YCDSB Procedures

YCDSB [School Generated Funds Administrative Procedure](#)
YCDSB [Transition Process for School Consolidation/Closure Procedure](#)

CATHOLIC SCHOOL COUNCILS

GUIDELINES

1. Role of Catholic School Council Members

- 1.1 Provide informed advice to the Principal on matters related to student achievement, well-being and continuous school improvement
- 1.2 Maintain a school-wide perspective on issues
- 1.3 Participate in Catholic School Council meetings
- 1.4 Participate in information and training programs
- 1.5 Act as a link between the Catholic School Council and the school community
- 1.6 Encourage the participation of all Parent/Guardian(s) and of other people within the school community
- 1.7 Respect the confidentiality of all information that may be received regarding any pupils or staff while being a volunteer and/or Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

2. Role of Catholic School Council Chair/Co Chair

- 2.1 Call Catholic School Council meetings; (minimum of four per year – first meeting to be held within 35 days of the start of the school year)
- 2.2 New members to the Catholic School Council Executive should attend the Catholic School Council Orientation Workshop offered by the York Catholic Parent Involvement Committee held annually in the Fall
- 2.3 Prepare, in concert with the Principal, the agenda for Catholic School Council, Executive or Subcommittee meetings
- 2.4 Chair Catholic School Council meetings
- 2.5 Ensure that the minutes of Catholic School Council, Executive or Subcommittee meetings are recorded, maintained and kept for four years
- 2.6 Participate in information and training programs
- 2.7 Communicate with the school Principal as required
- 2.8 Ensure that there is regular communication with the school community posted on the Catholic School Council section of the school website
- 2.9 Consult with senior board staff and Trustees, as required, and submit annually a written report of the Catholic School Council activities to the Principal and the Board. This Year-End Report will be posted on the school website.
- 2.10 Respect the confidentiality of all information that may be received regarding any pupils or staff while being a volunteer and/or Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*

3. Role of Catholic School Council Secretary

- 3.1 Ensure that the minutes of the Catholic School Council meetings are recorded and retained for a minimum of four years
- 3.2 Keep a record of the proceedings of all other Catholic School Council meetings (i.e.: Executive or Sub-Committee meetings) for a minimum of four years
- 3.3 Attend to all official correspondence and communication, posting of notices and filing of records as directed by the Catholic School Council in collaboration with the Chair and Principal, and in accordance with Board policies and procedures.

4. Role of Catholic School Council Treasurer

- 4.1 Entrusted with the receipt, care and management of all Catholic School Council funds in accordance with Board policies and procedures
- 4.2 Prepare all deposits and ensure that they are signed by both the Treasurer and Chair or Co-Chair
- 4.3 Ensure that all deposits are prepared by a minimum of two (2) Catholic School Council members, one being the Treasurer, to confirm deposit amounts
- 4.4 Prepare all documentation for the payment of invoices authorized by the Catholic School Council
- 4.5 Provide an account of all transactions and a current financial statement (budget vs. actual analysis) at regular Catholic School Council meetings, or whenever required
- 4.6 Ensure that all financial records of the Catholic School Council remain at the School and are available for audit purposes
- 4.7 Prepare a full Financial Statement prior to the Catholic School Council's Annual General Meeting
- 4.8 Develop budget proposals based on Catholic School Council approved expenditures
- 4.9 Retain all financial records for four years.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Students
<i>Policy Number</i>	206
<i>Former Policy Number</i>	
<i>Total Pages</i>	7
<i>Original Approved Date</i>	
<i>Subsequent Approval Dates</i>	

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

1. PURPOSE

The York Catholic District School Board strives to create a safe and accepting learning environment for students with prevalent medical conditions. The York Catholic District School Board recognizes that Health Management Plans are a shared responsibility that require a team approach among students, Parent(s)/Guardian(s), health care providers and the school community. In addition, the Board believes in the importance of empowering students with prevalent medical conditions to be confident and capable learners who can reach their full potential for self-management of their medical conditions, according to their plan of care. This policy is in accordance with Policy/Program Memorandum 161 and all other applicable legislation.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that all students be entitled to safe and healthy environments in our schools. The Board is committed to supporting students with prevalent medical conditions to fully access school in a safe, accepting and healthy learning environment that supports well-being. The Board will support the empowerment of students as confident and capable learners, to reach their full potential for self- management of their medical condition(s) according to their *Health Management Plan*.

3. PARAMETERS

3.1 Every school in the York Catholic District School Board shall implement and maintain procedures in accordance with this policy for students with Anaphylaxis, Asthma, Diabetes, and/or Epilepsy and will cross reference Policy 208 *Student Disability accommodation* and Policy 207 *Administration of Oral Medication to Elementary and Secondary Students*. While it is impossible to create a risk-free environment, school staff and Parent(s)/Guardian(s) can take important steps to minimize potentially life-threatening situations including the following:

- 3.1.1 Clearly articulate the expected roles and responsibilities of parents(s)/guardian(s), school staff and of the student themselves;
- 3.1.2 Establish a communication and implementation plan for the dissemination of information to Parent(s)/Guardian(s), students, employees and include any other person who has direct contact with a student who has one or more of these diagnoses;

- 3.1.3 Provide annual training and resources for all school employees who are in direct and regular contact with students **with prevalent medical conditions to ensure the safety and wellbeing of students.**
- 3.1.4 To develop and implement strategies that reduce the risk of a medical incident for students with Prevalent Medical Conditions in classrooms, common school areas and on approved excursions and activities.
- 3.2 Upon registration or upon being informed of a student's diagnosis, Parent(s)/Guardian(s) and students of 16 years of age or older supply information specific to their symptoms and the management of their Prevalent Medical Condition.
- 3.3 **A Health Management Plan shall be co-created, reviewed, and updated for each student diagnosed with a Prevalent Medical Condition in consultation with the parent(s)/guardian(s), appropriate school staff, and with the student, along with any notes and instructions from the student's health care provider.**
- 3.4 **Employees and other staff who are in direct contact on a regular basis with a student with a Prevalent Medical Condition shall be informed of the contents of the student's Health Management Plan.**
- 3.5 A centrally accessible file containing all individual Health Management Plans shall be created, maintained and shall contain **a copy of any notes and instructions from a health care provider** for students with a Prevalent Medical Condition for the current school year.
- 3.6 All decisions regarding admittance of service ~~dogs~~ **animals** to a school shall be made in accordance with YCDSB's Policy 214, **Student Use of Service Animals**, and the *Decision-Making Protocol for Entry of a Personal Service Animal*.
- ~~3.8 Students and/or designated staff shall be permitted to carry prescribed medication and/or supplies only if the office is made aware to support the implementation of the Health Management Plan.~~
- 3.7 No action or other proceedings 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 the *Good Samaritan Act*. Subsection 2(1) and (2) of this act outline 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.*

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the *Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma Diabetes and/or Epilepsy) in schools* Policy.

4.2 Superintendent of Human Resources

- 4.2.1 To ensure that all staff who have direct and regular contact with students with prevalent medical conditions are trained upon hiring and on an annual basis.

4.3 Superintendent of Education

- 4.3.1 To support Principals with the implementation of and compliance with the *Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma Diabetes and/or Epilepsy) in schools* Policy.

4.4 Principals

- 4.4.1 To participate in annual training with staff and others in direct contact with students to learn how to recognize the symptoms of prevalent medical conditions and the procedures to follow should a life-threatening reaction occur.
- 4.4.2 To implement and comply with this policy.
- 4.4.3 To clearly communicate to parents and appropriate staff the process for parents to notify the school of their child's medical condition(s), as well as the expectation for parents to co-create, review, and update a Health Management Plan with the principal or the Principal's designate. This process should be communicated to parents, at a minimum:
 - (i) during the time of registration
 - (ii) each year during the first week of school
 - (iii) when a child is diagnosed and/or returns to school following the diagnosis
- 4.4.4 To co-create, review, or update the Health Management Plan for a student with a prevalent medical condition with the parent(s), in consultation with school staff (as appropriate) and with the student (as appropriate).
- 4.4.5 To maintain a file with the Health Management Plan and supporting documentation for each student with a prevalent medical condition.
- 4.4.6 To provide relevant information from the student's Health Management Plan to school staff and others who are identified in the Health Management Plan.
- 4.4.7 To communicate with parent(s)/guardian(s) in medical emergencies, as outlined in the Health Management Plan.
- 4.4.8 To encourage the identification of staff who can support the daily or routine management needs of students in the school with prevalent medical conditions.

4.5 School Staff

- 4.5.1 To review the Health Management Plan for any student with prevalent medical conditions with whom they have direct and regular contact.
- 4.5.2 To participate in training on prevalent medical conditions, at a minimum annually, as required by the school board.
- 4.5.3 To share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Health Management Plan and authorized by the Principal in writing.
- 4.5.4 To 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 Health Management Plan.
- 4.5.5 To 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.
- 4.5.6 To support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location as outlined in their Health Management Plan, while being aware of confidentiality and the dignity of the student.

4.6 Parent(s)/Guardian(s)

- 4.6.1 To educate their child about their medical condition(s) with support from their child's healthcare professional, as needed.
- 4.6.2 To guide and encourage their child to reach their full potential for self-management and self-advocacy.
- 4.6.3 To inform the school of their child's medical condition(s) and co-create the Health Management Plan for their child with the principal or their designate.
- 4.6.4 To communicate changes to the Health Management Plan, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s), to the principal or their designate.
- 4.6.5 To confirm annually to the Principal or their designate that their child's medical status is unchanged.
- 4.6.6 To initiate and participate in annual meetings to review their child's Health Management Plan.
- 4.6.7 To supply their child and/or 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 Health Management Plan, and track the expiration dates if they are supplied.

- 4.6.8 To seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

4.7 Students

- 4.7.1 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 Health Management Plan.
- 4.7.2 To 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.
- 4.7.3 To participate in the development of their Health Management Plan.
- 4.7.4 To participate in meetings to review their Health Management Plan.
- 4.7.5 To carry out daily or routine self-management of their medical condition to their full potential, as described in their Health Management Plan.
- 4.7.6 To set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s)/guardian(s) and health care professionals.
- 4.7.7 To communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school.
- 4.7.8 If possible, to inform school staff and/or their peers if a medical incident or a medical emergency occurs.

5. DEFINITIONS

5.1 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

5.2 Asthma

As defined by the Ontario Lung Association, is a very common chronic (long-term) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers such as, poor air quality, mold,

dust, pollen, viral infections, animals, smoke and cold air. The symptoms can cause mild to severe reactions and be fatal. Common asthma symptoms include:

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

5.3 Diabetes - Type 1

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;
- lack of energy;
- weight loss.

5.4 Diabetes - Type 2

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

5.5 Epilepsy

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

5.6 Health Management Plan

A plan of care that contains individualized information on a student with a prevalent medical condition.

5.7 Medical Incident

A circumstance that requires an immediate response and monitoring, since the incident may progress to an emergency requiring contact with Medical Services

5.8 Prevalent Medical Conditions

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

6. CROSS REFERENCES

Legislation

[Education Act, RSO 1990](#)

[PPM 161 Supporting Children and Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#)

[Food Allergy Canada](#)

[Sabrina's Law](#)

[Asthma Canada](#)

[The Lung Association-Ontario](#)

[Ryan's Law](#)

[Diabetes at School](#)

[Epilepsy Ontario](#)

[Good Samaritan Act](#)

YCDSB Policies

[Policy 201A Healthy Schools – Eating and Nutrition](#)

[Policy 203 Student Transportation Services](#)

[Policy 207 Administration of Oral Medication to Elementary and Secondary Students](#)

[Policy 208 Student Disability Accommodation](#)

[Policy 214 Student Use of Service Animals](#)



York Catholic District School Board

PROCEDURE:

206A SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS: ANAPHYLAXIS

Addendum to:

Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools

Effective: DD/MMM/YYYY

PURPOSE

The York Catholic District School Board recognizes that there are some students within the school system that are susceptible to severe anaphylactic reactions which could be life threatening. The York Catholic District School board also recognizes that anaphylaxis management is a shared responsibility that requires a team approach among allergic students, Parent(s)/Guardians, health care providers and the entire school community.

1. Roles & Responsibilities

1.1 Parent(s)/Guardian(s) of Children with Anaphylaxis

As primary caregivers of their child, parent(s)/guardian(s) are expected to be active participants in supporting the management of their child's anaphylaxis while the child is at school and at school related activities. Parent(s)/Guardian(s) are expected to:

- Inform the Principal immediately upon registration and/or when in receipt of a diagnosis of an anaphylactic allergy
- Provide the school with a completed copy of form S15(a) for Elementary students and S15(a1) for Secondary students prior to, or immediately after the start of the student's Elementary career and prior to, or immediately after the start of the student's Secondary career, or immediately after a diagnosis of an anaphylactic allergy
- **Participate in the co-creation, review and updating of the Anaphylaxis Health Management Plan and other required forms within the first 30 days of each school year, upon registration, and following any changes or new diagnosis**
- Ensure that all medical information pertinent to the student's life-threatening allergy is always current
- Provide the school with two (2) * up-to-date single-dose applications of the Epinephrine auto-injector, one to be stored in the school office, clearly marked with student's name and known allergen and the second to be carried on the student's person, clearly marked with the student's name and known allergen
- Or, to provide the school with one (1)* up-to-date **Allerject** application of the Epinephrine auto-injector, to be worn on the student's person, clearly marked with student's name and known allergen or to be kept with a person in a position of authority
- Provide your child with a **MedicAlert® bracelet** to be worn at all times
- Practice allergen avoidance measures
- Research field trip sites and overnight excursion sites for potential allergen risks
- Provide education to their child about their medical condition, as well as the safekeeping and administration of their medication with support from their child's health care professional

*If the Parent(s)/Guardian(s) is not in agreement with providing the school with two up- to-date applications of the Epinephrine auto-injector or the possession and carrying of one application Epinephrine auto-injector or the ALLERJECT Epinephrine auto-injector on the student then the parent will be required to indicate this on the S15(a) or S15(a1) form upon submission to the Principal acknowledging that they take full responsibility for their decision.

1.2 Students with Anaphylaxis

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students shall actively support the development and implementation of their anaphylaxis Health Management Plan. Students are expected to:

- Practice allergen avoidance measures
- Learn to recognize symptoms of an anaphylactic reaction

- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear
- Take responsibility for advocating for their personal safety and well-being, as well as the safekeeping and administration of their medication that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management
- Communicate with their Parent(s)/Guardian(s) and school staff if they are facing challenges related to their medical condition at school
- Wear a Medic Alert identification at all times

1.3 School Staff

School staff play a key role in supporting the student's safe, accepting, and healthy learning environment, and allowing students to participate in school to their fullest potential. School staff will:

- Participate in the regular and current training on anaphylaxis twice annually to learn how to recognize the symptoms of an anaphylactic reaction and the procedures to follow should a life-threatening allergic reaction occur.
- Provide a copy of the S15(a) or S15(a1) form (which includes a photo of the student) to occasional teachers **and support staff**
- Discuss anaphylaxis with the class, in age appropriate terms outlining the allergen in the class, describing symptoms of an anaphylactic reaction and procedures to follow should an anaphylactic reaction occur.
- Ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.
- Administer an Epinephrine auto-injector or other medication that is prescribed, even if there is no pre-authorization to do so if there is reason to believe that a student is experiencing an anaphylactic reaction

1.4 Principal

In addition to the responsibilities outlined above under "School Staff", the principal (or designate) will:

- Participate with staff and others in direct contact with students in training on anaphylaxis twice annually to learn how to recognize the symptoms of an anaphylactic reaction and the procedures to follow should a life-threatening allergic reaction occur.
- Inform Parent(s)/Guardian(s) of the need to advise the school if their child has a life threatening allergy.
- Communicate with all staff and others who are in direct contact with students the name, grade and classroom teacher of students who could require the immediate administration of medication due to life-threatening allergies and where their Anaphylaxis Health Management Plan and medication are located.
- Develop **and co-create with parent(s)/guardian(s)** a Health Management Plan for each student who has an anaphylactic allergy that includes details informing staff and others who are in direct contact with the student on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment; a readily accessible emergency procedure for the student, including emergency contact information and storage for Epinephrine auto-injector, where necessary.
- create and maintain a centrally accessible file containing all individual action plans for all students with anaphylaxis for the current school year.
- Ensure that this policy and accompanying guidelines are included in the school's Emergency Response/Health Management Plan.
- Provide and communicate to all staff the designated location of medication for students

with anaphylaxis.

- Establish an “allergy safe” school environment via food restrictions, no food sharing rules and hand washing routines.
- Communicate to the entire school community stressing “allergen safe” schools via newsletter, website, student agendas, regular assemblies and posting of “allergy safe” signs throughout the school.
- Provide separate communication to individual classrooms regarding allergens in that classroom and through the classroom to the community regarding specific allergens.
- Promote the avoidance of allergens where practical and possible (i.e., school events, such as Pancake Tuesday, any Food & Nutrition program provided by a third party and all one day and/or overnight school excursions.)
- Ensure that school volunteers and visitors are aware of **Policy 206: Supporting Students with Prevalent Medical Conditions**. ~~Anaphylaxis policy.~~

1.5 Student Transportation Services

- Ensure the names of students with a diagnosis of Anaphylaxis have been communicated to Transportation Service Providers.
- Ensure that **Policy 209 206: Supporting Students with Prevalent Medical Conditions** has been communicated with all Transportation Service Providers.
- Ensure that the current form S15(a) or S15(a1) form received from the Principal is available on file:
 - i) in the Student Transportation Services office,
 - ii) in the appropriate service provider’s dispatch office, and,
 - iii) in the appropriate school vehicle(s)
- Require the service provider to ensure there has been adequate Epinephrine auto-injector in-servicing and training of all regular drivers and substitute drivers that transport a student with life-threatening allergies.
- Work with the school Principal and service provider to assign seating

1.6 Human Resources

- To ensure that all occasional teachers and casual support staff are in-serviced upon hiring and on an annual basis by Human Resources on how to recognize symptoms of an anaphylactic attack, on how to respond to life threatening allergic reactions, and how to administer medication (e.g. Epinephrine auto-injector).

2. Anaphylaxis Health Management Plan

The Anaphylaxis Action Plan is a form that contains individualized information on the student’s allergy, School Care Team of Staff, preventative strategies to reduce risk, symptoms of an anaphylactic reaction and emergency medical response.

The Anaphylaxis Action Plan shall be co-created, reviewed or updated by the parent(s)/guardian(s) in consultation with the principal, designated staff and the student within the first 30 days of the school year or as soon as possible upon registration or diagnosis.

Parent(s)/guardian(s) have the authority to designate who is provided access to the Anaphylaxis Health Management Plan. With authorization from parent(s)/guardian(s), the Anaphylaxis Health Management Plan will be:

- i) Shared with appropriate school staff and others who are in direct contact with students with anaphylaxis (e.g. food service providers, transportation providers, volunteers).
- ii) Posted in a key area of the school where staff have access on a regular basis.
- iii) Posted inside the food preparation area of the cafeteria.
- iv) Located in the educator’s daybook and/or occasional educator plans.

3. Facilitating and Supporting Daily or Routine Management

Students are to have access to two (2) epinephrine auto-injectors at school:

- (i) Children who have demonstrated maturity (usually by the age 6 years) must carry their own epinephrine. Direct adult supervision should be available in the case of younger children, as very young children might require staff to carry or store the auto-injector to allow medication to be available in the classroom.
- (ii) A spare epinephrine auto-injector is to be kept in a location on school site that is easily accessible, usually in the office, and not in locked cupboards or drawers.

All employees, the student with anaphylaxis and others who come in regular contact with the student should know the location of the auto-injectors.

It is a shared responsibility between the school, students and parent(s)/guardian(s) to promote and maintain an allergen minimized environment.

In addition to being carried by the student, an auto-injector with the original pharmacist label and container may be stored in the office or other secure location, in accordance with the Board's Policy 207: *Administration of Oral Medication to Elementary and Secondary Students*.

4. Emergency Response

"Emergency" is defined by the Health Care Consent Act, 1996 to include a situation where the individual is experiencing severe suffering, or is at risk of sustaining serious bodily harm, if the treatment is not administered promptly.

All staff are required to be trained annually in the emergency response to an anaphylactic reaction. The individualized response to a student's anaphylactic emergency shall be detailed in their Health Management plan. Staff who are in direct contact with the student, shall review and be trained on the individual action plan.

Generally, in the event of an emergency, staff shall:

- (i) Give an epinephrine auto-injector (e.g., EpiPen, Allerject®) at the first sign of known or suspected anaphylactic reaction.
- (ii) Call 9-1-1. Tell them someone is having a life-threatening allergic reaction.
- (iii) Call, or direct another adult to call, the emergency contact person.
- (iv) Give a second dose of epinephrine as early as five (5) minutes after the first dose if there is no improvement in symptoms.
- (v) Provide the used auto-injector to the paramedics for safe disposal.
- (vi) Document the Medical incident in the Health Management Plan

5. Raising Awareness

Where possible, school staff should raise awareness of Anaphylaxis and other prevalent medical conditions that affect students. They can do so through curriculum content in classroom instruction, related learning experiences and classroom leadership opportunities. Awareness is especially important at times of transition (e.g. the move to a new school, the move from elementary to secondary school), when students have to face social, physiological, and environmental changes.

6. Liability

The Good Samaritan Act, passed in 2001, protects 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 action 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) and individual...who provides emergency first aid 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.

In addition, Sabrina's Law (2005) includes provisions limiting the liability of individuals who respond to an emergency relating to these conditions, as cited below:

Section 3(4) of Sabrina's Law: 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.

7. Definitions

Age and/or Developmentally Appropriate

Age and/or developmentally appropriate readiness for individual students will need to be considered by the Superintendent of Schools and Principal in consultation with the Parent(s)/Guardian(s). The responsibilities that a student can assume will be assessed based on the student's age and capability to understand their life-threatening condition. Students with special education needs may require additional assistance and avocation by school or central staff and Parent(s)/Guardian(s).

Allergens

Allergens are any substance or condition that can bring on an allergic reaction leading to a severe, life-threatening, allergic reaction known as anaphylaxis.

Allergen Safe School Environment

Allergen safe school environment is one where every reasonable effort and precaution has been taken to minimize the risk of exposure to potentially life threatening allergens.

Anaphylactic Reaction

Anaphylactic reaction is a life-threatening reaction characterized by a range of symptoms including but not limited to:

Skin Reactions: hives, swelling, itching, body warmth, skin redness or rash,

Respiratory Reactions: coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, swelling of the tongue, tingling of the mouth, nasal congestion or hay fever-like symptoms or trouble swallowing,

Gastrointestinal Reactions: nausea, pain or cramps, vomiting or diarrhea,

Cardiovascular Reactions: pale/blue colour, weak pulse, unconsciousness, dizzy or lightheaded, shock.

Other symptoms may include, but are not limited to anxiety, headache or feeling of "impending doom" that can develop within seconds to minutes of exposure to an allergen. In rare cases, the timeframe can vary up to several hours after exposure.

Anaphylaxis

Anaphylaxis means a severe systemic allergic reaction which can be fatal, resulting

in circulatory collapse or shock.

Auto-Injector

An auto-injector is a medical device used to deliver a pre-measured dose (or doses) of Epinephrine auto-injector commonly trademarked as the Epinephrine auto-injector.

Person in a Position of Authority

A person employed by the Board to perform services with respect to a student or students.

School Environment

School environment includes the entire school building and grounds, buses and other modes of transportation, school excursions, before and after school programs, and school sanctioned events involving students.

8. Cross References**Legislation**

[*Sabrina's Law, 2005, Statutes of Ontario, Chapter 7*](#)
[*Ontario Ministry of Education Anaphylaxis Resource Kit*](#)

YCDSB Policies

[*Policy 201A Healthy Schools - Eating and Nutrition*](#)
[*Policy 703 Community Use of Schools*](#)

[*YCDSB Purchasing Reference Guide*](#)

YCDSB Standard Child Care and Purchasing of Services Leases and/or Contracts

YCDSB Student Transportation Procedures Manual

[*YCDSB Third Party Protocol*](#)

Related Forms

S15(a) Elementary Administration of Prescription Medication for Anaphylaxis

S15(a1) Secondary Administration of Prescription Medication for Anaphylaxis



York Catholic District School Board

Administration of Medication to Students with Anaphylaxis

Insert: School Letterhead

Date:

Dear Parent / Guardian;

As we update our school records related to the administration of medication for anaphylactic students, you are asked to carefully review, sign and return the attached Form S15 (Acknowledgement and Consent) along with the S15(a) for Elementary Students, or S15(a1) for Secondary Students as soon as possible. This information is necessary for the safety and protection of your child.

As per ~~Policy 209: Protection of Students with Anaphylaxis~~, **Policy 206 Supporting Students with Prevalent Medical Conditions: Anaphylaxis, Asthma, Diabetes and/or Epilepsy**, ~~section 4.6.3~~ it is the responsibility of the Parent/Guardian "to ensure that all medical information pertinent to the student's life-threatening allergy is always current". **section, 4.6.5 To confirm annually to the Principal or their designate that their child's medical status is unchanged.** Please complete and return the attached forms with a physician signature as soon as possible if your child is:

- New to the school and has a diagnosis of anaphylaxis, or
- Is presently attending the school, but has been recently diagnosed with anaphylaxis.

If revisions to the medical information outlined on the attached Form S15(a) or Form S15(a1) are necessary for students who have a previous *Administration of Medication for Anaphylaxis* form on file, you will be required to complete a new form and secure an updated physician signature. If no revisions are necessary, please return the signed Form S15 along with the S15(a) or S15(a1) with an updated picture of your child as soon as possible.

Please contact the school office if you have any questions and/or concerns.

Thank you for your immediate attention to this request and your ongoing support in the shared responsibility for anaphylaxis management in our school.

Sincerely,

Principal Name



York Catholic District School Board

ADMINISTRATION OF MEDICATION for ANAPHYLACTIC STUDENTS

Acknowledgement and Consent (Students Under **16 48 Years of Age)**

It should be understood that parents are asking non-medical persons to undertake the administration of prescription medications (i.e. epinephrine auto injector) and must, therefore, assume the associated inherent risks. School staff members providing assistance in the administration of prescription medication to students are not medically trained personnel. They will endeavour to follow all reasonable instructions, as provided on the Board forms S15(a) (Elementary) as S15(a1) (Secondary), in order to ensure the safety and security of each student.

If you choose to request school staff to administer prescription medication to your child, you must understand that you bear the responsibility of any accident that might occur.

s.3(4) Sabrina's Law, 2005

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.

In order to minimize these risks, parents should ensure that their requests include all information that might be needed to safely administer prescription medications, including the identification of possible side effects as identified, on the Board S15(a) and S15(a1), by a licensed physician. A one-time signature from a licensed physician is now required; both at the elementary panel and a one-time signature from a licensed physician at the secondary panel.

The York Catholic District School Board does not provide medical expense insurance on behalf of its students who require assistance in the administration of prescription medication.

It is your legal obligation to ensure that the information in your child's file is kept up to date with the medication that your child is taking.

ACKNOWLEDGEMENT and CONSENT

WE HAVE READ AND ACKNOWLEDGE THE ABOVE AND HEREBY CONSENT TO THE ADMINISTRATION **BY SCHOOL STAFF** OF PRESCRIPTION MEDICATION TO:

Name of Student: _____

Signature of Parent/Guardian: _____ Date: _____

☐ **I have reviewed the existing S15(a) form signed by the physician, and verify that there are no revisions to the medical information at this time.**

Signature of Parent/Guardian: _____ Date: _____

Parents/Guardians may request a copy of his/her Acknowledgement and Consent Form from the School Principal.
Questions about this form should be addressed to the School Principal.



York Catholic District School Board

**ELEMENTARY ADMINISTRATION OF PRESCRIPTION
MEDICATION FOR ANAPHYLAXIS**

S15(a)
(Rev. May 2023)
Policy 209-206

THE FOLLOWING REQUEST(S) WILL EXPIRE WHEN ELEMENTARY STUDENT ENTERS SECONDARY.

STUDENT'S NAME: _____ STUDENT'S DATE OF BIRTH: _____

SCHOOL NAME: _____ ROUTE # (AM&PM): _____

<p>Address _____</p> <p>Phone # _____</p> <p>Physician's Name _____</p> <p>Phone # _____</p> <p>I give permission for the Principal to contact the physician relating to my child's medical condition, if necessary, both for the purposes of accommodating him or her them or protecting him or her them from potential harm.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>		<p>PLACE STUDENT'S PHOTO HERE (MUST BE KEPT CURRENT)</p>	<p>MEDICATION KEPT:</p> <p>With Student <input type="checkbox"/> Specify location:</p> <p>In Office <input type="checkbox"/></p> <p>Other:</p> <p><i>The EpiPen® will be returned to the student at the end of each school year.</i></p>
<p><u>THIS STUDENT HAS A LIFE-THREATENING ALLERGY TO THE FOLLOWING:</u></p>			<p>In order to protect your child's safety, we recommend that you provide the office with an EpiPen to use in the event of an emergency and that you also ensure that your child carries a second EpiPen with him or her them at all times. Having two EpiPens available for your child will enable us to treat him or her them as rapidly as possible.</p> <p><input type="checkbox"/> I have provided an EpiPen® for the office.</p> <p><input type="checkbox"/> I have provided an EpiPen® for my child to carry at all times</p> <p><input type="checkbox"/> I have provided a Medic Alert Bracelet and will encourage my son/daughter child to wear it at all times.</p> <p><input type="checkbox"/> I have not provided an EpiPen® for my child to carry at all times</p>
<p>Parent/Guardian Signature: _____ Date: _____</p> <p>Physician Signature: _____ Date: _____</p> <p>NAME OF MEDICATION(S): _____</p> <p>Epinephrine Auto-Injector Dosage: <input type="checkbox"/> EpiPen Jr. 0.15mg <input type="checkbox"/> EpiPen 0.30 mg <input type="checkbox"/> Allerject 0.15 mg <input type="checkbox"/> Allerject 0.30mg</p>			
<p>PERSONAL INFORMATION CONTAINED ON THIS FORM IS COLLECTED PURSUANT TO THE <i>EDUCATION ACT</i> AND THE <i>MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT</i>. QUESTIONS ABOUT THE COLLECTION AND THE USE OF THIS PERSONAL INFORMATION SHOULD BE DIRECTED TO THE PRIVACY MANAGER - FREEDOM OF INFORMATION, YORK CATHOLIC DISTRICT SCHOOL BOARD, 320 BLOOMINGTON RD. W., AURORA, ONTARIO, L4G 3G8 OR (905) 713-2711.</p> <p>c.c. Student Transportation Services Office File</p> <p>108</p> <p>Cont'd. on reverse</p>			

ACTION – EMERGENCY PLAN:

➤ Use EpiPen® immediately and try to keep child calm

➤ DESIGNATE SOMEONE TO CALL 911 and advise the dispatcher that a student is having an anaphylactic reaction (a severe life-threatening allergic reaction).

➤ Call parent or guardian

➤ If ambulance has not arrived in 10-15 minutes and breathing difficulties are present (e.g. wheeze, cough, throat clearing), or student is unconscious give a second EpiPen®.

➤ The student must be taken to a hospital immediately, even if symptoms subside entirely.

➤ Send an additional EpiPen® (if available) with the ambulance driver.

POSSIBLE ANAPHYLACTIC SYMPTOMS:

flushed face, hives, tingling in the mouth, swelling or itchy lips, tongue, eyes

tightness in throat, chest

difficulty breathing or swallowing, wheezing, coughing, choking

vomiting, nausea, diarrhea, stomach pains

loss of consciousness

fear and/or panic

LIST ADDITIONAL/OTHER SYMPTOMS FOR YOUR CHILD:**PARENT INPUT ON EMERGENCY PLAN:****DESCRIPTION OF ALLERGY****THIS STUDENT HAS A LIFE-THREATENING ALLERGY TO THE FOLLOWING:****AND ALL FOODS CONTAINING THESE ALLERGENS IN ANY FORM OR AMOUNT, INCLUDING THE FOLLOWING:****STRATEGIES** (List avoidance/safety rules for your child, if any):

**SECONDARY ADMINISTRATION OF PRESCRIPTION
MEDICATION FOR ANAPHYLAXIS****S15(a1)**
(Rev. Oct. 2015)
Policy 209
206

STUDENT'S NAME: _____ STUDENT'S DATE OF BIRTH: _____

SCHOOL NAME: _____ ROUTE # (AM&PM) _____

Address _____ _____ Phone # _____ Physician's Name _____ Phone # _____ I give permission for the Principal to contact the physician relating to my child's medical condition, if necessary, both for the purposes of accommodating him or her them or protecting him or her them from potential harm. Yes <input type="checkbox"/> No <input type="checkbox"/>	PLACE STUDENT'S PHOTO HERE (MUST BE KEPT CURRENT)	MEDICATION KEPT: With Student <input type="checkbox"/> Specify location: In Office <input type="checkbox"/> Other: <i>The EpiPen® will be returned to the student at the end of each school year.</i>
---	--	---

THIS STUDENT HAS A LIFE-THREATENING ALLERGY TO THE FOLLOWING:

As per policy 209, 206 in order to protect your child's safety, we recommend that you provide the office with an EpiPen to use in the event of an emergency and that you also ensure that your child carries a second EpiPen with ~~him or her~~ them at all times. Having two EpiPens available for your child will enable us to treat ~~him or her~~ them as rapidly as possible.

- ☐ I have provided an EpiPen® for the office.
- ☐ I have provided an EpiPen® for my child to carry at all times.
- ☐ I have provided a Medic Alert Bracelet and will encourage my son/daughter to wear it at all times.
- ☐ I have **not** provided an EpiPen® for my child to carry at all times.

Parent/Guardian Signature: _____ Date: _____

Physician Signature: _____ Date _____

NAME OF MEDICATION(S): _____

Epinephrine Auto-Injector Dosage:

- ☐ EpiPen Jr. 0.15mg
- ☐ EpiPen 0.30 mg
- ☐ Allerject 0.15 mg
- ☐ Allerject 0.30mg

PERSONAL INFORMATION CONTAINED ON THIS FORM IS COLLECTED PURSUANT TO THE *EDUCATION ACT* AND THE *MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*. QUESTIONS ABOUT THE COLLECTION AND THE USE OF THIS PERSONAL INFORMATION SHOULD BE DIRECTED TO THE PRIVACY MANAGER - FREEDOM OF INFORMATION, YORK CATHOLIC DISTRICT SCHOOL BOARD, 320 BLOOMINGTON RD. W., AURORA, ONTARIO, L4G 3G8 OR (905) 713-2711.

c.c. Student Transportation Services
Office File

Cont'd. on reverse

ACTION – EMERGENCY PLAN:

➤ Use EpiPen® immediately and try to keep child calm

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➤ The student must be taken to a hospital immediately, even if symptoms subside entirely.

➤ Send an additional EpiPen® (if available) with the ambulance driver.

POSSIBLE ANAPHYLACTIC SYMPTOMS:

flushed face, hives, tingling in the mouth, swelling or itchy lips, tongue, eyes

tightness in throat, chest

difficulty breathing or swallowing, wheezing, coughing, choking

vomiting, nausea, diarrhea, stomach pains

loss of consciousness

fear and/or panic

LIST ADDITIONAL/OTHER SYMPTOMS FOR YOUR CHILD:**PARENT INPUT ON EMERGENCY PLAN:****DESCRIPTION OF ALLERGY****THIS STUDENT HAS A LIFE-THREATENING ALLERGY TO THE FOLLOWING:****AND ALL FOODS CONTAINING THESE ALLERGENS IN ANY FORM OR AMOUNT, INCLUDING THE FOLLOWING:****STRATEGIES** (List avoidance/safety rules for your child, if any):



York Catholic District School Board

STUDENT ~~-PRESCRIPTION~~ MEDICATION LOG

Student:

Name of Designated Administrator(s) of Prescription/Non-Prescription Medication:

(Please refer to Form S.16(a) or S16(a1))

Teacher

Grade/Class

Week or Month of:

DATE	TIME	NAME OF PRESCRIPTION/ NON PRESCRIPTION MEDICATION	DOSAGE	INITIAL OF ADMINISTRATOR OF -PRESCRIPTION MEDICATION **	COMMENTS

PLEASE RECORD WHEN ~~-PRESCRIPTION~~ MEDICATION HAS NOT BEEN ADMINISTERED BECAUSE OF ABSENCE OR OTHER REASON

c.c. Office Medical Log Binder for current and following school year with S16a/S16a1

** If you are not a named Administrator, please print name in the Comments Section



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: 206B SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS: Asthma

Addendum to:

**Policy 206 Supporting Students with Prevalent Medical Conditions
(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools**

Effective: DD/MMM/YYYY

PURPOSE

The York Catholic District School Board recognizes that there are some students within the school system who have been diagnosed with asthma which could be life threatening. The York Catholic District School board also recognizes that asthma management is a shared responsibility that requires a team approach among students, Parent(s)/Guardian(s)/Caregiver(s), health care providers and the entire school community.

1. Roles & Responsibilities

1.1 Parent(s)/Guardian(s) of Children with Asthma

As primary caregivers of their child, parent(s)/guardian(s) are expected to be active participants in supporting the management of their child's asthma while the child is at school and at school related activities. Parent(s)/Guardian(s) are expected to:

- Inform the Principal immediately upon registration and/or when in receipt of a diagnosis of asthma.
- Provide the Principal with a completed copy of form S40(a) for Elementary students and S40(a1) for Secondary students:
 - Prior to, or immediately after the start of the student's Elementary career;
 - Prior to, or immediately after the start of the student's Secondary career;
 - Or immediately after a diagnosis of asthma;
 - Or immediately after a change in prescribed medication (i.e.: types of inhaler and/or dosage).
- **Participate in the co-creation, review and updating of the Asthma Health Management Plan and other required forms within the first 30 days of each school year, upon registration, and following any changes or new diagnosis**
- Ensure that all medical information pertinent to the student's diagnosis of asthma is always current.
- Provide the school with one (1)* up-to-date inhaler, to be carried on the student's person, clearly marked with student's name and diagnosis or to be kept with a person in a position of authority, depending on the age and/or developmentally appropriate readiness of the student.
- Provide your child with a MedicAlert® bracelet or other appropriate form of medical identification to be worn at all times.
- Research field trip sites and overnight excursion sites for potential health/medical risks.
- **Communicate with school staff about arrangements and considerations for field trips, excursions, co-curricular activities, and co-operative education placements.**
- Provide education to their child about their medical condition, as well as the safekeeping and administration of their medication with support from their child's health care professional.
- Educate their child about asthma, the Asthma Health Management Plan, and support them to reach their full potential for self-management and self-advocacy.
- Immediately inform school administration regarding any changes to their child's health, lifestyle, needs, management, and emergency contact information, and confirm for the Principal no less than annually that their child's medical status is unchanged.

*If the Parent(s)/Guardian(s)/Caregiver(s) is not in agreement with providing the school with one (1) up-to-date application of the inhaler, to be carried on the student's person or kept with a person in a position of authority, then the Parent(s)/Guardian(s)/Caregiver(s) will be required to indicate this on the S40(a) or S40(a1) form upon submission to the Principal, thereby acknowledging that they take full responsibility for their decision.

1.2 Students with Asthma

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students shall actively support the development and implementation of their Asthma Health Management Plan. Students are expected to:

- Practice asthma avoidance measures.
- Learn to recognize symptoms of an asthma episode.
- Promptly inform an adult as soon as asthma symptoms appear.
- Take responsibility for advocating for their personal safety and well-being, as well as the safekeeping and administration of their medication that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management.
- Wear a MedicAlert® bracelet or other appropriate medical identification at all times.
- Set goals for increased self-management, in conjunction with parent(s)/guardian(s) and health care professionals.

1.3 School Staff

School staff play a key role in supporting the student's safe, accepting, and healthy learning environment, and allowing students to participate in school to their fullest potential. School staff will:

- Participate in annual training on asthma to learn how to recognize the symptoms of an asthma episode and the procedures to follow should an episode occur.
- Provide a copy of the S40(a) or S40(a1) form (which includes a photo of the student) to occasional teachers and support staff
- Discuss asthma with the class, in age appropriate terms outlining the potential triggers in the class, describing symptoms of an asthma episode and procedures to follow should an asthma episode occur.
- Ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.
- Administer the student's prescribed asthma medication, even if there is no pre-authorization to do so, if there is reason to believe that a student is experiencing an asthma episode.
- Develop a communication system (i.e.: journal or agenda) to inform Parent(s)/Guardian(s)/Caregiver(s) of any concern(s) or seek additional information related to the student's asthma.

1.4 Principal

In addition to the responsibilities outlined above under "School Staff", the principal (or designate) will:

- Implement and comply with the Education Act, S. 265(1j) as it relates to the care of students and property giving assiduous attention to the health and comfort of the students
- Participate in annual training with staff and others in direct contact with students to learn how to recognize the symptoms and the procedures to follow should a life-threatening reaction occur
- Inform Parent(s)/Guardian(s)/Caregiver(s) at the time of registration or upon diagnosis, of the need to advise the school if their child has asthma
- Develop and co-create with parent(s)/guardian(s) a Health Management Plan for each

student who has asthma that includes details informing staff and others, who are in direct and regular contact with the student, outlining monitoring and avoidance strategies and appropriate treatment; a readily accessible emergency procedure for the student, including emergency contact information; and, and the location for the storage of medication.

- Permit students with asthma to carry their medication with them when Parent(s)/Guardian(s)/Caregiver(s) have provided consent to do so. Students who are 16 years old or older do not require prior parental consent.
- Communicate with all staff and others who are in direct contact with students the name, grade and classroom teacher of students who could require the immediate administration of medication due to a diagnosis of asthma and where their Health Management Plan and medication are located.
- Create and maintain a central file for all students with asthma.
- Ensure that a copy of the central file is included in the school's Emergency Response/Health Management Plan.
- Provide and communicate to all staff the designated location of medication for students with asthma.
- Provide the Student Transportation Services Department with the names of all students with a diagnosis of asthma and forward a copy of the completed S40(a) or S40(a1).
- Ensure that school volunteers who are in direct contact with students are aware of **Policy 206: Supporting Students with Prevalent Medical Conditions in Schools** ~~Asthma policy.~~

1.5 Student Transportation Services

- Ensure the names of students with a diagnosis of asthma have been communicated to Transportation Service Providers.
- Ensure that Policy 206: *Supporting Students with Prevalent Medical Conditions in Schools* has been communicated with all Transportation Service Providers.
- Ensure that the current form S40(a) or S40(a1) form received from the Principal is available on file:
 - i) in the Student Transportation Services office,
 - ii) in the appropriate service provider's dispatch office, and,
 - iii) in the appropriate school vehicle(s)
- Require the service provider to ensure there has been adequate training of all regular drivers and substitute drivers that transport a student with asthma.
- Work with the school Principal and service provider to assign a specific seat to a student with asthma, if required.

2. Asthma Health Management Plan

The Asthma Health Management Plan contains individualized information on the student's asthma, School Care Team of staff, preventative strategies to reduce risk, symptoms of an asthma attack and emergency medical responses.

The Asthma Health Management Plan shall be co-created, reviewed or updated by the parent(s) / guardian(s) in consultation with the principal, designated staff and the student within the first 30 days of the school year or as soon as possible upon registration or diagnosis.

A School Care Team will be identified on the Asthma Health Management Plan. Specific responsibilities of the School Care Team in supporting, monitoring and responding to an asthmatic emergency will be delineated. The School Care Team will receive student-specific training by the principal, healthcare practitioner and/or parent on the implementation of the Asthma Health Management Plan.

Parent(s)/Guardian(s) have the authority to designate who is provided access to the Asthma Health Management Plan. With authorization from parent(s)/guardian(s), the Asthma Health Management Plan will be:

- i. Shared with appropriate school staff and others who are in direct contact with students with asthma (e.g. transportation providers, volunteers).
- ii. Posted in a key area of the school where staff have access on a regular basis.
- iii. Located in the educator's daybook and/or occasional staff plans.

3. Facilitating and Supporting Daily or Routine Management

In general, asthma medications work in one of two ways to relieve symptoms. They either work by controlling or preventing the inflammation and mucous production or by relieving the muscle tightness around the airways.

- i. Controller Medication (Flovent, Advair, Qvar, Pulmicort, etc.):
 - Used daily, before and after school at home, to prevent asthma attacks
 - Decreases and prevents swelling of the airways
 - Can take days to weeks of regular use to work effectively
- ii. Reliever Medication (Ventolin/Salbutamol, Bricanyl, etc.)
 - Used to relieve symptoms of asthma
 - Called the 'rescue' inhaler (usually blue in colour)
 - Needs to be readily accessible at all times
 - Provides relief quickly, within minutes
 - Relaxes the muscles of the airways
 - Taken only when needed or prior to exercise, if indicates Students shall carry or have accessible at all times their reliever medication and spacer, if required.

Students with asthma who are also diagnosed with anaphylaxis are more susceptible to severe breathing problems when experiencing an anaphylactic reaction. It is extremely important for asthmatic students to keep their asthma well controlled. Students with asthma who are at risk of anaphylaxis should carry their asthma medication with their epinephrine auto-injector.

In addition to being carried by the student, asthma medications, with the original pharmacist label and container, may be stored in the office or other secure location, in accordance with the Board's Policy 207: *Administration of Oral Medication to Elementary and Secondary Students*.

4. Emergency Response

"Emergency" is defined by the Health Care Consent Act, 1996 to include a situation where the individual is experiencing severe suffering, or is at risk of sustaining serious bodily harm, if the treatment is not administered promptly.

All staff are required to be trained annually in the emergency response to an asthma attack. The individualized response to a student's asthma emergency shall be detailed in their Health Management Plan.

Staff who are in direct contact with the student, and those identified on the School Care Team, shall review and be trained on the Health Management Plan.

a. Generally, in the event of an asthmatic emergency, staff shall:

- i. Remove the student from the trigger.
- ii. Have the student use a reliever inhaler as directed in the Asthma Health Management Plan.

- iii. Have a student remain in an upright position.
- iv. Have a student breathe slowly and deeply.
- v. If a student totally recovers, participation in activities may resume.

If symptoms persist:

- i. Wait 5-10 minutes to see if breathing difficulty is relieved.
 - ii. If not, repeat the reliever inhaler as directed in the Asthma Health Management Plan.
 - iii. If the student's breathing difficulty is relieved, they can resume school activities, but should be monitored closely. The student should avoid vigorous activity and may require additional reliever medication.
 - iv. Contact parent(s)/ guardian(s) to inform and track on the Medical Emergency Record.
- b. If symptoms persist or worsen (i.e., difficulty speaking or is struggling for breath, appears pale or grey, sweating, greyish/blue lips or nail beds), staff shall:
- i. Call 9-1-1. Tell them someone is having an asthmatic emergency.
 - ii. Continue to give the reliever inhaler every 5-15 minutes until paramedics arrive.
 - iii. Call, or direct another adult to call, the emergency contact person.

In cases where an anaphylactic reaction is suspected, but there is uncertainty whether or not the person is experiencing an asthma attack, epinephrine should be used first. Epinephrine can be used to treat life-threatening asthma attacks, as well as anaphylactic reactions.

5. Raising Awareness

Where possible, school staff should raise awareness of Asthma and other prevalent medical conditions that affect students. They can do so through curriculum content in classroom instruction, related learning experiences and classroom leadership opportunities. Awareness is especially important at times of transition (e.g. the move to a new school, the move from elementary to secondary school), when students have to face social, physiological, and environmental changes.

6. Liability

The Good Samaritan Act, passed in 2001, protects 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 action 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) and individual... who provides emergency first aid 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.

In addition, Ryan's Law (2015) includes provisions limiting the liability of individuals who respond to an emergency relating to these conditions, as cited below:

Section 4(4) of Ryan's Law: 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.

7. Definitions

Age and/or Developmentally Appropriate Readiness

Age and/or developmentally appropriate readiness for individual students will need to be considered by the Superintendent of Schools and Principal in consultation with the Parent(s)/Guardian(s)/Caregiver(s). The responsibilities that a student can assume will be assessed based on the student's age and capability to understand their condition. Students with special education needs may require additional assistance by school or central staff and Parent(s)/Guardian(s)/Caregiver(s).

Asthma

A chronic inflammatory disease of the airway that may cause one or more of the following symptoms:

- Shortness of breath;
- Tightness in the chest;
- Coughing; and/or,
- Wheezing.

Symptoms can:

- Range from mild to severe and sometimes can be life threatening;
- Vary from person to person;
- Flare up from time to time and then not appear for long periods; and/or,
- Vary from one episode to the next.

The cause of asthma is not known, and currently there is no cure. A high percentage of asthma patients also have seasonal allergies that are known to trigger an asthma episode.

Exercise-Induced Asthma

When students participate in physical activity, they commonly breathe through their mouths at a rapid rate, which causes cooling and drying of the sensitive airways. This cooling and drying effect causes the airways to narrow resulting in asthma symptoms. Exercise-induced asthma may present itself during or after physical activity. It is more common when activities are conducted in cold environments and during high pollen or pollution count days. However, students can experience exercise-induced asthma anywhere, including indoors.

Asthma Medication

Most people with asthma take two kinds of medication. Each asthma medication treats only one aspect of the condition and are defined as follows:

- **Controllers**, also called 'preventers', reduce inflammation in the airways. Controllers are taken every day.
- **Relievers**, generally known as 'inhalers', are very good at helping to alleviate symptoms immediately, such as coughing or wheezing. However, reliever medications do nothing for the underlying problem of inflammation. Relievers are only a short-term solution to breathing problems and indicate that there is underlying inflammation present that requires a controller medication.

Asthma Triggers

Things in your environment that cause worsening of asthma symptoms or asthma attacks. There are two types of asthma triggers:

1. **Inflammatory (allergic) triggers** can cause inflammation of the lungs' airways or tightening of the airways' muscles. Inflammatory triggers include:

- Dust mites
- Animals/Pet Allergens (i.e., dander)
- Moulds
- Pollen
- Food Allergies/Additives (i.e., sulphites)
- Cockroaches
- Other Allergens

2. **Symptom (non-allergic) triggers** generally do not cause inflammation, but may for some students as identified by the parent/guardian/caregiver and confirmed by the physician and/or licensed health care provider. Symptom (non-allergic) triggers can provoke the feeling of “constricted” airways, especially if they are already inflamed. Symptom triggers include:

- Air Pollutants (i.e., Smoke/Smog)
- Exercise
- Cold air/weather changes
- Viral Infections
- Chemical fumes, scented products (perfumes, detergents, etc.)
- Intense emotions

Person in a Position of Authority

A person employed by the Board to perform services with respect to a student or students.

School Environment

School environment includes the entire school building and grounds, buses and other modes of transportation, school excursions, before and after school programs, and school sanctioned events involving students.

8. Cross References

Legislation

Ryan’s Law, Ensuring Asthma Friendly Schools, 2015, Statutes of Ontario, Education Act
Ministry of Education OPHEA Resource Guide: Creating Asthma Friendly Schools

YCDSB Policies

Policy 206: [Supporting Students with Prevalent Medical Conditions](#)

Policy 207: [The Administration of Oral Medication to Elementary and Secondary Students](#)

YCDSB Student Transportation Procedures Manual

[YCDSB Third Party Protocol](#)

Related Forms

S40 Administration of Medication to Students with Asthma

S40(a) Elementary Administration of Prescription Medication for Asthma

S40(a1) Secondary Administration of Prescription Medication for Asthma



York Catholic District School Board

Administration of Medication to Students with Asthma

Parent Letter Template

School Letterhead

Date

Dear Parent/Guardian;

As we update our school records related to the administration of medication for students with asthma, I am requesting that you sign and return the attached Form S40 (Acknowledgement and Consent) and carefully review the current S40(a) for Elementary Students, or S40(a1) for Secondary Students as soon as possible. This information is necessary for the safety and protection of your child.

As per ~~Policy 209: Protection of Students with Asthma~~, **Policy 206 Supporting Students with Prevalent Medical Conditions: Anaphylaxis, Asthma, Diabetes and/or Epilepsy**, ~~section 4.6.3 it is the responsibility of the Parent/Guardian “to ensure that all medical information pertinent to the student’s life-threatening allergy is always current”~~, **section, 4.6.5 To confirm annually to the Principal or their designate that their child’s medical status is unchanged.**

If revisions to the medical information outlined on the attached Form S40(a) or Form S40(a1) are necessary for students who have a previous *Administration of Medication for Asthma* form on file, you will be required to complete a new form and secure an updated physician signature.

If no revisions are necessary, please return the “new” signed Form S40 along with the current S40(a) or S40(a1) and an updated picture of your child as soon as possible.

Please contact the school office if you have any questions and/or concerns.

Thank you for your immediate attention to this request and your ongoing support in the shared responsibility for asthma management in our school.

Sincerely,

Principal Name



York Catholic District School Board

ADMINISTRATION OF MEDICATION to STUDENTS with ASTHMA

Acknowledgement and Consent (*Students Under 18 Years of Age*)

It should be understood that parents are asking non-medical persons to undertake the administration of prescription medications (i.e. inhaler or other prescription medication as prescribed by a physician or licensed health care provider) and must, therefore, assume the associated inherent risks. School staff members providing assistance in the administration of prescription medication to students are not medically trained personnel. They will endeavour to follow all reasonable instructions, as provided on the Board forms S40(a) Elementary, or S40(a1) Secondary, in order to ensure the safety and security of each student.

If you choose to request school staff to administer prescription medication to your child, please note the following from the *Act*:

An Act to Protect Pupils with Asthma [Ryan's Law (Ensuring Asthma Friendly Schools)], 2015 states:

No action or other proceedings for damages shall be commenced against any board employee for an act or omission, done or omitted by the employee in good faith.

In order to minimize these risks, parents should ensure that their requests include all information that might be needed to safely administer prescription medications, including the identification of possible side effects as identified, on the Board S40(a) and S40(a1), by a physician or licensed health care provider. A one-time signature from a physician or licensed health care provider is now required; both at the elementary panel and a one-time signature from a physician or licensed health care provider at the secondary panel.

The York Catholic District School Board does not provide medical expense insurance on behalf of its students who require assistance in the administration of prescription medication.

It is your legal obligation to ensure that the information in your child's file is kept up to date with the medication that your child is taking.

ACKNOWLEDGEMENT and CONSENT

WE HAVE READ AND ACKNOWLEDGE THE ABOVE, AND HEREBY CONSENT TO THE ADMINISTRATION OF PRESCRIPTION MEDICATION TO _____
BY SCHOOL STAFF. (name of student)

Signature of Parent/Guardian: _____ Date: _____

☐ **I have reviewed the existing S40(a) form signed by the physician or licensed health care provider, and verify that there are no revisions to the medical information at this time.**

Signature of Parent/Guardian: _____ Date: _____

Parents/Guardians may request a copy of his/her Acknowledgement and Consent Form from the Principal.

Questions about this form should be addressed to the Principal.

**ELEMENTARY SCHOOL
ADMINISTRATION OF PRESCRIPTION MEDICATION FOR ASTHMA**

THE FOLLOWING REQUEST(S) WILL EXPIRE WHEN THE ELEMENTARY STUDENT ENTERS SECONDARY SCHOOL.

STUDENT'S NAME: _____ STUDENT'S DOB: _____
SCHOOL NAME: _____ ROUTE/BUS# _____
(IF APPLICABLE)

<p>Address _____</p> <p>Phone # _____</p> <p>Physician's or Licensed Health Care Provider's Name _____</p> <p>Phone # _____</p> <p>I give permission for the Principal to contact the physician or licensed health care provider relating to my child's medical condition, if necessary, for the purpose of the development of the individual action plan [S40(a) or S40(a1)].</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>PLACE STUDENT'S PHOTO HERE (MUST BE KEPT CURRENT)</p>	<p>MEDICATION KEPT:</p> <p>With Student <input type="checkbox"/> at all times*</p> <p>If not with student at all times, specify location:</p> <p>In Office <input type="checkbox"/></p> <p>Other (i.e., with person in a position of authority): _____</p> <p><i>The inhaler or other prescribed medication will be returned to the student at the end of each school year.</i></p>
<p>THIS STUDENT HAS ASTHMA & MAY REACT TO THE FOLLOWING TRIGGERS (PLEASE INDICATE):</p> <p><input type="checkbox"/> DUST MITES <input type="checkbox"/> ANIMALS <input type="checkbox"/> MOULDS <input type="checkbox"/> POLLENS <input type="checkbox"/> VIRAL INFECTIONS <input type="checkbox"/> AIR POLLUTANTS <input type="checkbox"/> SMOKE <input type="checkbox"/> EXERCISE <input type="checkbox"/> COLD AIR <input type="checkbox"/> CHEMICAL FUMES/STRONG SMELLING SUBSTANCES <input type="checkbox"/> SPECIFIC FOOD ADDITIVES (PLEASE LIST) _____ <input type="checkbox"/> INTENSE EMOTIONS <input type="checkbox"/> OTHER: _____</p>	<p><input type="checkbox"/> I have provided an inhaler for my child to carry on their person at all times</p> <p><input type="checkbox"/> I have provided a MedicAlert® Bracelet or other appropriate medical identification to my son/daughter to wear at all times.</p> <p><input type="checkbox"/> *I have not provided an inhaler for my child to carry at all times on their person and take full responsibility for this decision.</p> <p><input type="checkbox"/> I have provided an inhaler to the office.</p> <p>We recommend that you provide your child with an inhaler, to be carried on their person at all times, to use in the event of an emergency. Having the inhaler on their person, and immediately available to your child, will enable us to treat him or her as rapidly as possible.</p>	
<p>Parent/Guardian Signature: _____ Date: _____</p> <p>Physician/Licensed Health Care Provider Signature: _____ Date: _____</p> <p>NAME OF MEDICATION(S) and DOSAGE: _____</p>		
<p>PERSONAL INFORMATION CONTAINED ON THIS FORM IS COLLECTED PURSUANT TO THE <i>EDUCATION ACT</i> AND THE <i>MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT</i>. QUESTIONS ABOUT THE COLLECTION AND THE USE OF THIS PERSONAL INFORMATION SHOULD BE DIRECTED TO THE PRIVACY MANAGER - FREEDOM OF INFORMATION, YORK CATHOLIC DISTRICT SCHOOL BOARD, 320 BLOOMINGTON RD. W., AURORA, ONTARIO, L4G 3G8 OR (905) 713-2711. c.c. Student Transportation Services Office File</p> <p>Cont'd. on reverse</p>		

ACTION – INDIVIDUAL EMERGENCY PLAN:

- ☐ Remove student from the trigger if possible in order to reduce the severity of the symptom(s)
- ☐ Use inhaler immediately or administer prescribed medication as indicated on this form and try to keep student calm
- ☐ Have student remain in an upright position (**DO NOT** have student lie down)
- ☐ Encourage student to breathe slowly and deeply (**DO NOT** have student breathe into a bag)
- ☐ If student totally recovers, participation in activities may resume

IF SYMPTOMS PERSIST:

- ☐ Wait 5-10 minutes to see if breathing difficulty is relieved and student's breathing returns to normal
- ☐ If not, repeat the administration of the reliever medication (inhaler)
- ☐ If the student's breathing difficulty is relieved and student's breathing returns to normal, the student can resume school activities, but should be monitored closely. The student should avoid vigorous activity and may require the administration of additional reliever medication

IT IS AN EMERGENCY SITUATION IF THE STUDENT:

- ☐ Has used the reliever medication and it has not helped within 5-10 minutes
- ☐ Has difficulty speaking or is struggling for breath
- ☐ Appears pale, grey or is sweating
- ☐ Has greyish/blue lips or nail beds

OR

- ☐ There is doubt or concern about the student's condition

ACTION:

- ☐ **CALL 911** and advise the dispatcher that a student is having an asthma exacerbation (describe the observable symptoms), wait for ambulance, **DO NOT** drive student
- ☐ Continue to administer the reliever medication every two to three (2-3) minutes until medical assistance arrives
- ☐ Call Parent or Guardian and/or Caregivers as soon as possible
- ☐ The student must be taken to a hospital immediately, even if symptoms subside entirely.

POSSIBLE ASTHMA SYMPTOMS:

Shortness of breath
Tightness in chest
Coughing
Wheezing

LIST ADDITIONAL/OTHER SYMPTOMS FOR YOUR CHILD:**PARENT INPUT ON EMERGENCY PLAN:****STRATEGIES (LIST AVOIDANCE/SAFETY RULES FOR YOUR CHILD, IF ANY):**

**SECONDARY SCHOOL
ADMINISTRATION OF PRESCRIPTION MEDICATION FOR ASTHMA**

STUDENT'S NAME: _____ **STUDENT'S DOB:** _____
SCHOOL NAME: _____ **ROUTE/BUS#** _____
(IF APPLICABLE)

<p>Address _____</p> <p>Phone # _____</p> <p>Physician's or Licensed Health Care Provider's Name _____</p> <p>Phone # _____</p> <p>I give permission for the Principal to contact the physician or licensed health care provider relating to my child's medical condition, if necessary, for the purpose of the development of the individual action plan [S40(a) or S40(a1)].</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>		<p>PLACE STUDENT'S PHOTO HERE (MUST BE KEPT CURRENT)</p>	<p>MEDICATION KEPT:</p> <p>With Student <input type="checkbox"/> at all times*</p> <p>If not with student at all times, specify location:</p> <p>In Office <input type="checkbox"/></p> <p>Other (i.e., with person in a position of authority): _____</p> <p><i>The inhaler or other prescribed medication will be returned to the student at the end of each school year.</i></p>
<p>THIS STUDENT HAS ASTHMA & MAY REACT TO THE FOLLOWING TRIGGERS (PLEASE INDICATE):</p> <p><input type="checkbox"/> DUST MITES <input type="checkbox"/> ANIMALS <input type="checkbox"/> MOULDS <input type="checkbox"/> POLLENS <input type="checkbox"/> VIRAL INFECTIONS <input type="checkbox"/> AIR POLLUTANTS <input type="checkbox"/> SMOKE <input type="checkbox"/> EXERCISE <input type="checkbox"/> COLD AIR <input type="checkbox"/> CHEMICAL FUMES/STRONG SMELLING SUBSTANCES <input type="checkbox"/> SPECIFIC FOOD ADDITIVES (PLEASE LIST) _____</p> <p><input type="checkbox"/> INTENSE EMOTIONS _____ <input type="checkbox"/> OTHER: _____</p>			<p><input type="checkbox"/> I have provided an inhaler for my child to carry on their person at all times</p> <p><input type="checkbox"/> I have provided a MedicAlert® Bracelet or other appropriate medical identification to my son/daughter to wear at all times.</p> <p><input type="checkbox"/> *I have not provided an inhaler for my child to carry at all times on their person and take full responsibility for this decision.</p> <p><input type="checkbox"/> I have provided an inhaler to the office.</p> <p>We recommend that you provide your child with an inhaler, to be carried on their person at all times, to use in the event of an emergency. Having the inhaler on their person, and immediately available to your child, will enable us to treat him or her as rapidly as possible.</p>
<p>Parent/Guardian Signature: _____ Date: _____</p> <p>Physician/Licensed Health Care Provider Signature: _____ Date: _____</p> <p>NAME OF MEDICATION(S) and DOSAGE: _____</p>			
<p>PERSONAL INFORMATION CONTAINED ON THIS FORM IS COLLECTED PURSUANT TO THE <i>EDUCATION ACT</i> AND THE <i>MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT</i>. QUESTIONS ABOUT THE COLLECTION AND THE USE OF THIS PERSONAL INFORMATION SHOULD BE DIRECTED TO THE PRIVACY MANAGER - FREEDOM OF INFORMATION, YORK CATHOLIC DISTRICT SCHOOL BOARD, 320 BLOOMINGTON RD. W., AURORA, ONTARIO, L4G 3G8 OR (905) 713-2711. c.c. Student Transportation Services Office File</p> <p style="text-align: right;">Cont'd. on reverse _____</p>			

ACTION – INDIVIDUAL EMERGENCY PLAN:

- ☐ Remove student from the trigger if possible in order to reduce the severity of the symptom(s)
- ☐ Use inhaler immediately or administer prescribed medication as indicated on this form and try to keep student calm
- ☐ Have student remain in an upright position (**DO NOT** have student lie down)
- ☐ Encourage student to breathe slowly and deeply (**DO NOT** have student breathe into a bag)
- ☐ If student totally recovers, participation in activities may resume

IF SYMPTOMS PERSIST:

- ☐ Wait 5-10 minutes to see if breathing difficulty is relieved and student's breathing returns to normal
- ☐ If not, repeat the administration of the reliever medication (inhaler)
- ☐ If the student's breathing difficulty is relieved and student's breathing returns to normal, the student can resume school activities, but should be monitored closely. The student should avoid vigorous activity and may require the administration of additional reliever medication

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- ☐ Has used the reliever medication and it has not helped within 5-10 minutes
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- ☐ Appears pale, grey or is sweating
- ☐ Has greyish/blue lips or nail beds

OR

- ☐ There is doubt or concern about the student's condition

ACTION:

- ☐ **CALL 911** and advise the dispatcher that a student is having an asthma exacerbation (describe the observable symptoms), wait for ambulance, **DO NOT** drive student
- ☐ Continue to administer the reliever medication every two to three (2-3) minutes until medical assistance arrives
- ☐ Call Parent or Guardian and/or Caregivers as soon as possible
- ☐ The student must be taken to a hospital immediately, even if symptoms subside entirely.

POSSIBLE ASTHMA SYMPTOMS:

Shortness of breath
Tightness in chest
Coughing
Wheezing

LIST ADDITIONAL/OTHER SYMPTOMS FOR YOUR CHILD:**PARENT INPUT ON EMERGENCY PLAN:****STRATEGIES (LIST AVOIDANCE/SAFETY RULES FOR YOUR CHILD, IF ANY):**



York Catholic District School Board

STUDENT ~~-PRESCRIPTION~~ MEDICATION LOG

Student:

Name of Designated Administrator(s) of Prescription/Non-Prescription Medication:

(Please refer to Form S.16(a) or S16(a1))

Teacher

Grade/Class

Week or Month of:

DATE	TIME	NAME OF PRESCRIPTION/ NON PRESCRIPTION MEDICATION	DOSAGE	INITIAL OF ADMINISTRATOR OF -PRESCRIPTION MEDICATION **	COMMENTS

PLEASE RECORD WHEN ~~-PRESCRIPTION~~ MEDICATION HAS NOT BEEN ADMINISTERED BECAUSE OF ABSENCE OR OTHER REASON

c.c. Office Medical Log Binder for current and following school year with S16a/S16a1

** If you are not a named Administrator, please print name in the Comments Section



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE:

206C SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS: DIABETES

Addendum to:

Policy 206 Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools

Effective: DD/MMM/YYYY

PURPOSE

The York Catholic District School Board recognizes that daily management of Diabetes is essential to prevent or postpone serious complications and that it is a shared responsibility with the student, Parent(s)/Guardian(s) and the school community. The ultimate goal is to enable children/youth to be as independent as possible in the management of their own care, recognizing that some students will require assistance and/or supervision with the daily management of their Diabetes. The York Catholic District School Board recognizes that there are some students within the school system who live with a diagnosis of Diabetes which could be life threatening if Parent(s)/Guardian(s), students and school personnel are not clear and confident in their roles and responsibilities.

1. Roles & Responsibilities

1.1 Parent(s)/Guardian(s) of Children with Diabetes

As primary caregivers of their child, parent(s)/guardian(s) are expected to be active participants in supporting the management of their child's diabetes while the child is at school and at school related activities. Parent(s)/Guardian(s) are expected to:

- Inform the Principal immediately upon the student's registration or receipt of a diagnosis of Diabetes.
- Provide the school with current medical information sufficient to understand the medical needs of the student
- Participate in the co-creation, review and updating of the Diabetes Health Management Plan and other required forms within the first 30 days of each school year, upon registration, and following any changes or new diagnosis
- Complete and submit all forms provided by the Principal to support the health and safety needs of the student
- Consult and collaborate with the Principal and teacher related to any modifications needed to the daily *Diabetes Health Management Plan* (S16b) for special events or field trips
- Review the *Diabetes Health Management Plan* (S16b) on an annual basis at the beginning of each school year in collaboration with the school team
- Encourage their child to wear a medical alert identification.
- Teach their child to understand the causes, identification, prevention and management of low/high blood sugar as appropriate to their age or cognitive ability, including to recognize and act on the first symptoms of low blood sugar, and to communicate clearly to adults/those in authority that they have diabetes and when feeling the onset of symptoms or a general feeling of "unwellness"
- Supply their child and/or the school with sufficient quantities of supplies for their Diabetes Management Kits (e.g., blood glucose monitoring items, insulin injections, oral glucose, juice), as directed by their health care practitioner and as outlined in the Diabetes Health Management Plan, and replenish as necessary, tracking use and expiration dates
- Seek medical advice from a medical doctor, nurse practitioner or pharmacist to contribute to the Diabetes Health Management Plan, as appropriate, and to set goals for self-management
- Educate their child about diabetes, their Diabetes Health Management Plan, and support them to reach their full potential for self-management and self-advocacy
- Provide the Principal with an updated *Diabetes Health Management Plan* (S16b/S16b1) in the event of changes to the diagnosis or treatment regime

1.2 Students with Diabetes

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students shall actively support the development and

implementation of their Diabetes Health Management Plan. Students are expected to:

- Take responsibility for advocating for their personal safety and well-being, as well as the safekeeping and administration of their medication that is consistent with their cognitive, emotion, social and physical stage of development and their capacity for self-management
- Participate in the development and review of their *Diabetes Health Management Plan* as appropriate
- Set goals on an ongoing basis for self-management of their medical condition, in conjunction with their Parent(s)/Guardian(s) and health care professional(s)
- Work towards learning to manage their Diabetes as outlined in their *Diabetes Health Management Plan* where it is developmentally appropriate
- ~~Carry Diabetes medical identification on their person at all times as indicated by Parent(s)/Guardian(s)~~
- Be encouraged to carry out daily or routine self-management of their medical condition to their full potential, as described in their Diabetes Health Management Plan (e.g., bringing and caring for/maintaining their Diabetes equipment/supplies, proper disposal of sharps, carrying their source of fast acting sugar on them at all times)
- Inform, if possible, school staff and/or their peers if a medical incident or medical emergency occurs
- Wear a medical alert identification that they and/or Parent(s)/Guardian(s) deem appropriate

1.3 School Staff

School staff play a key role in supporting the student's safe, accepting, and healthy learning environment, and allowing students to participate in school to their fullest potential. School staff will:

- Review the contents of the *Diabetes Health Management Plan* for any student with whom they have direct and regular contact
- Complete annual training on Diabetes provided by the York Catholic District School Board
- Support the student's *Diabetes Health Management Plan*, such as, verify the student's reading of the glucometer, monitor the student during insulin self-administration and assist the student as required and outlined on the *Diabetes Health Management Plan*, including knowledge of the student's symptoms of low (hypoglycemia) or high (hyperglycemia) blood sugar and how it should be treated and how to respond to severe hypoglycemia and hyperglycemia
- Respond to medical incidents and emergencies that occur during the school day as outlined on the *Diabetes Health Management Plan*.
- Recognize and acknowledge that low (hypoglycemia) and high (hyperglycemia) blood sugar levels can affect mood, behavior and cognitive performance and to provide the necessary accommodations that may be needed for students who experience low (hypoglycemia) or high (hyperglycemia) blood sugar levels during tests or exams throughout the instructional day
- Allow sufficient time to finish snacks/meals and allow for flexibility in classroom/school routines as required by the student for Diabetes management tasks and treatment of low (hypoglycemia) or high (hyperglycemia) blood sugar e.g., ensure the student has unrestricted access to water and a washroom, ensure that the student has easy access to blood sugar monitoring kit/supplies, ensure they have adequate time to treat low or high blood sugar levels prior to participating in any school activities
- Participate in an established communication plan to notify Parent(s)/Guardian(s) of episodes of low (hypoglycemia) or high (hyperglycemia) blood sugar levels or any other concerns
- Provide Parent(s)/Guardian(s) with notice of upcoming changes in school routines

- that may impact the student's Diabetes and/or management of the student's Diabetes, e.g., changes in physical activity events, school excursions, special events involving food, changes to snack/lunch schedules or routines
- Implement the plan of action developed in consultation with the Principal and the Parent(s)/Guardian(s) addressing the safety and well-being of the student when participating in out-of-school events/activities and overnight excursions
 - Ensure that for all out of school events/activities and overnight excursions, a designated adult has a copy of the student's *Diabetes Health Management Plan*, along with all necessary Diabetes equipment and/or supplies
 - Notify Parent(s)/Guardian(s) when emergency Diabetes supplies stored at the school are running low or have expired
 - Recognize that even students who are normally independent in their daily Diabetes management may need help at times when they are experiencing low or high blood sugar
 - Ensure that a student is not left alone following a low sugar episode until fully recovered as outlined in the student's *Diabetes Health Management Plan* (S16b)
 - Develop and participate in an established communication plan to notify Parent(s)/Guardian(s) of medical emergencies or any other concerns/information related to the student's Diabetes
 - Keep all forms current (relevant to the student's condition) and signed by the physician
 - Participate in school case conferences when required with the school Principal, staff and involved health care professionals
 - Collaborate with the Principal and school staff in establishing a clear communication plan between home and school
 - Provide all necessary equipment and supplies for blood sugar monitoring and insulin administration (self-administered or by ~~LHN~~ HCCSS nurse), and appropriately labeled medication, as indicated in the *Diabetes Health Management Plan* (S16b). All equipment must be in full working order and maintained as required, with sufficient supplies available on a daily basis
 - Ensure that a supply of fast acting sugar (e.g., juice) is provided to the school and replenished on a regular basis, or as needed
 - Provide an emergency glucagon kit to the school as needed
 - Provide education to their child about their medical condition, as well as the safekeeping and administration of their medication with support from their child's health care professional
 - Guide and encourage their child to reach their full potential for self- management and self-advocacy related to their medical condition and participate in their Diabetes management as is age/developmentally appropriate
 - Set goals in conjunction with their child and health care professionals on an ongoing basis for self-management of their child's medical condition

1.4 Principal

In addition to the responsibilities outlined above under "School Staff", the principal (or designate) will:

- Participate in an annual training on Diabetes provided by the York Catholic District School Board
- Inform the Parent(s)/Guardian(s) at the time of registration or upon receipt of a diagnosis, of the need to advise the school if their child has Diabetes
- Provide the Parent(s)/Guardian(s) with appropriate forms to co-create the *Diabetes Health Management Plan* (S16b/S16b1) at the time of registration or following a new diagnosis.
- Convene a meeting with Parent(s)/Guardian(s), school personnel and Student

- Services personnel to discuss a request for the admittance of a service dog, in accordance with the Board's decision-making protocol for entry of a personal service dog
- Ensure that the **Parent Consent Form (S16)** and the *Diabetes Health Management Plan (S16b)* is sent to the Parent(s)/Guardians for review and updating on an annual basis at the beginning of each school year
 - Arrange a meeting/conference with appropriate school personnel and Parent(s)/Guardian(s) to review the student's medical needs as outlined on the *Diabetes Health Management Plan* on an annual basis and as needed throughout the school year
 - **With Parent/Guardian consent**, provide the Student Transportation Services Department and other relevant school staff with the names of all students with a diagnosis of Diabetes and relevant information from the student's *Diabetes Health Management Plan*
 - Communicate the *Diabetes Health Management Plan (S16b/S16b1)* with all staff who are in direct and regular contact with students who have a diagnosis of Diabetes and could require immediate medical attention
 - Ensure that school staff are aware of the student's medical needs and have access to the *Diabetes Health Management Plan (S16b/S16b1)* ensuring and maintaining the privacy of student information
 - Post posters of signs and symptoms of low and high blood sugar in key locations throughout the school (printable resources can be found at www.Diabetesatschool.ca)
 - Initiate a referral to the ~~Local Health Integrated Network (LHIN)~~ **Home and Community Care Support Services (HCCSS)** for nursing support for all students who are unable to manage their blood glucose (sugar) monitoring, insulin injections or insulin pump independently, as well as to request support for the training (diabetic teaching) and education of involved school personnel
 - Identify school staff/team (primary and alternates) that can support the management of the student's *Diabetes Health Management Plan* (e.g., support blood sugar checks; monitor the student during self-administration of insulin)
 - Allow the student and/or the ~~LHIN~~ **HCCSS** staff, to check blood sugar, administer insulin, and treat low or high blood sugar safely within the school environment, whenever and wherever needed, and to provide a private area if preferred by the student, Parent(s)/Guardian(s) to do so
 - Ensure that emergency supplies provided to the school by the Parent(s)/Guardian(s), of fast-acting sugar (i.e., glucose tablets, juice) including additional snacks are stored in readily accessible locations throughout the school (i.e., classroom, health room, office)
 - Advise all relevant staff of the location of the student's emergency supplies. Location of emergency supplies should be listed in the student's *Diabetes Health Management Plan*
 - Ensure that Occasional Teachers and supply support staff (~~EAVE/CYW~~) are aware that they have a student with Diabetes in their class and know how to recognize the signs/symptoms of low and high blood sugar and have a copy of the student's *Diabetes Health Management Plan*
 - Permit students with Diabetes to carry their Diabetes supplies and fast acting sugar on their person, as per Policy 207A *Administration of Oral Medication to Elementary and Secondary Students*.
 - Provide safe storage of an emergency glucagon kit at the school if requested by Parent(s)/Guardian(s)
 - Ensure that proper health and safety procedures for the disposal of sharps within the school environment are followed
 - Develop an action plan with the Parent(s)/Guardian(s) that addresses the safety and well-being of the student when participating in out-of-school events/activities and

1.5 Student Transportation Services

- Ensure the names of students with a diagnosis of Diabetes has been communicated to Transportation Service Providers
- Work with the Principal and transportation service provider to assign a specific seat to a student diagnosed with Diabetes, if required
- Allow student with Diabetes to carry their Diabetes supplies and source of fast acting sugar (e.g., juice box) on the school bus, test blood sugar and/or treat low/high blood sugar as needed while on the bus
- Ensure that Policy 213-206: *Supporting Students with Prevalent Medical Conditions in Schools*: ~~Diabetes~~ has been communicated to Transportation Service Providers

2. Diabetes Health Management Plan

The Diabetes Health Management Plan is a form that contains individualized information on the student's condition, and identifies the School Care Team of staff, strategies to monitor blood sugar levels, administer insulin, symptoms of low and elevated blood sugar levels, and emergency medical responses.

The Diabetes Health Management Plan shall be co-created, reviewed or updated by the parents / guardians in consultation with the principal, designated staff and the student within the first 30 days of the school year or as soon as possible upon registration or diagnosis.

Parent(s)/Guardians(s) have the authority to designate who is provided access to the Diabetes Health Management Plan. With authorization from parent(s)/guardian(s), the Diabetes Health Management Plan will be:

- (i) Shared with appropriate school staff and others who are in direct contact with students with diabetes (e.g. food service providers, transportation providers, volunteers).
- (ii) Posted in a key area of the school where staff have access on a regular basis.
- (iii) Located in the educator's daybook and/or occasional staff plans.

3. Facilitating and Supporting Daily or Routine Management

In general, diabetes is managed through daily routines involving blood glucose monitoring, managing the intake of food, administration of insulin via injection or pump, and planning for activity. The student's capacity to independently monitor and carry out these routines depends on a number of factors including their cognitive, emotional, social and physical stage of development, all of which must be outlined in their Diabetes Health Management Plan.

In developing the Diabetes Health Management Plan, school staff must allow for flexibility and individualized discretion on where and when these daily routines occur, respecting both inclusion and preference for privacy.

Parent(s)/Guardian(s), in working with school staff, must ensure that a Diabetes Management Kit is provided, maintained and refreshed to support daily management at school. This kit may include: blood glucose monitoring items, insulin injections, oral glucose, juice. The Diabetes Management Kit, including medications with the original pharmacist label and container, may be stored in the office or other secure location, in accordance with the Board's Policy 207: *Administration of Oral Medication to Elementary and Secondary Students*.

4. Emergency Response

"Emergency" is defined by the Health Care Consent Act, 1996 to include a situation where

the individual is experiencing severe suffering, or is at risk of sustaining serious bodily harm, if the treatment is not administered promptly.

All staff are required to be trained annually. The individualized response to a student's diabetic emergency shall be detailed in the student's Diabetes Health Management Plan. Staff who are in direct and regular contact with the student, shall review and be trained on the Diabetes Health Management Plan.

For severe hypoglycemia where a student is unresponsive, staff shall:

1. Place student on their side.
2. Call 9-1-1. Do not give food or drink.
3. Contact parent(s)/guardian(s) or emergency contact
4. Supervise student until EMS arrives. Follow the direction of medical staff.
5. ~~Transport student to hospital by ambulance~~
6. Document medical incident in Diabetes Health Management Plan

5. Raising Awareness

Where possible, school staff should raise awareness of Diabetes and other prevalent medical conditions that affect students. They can do so through curriculum content in classroom instruction, related learning experiences and classroom leadership opportunities. Awareness is especially important at times of transition (e.g. the move to a new school, the move from elementary to secondary school), when students have to face social, physiological, and environmental changes.

6. Liability

The Good Samaritan Act, passed in 2001, protects 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 action 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) and individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides assistance at the immediate scene of the accident or emergency.

7. Definitions

Age and/or Developmentally Appropriate

Developmentally appropriate readiness for individual students will need to be considered by the Superintendent of Education: School Leadership and Principal in consultation with the Parent(s)/Guardian(s). The responsibilities that a student can assume will be assessed based on the student's age and capacity to understand their life-threatening condition. Students with special education needs may require additional assistance by school or central staff and Parent(s)/Guardian(s).

Diabetes Health Management Plan

A plan of care that outlines the daily routine management tasks required to support the student's safety at school and an emergency plan of care that outlines the procedures to respond to hypoglycemia or hyperglycemia.

Diabetic Ketoacidosis

A potentially life-threatening condition that occurs, when blood sugar levels are **too high** and

the body breaks down fat for energy leading to a high level of ketones in the body. At high levels, ketones are poisonous and can lead to coma or death if not treated.

Hyperglycemia (High Blood Sugar)

A condition occurring when the amount of blood glucose (sugar) is higher than a student's target range, the student may show signs of thirst, increased urinary frequency, and fatigue.

Hypoglycemia (Low Blood Sugar)

A condition occurring when the amount of blood glucose (sugar) has dropped below a student's target range, ranging from mild, moderate to severe. Hypoglycemia requires treatment with a fast acting glucose and the rechecking of blood sugar until levels have stabilized within the target range.

Insulin

A hormone required to convert glucose (sugar) to energy for the body to use. Without insulin sugar builds up in the blood instead of being used for energy. Students with Type 1 Diabetes must administer insulin by syringe, insulin pen or pump.

Local Health Integrated Network (LHIN)

A publicly funded service provided to schools for the support of school age children, which may include nursing to support diabetic management or teaching as determined by the LHIN staff.

Type 1 Diabetes

An autoimmune disease in which the pancreas stops producing insulin, usually diagnosed in children and adolescents.

Type 2 Diabetes

A disease in which the pancreas does not produce enough insulin or the body does not properly use the insulin it makes typically occurring in adults, but is now being diagnosed in teens and children.

8. CROSS REFERENCES

Legislation

[Canadian Diabetes Association Canadian Pediatric Society](#)

[Good Samaritan Act](#)

[Guidelines for the Care of Students Living with Diabetes at School](#)

[Program Policy Memorandum 161 Supporting Students with Prevalent Medical Conditions](#)

YCDSB Policies

Policy 203 [Student Transportation Services](#)

Policy 207 [Administration of Oral Prescription Medication to Elementary & Secondary Students](#)

Policy 208 [Student Disability Accommodation](#)

YCDSB Student Transportation Procedures Manual

[YCDSB Third Party Protocol](#)

Related Forms

SE3 Consent for Consultation with Board Staff

S16b *Diabetes Health Management Plan* (Appendix A)

(Includes S16b Plan, S16b1 Blood Sugar Log and Parent(s)/Guardian(s) letter)

Diabetes Health Management Parent/Guardian Letter

School Letterhead

Date

Dear Parent/Guardian:

As we update our school records related to your child's Diabetes Health Management Plan (S16b), I am requesting that you carefully review, update, complete, sign and return the attached **S16**, S16(b) and the Consent for Consultation with Board Staff (SE3) to the school office. This information is necessary for the safety and protection of your child.

It is the responsibility of the Parent(s)/Guardian(s) to ensure that all medical information pertinent to your child's diabetes is always current. Please complete and return the attached forms with a physician signature.

If revisions to the medical information outlined on the attached forms are necessary, you will be required to complete a new form and secure an updated physician signature. If no revisions are necessary, please return **the yearly consent form (S16), and the** signed Form S16(b) with an updated photo of your child.

Please contact the school office if you have any questions and/or concerns.

Thank you for your immediate attention to this request and your ongoing support in the shared responsibility for management of your child's diabetes at school.

Please return all forms as soon as possible.

Sincerely,

Principal Name



YORK CATHOLIC DISTRICT SCHOOL BOARD

DIABETES HEALTH MANAGEMENT PLAN PART A: DAILY MANAGEMENT PLAN

STUDENT'S NAME: _____ TEACHER'S NAME: _____
 DATE OF BIRTH: _____ GRADE: _____
 PARENT'S NAME: _____ PHONE #: _____
 PARENT'S NAME _____ PHONE #: _____
 ALTERNATE EMERGENCY CONTACT INFO: _____

Home Address _____ _____ Physician's Name _____ Phone # _____ Address _____	PLACE STUDENT'S PHOTO HERE (MUST BE KEPT CURRENT)
Names of trained adults who will provide support with diabetes-related tasks (e.g. designated staff or community care allies):	
Names of trained adults that can administer nasal glucagon:	
Emergency glucagon medication provided by parent <input type="checkbox"/> Yes <input type="checkbox"/> No	
Method of home-school communication:	
Any other medical condition or allergy?	
Time of day when low blood sugar is most likely to occur:	
What has been provided to treat low blood sugar symptoms:	

- ☐ Nasal – to be administered by trained adult
☐ Glucagon via injection – to be administered by paramedics, nurse, or parent

Where the sugar source is located: _____

Children with diabetes must eat their snacks and meals as outlined in the management plan.

Morning Snack Time: _____ Lunch Time: _____ Afternoon Snack Time: _____

Children with diabetes should never be refused water to drink or bathroom privileges.

EMERGENCY PROCEDURES

HYPOGLYCEMIA – LOW BLOOD GLUCOSE (BG) (4 MMOL/L OR LESS) DO NOT LEAVE STUDENT UNATTENDED

Usual symptoms of Hypoglycemia for my child are:

- | | | | |
|------------------|---------------------|---------------|----------------|
| ☼ Shaky | ☼ Irritable/Grouchy | ☼ Dizzy | ☼ Trembling |
| ☼ Blurred Vision | ☼ Headache | ☼ Hungry | ☼ Weak/Fatigue |
| ☼ Pale | ☼ Confused | ☼ Other _____ | |

Steps to take for Mild Hypoglycemia (student is responsive)

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

Steps for Severe Hypoglycemia (student is unable to take anything by mouth due to incoherence, irritability, unresponsiveness)

1. Place the student on their side ~~in the recovery position.~~
2. ~~As per parent request, Trained adult to administer~~ Nasal glucagon **to be administered by trained adult with parent(s)/guardian(s) consent**
3. Call 9-1-1. Do not give food or drink (choking hazard)
4. Contact parent(s)/guardian(s) or emergency contact
5. Supervise student until EMS arrives. **Follow the direction of medical staff.**

HYPERGLYCEMIA — HIGH BLOOD GLUCOSE (BG) (14 MMOL/L OR ABOVE)

Usual symptoms of hyperglycemia for my child are:

- | | | |
|----------------------|----------------------|------------------|
| ☼ Extreme Thirst | ☼ Frequent Urination | ☼ Headache |
| ☼ Hungry | ☼ Abdominal Pain | ☼ Blurred Vision |
| ☼ Warm, Flushed Skin | ☼ Irritability | ☼ Other: _____ |

Steps to take for Mild Hyperglycemia:

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

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

- | | | |
|----------------------------|------------|-----------------|
| ☼ Rapid, Shallow Breathing | ☼ Vomiting | ☼ Fruity Breath |
|----------------------------|------------|-----------------|

Steps to take for Severe Hyperglycemia

1. If possible, confirm hyperglycemia by testing blood glucose
2. Call parent(s)/guardian(s) or emergency contact

DAILY/ROUTINE DIABETES HEALTH MANAGEMENT PLAN

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

☼ Yes

☼ No

☼ If yes, go directly to page **two (2)** — Emergency Procedures

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

ROUTINE	ACTION (CONTINUED)	
<p><u>INSULIN</u></p> <p>⚙ Student takes insulin at school by:</p> <ul style="list-style-type: none"> ⚙ Injection ⚙ Pump <p>⚙ Insulin is given by:</p> <ul style="list-style-type: none"> ⚙ Student ⚙ Student with supervision ⚙ Parent(s)/Guardian(s) ⚙ Trained Individual (Nurse) <p>📖 All students with Type 1 Diabetes use insulin. Some students will require insulin during the school day, typically before meal/nutrition breaks.</p>	Location of insulin:	
	Required times for insulin:	
	⚙ Before school:	
	⚙ Morning Break:	
	⚙ Lunch Break:	
	⚙ Afternoon Break:	
	⚙ Other (Specify):	
	Parent(s)/Guardian(s) Responsibilities:	
<p>ACTIVITY PLAN</p>	School Responsibilities:	
	Student Responsibilities:	
	Additional Comments:	
	<p>Physical activity lowers blood glucose. BG is often checked before activity. Carbohydrates may need to be eaten before/after physical activity. A source of fast-acting sugar must always be within students' reach.</p>	Please indicate what this student must do prior to physical activity to help prevent low blood sugar:
		1. Before activity:
		2. During activity:
		3. After activity:
		Parent(s)/Guardian(s) Responsibilities:
School Responsibilities:		
Student Responsibilities:		
For special events, notify parent(s)/guardian(s) in advance so that appropriate adjustments or arrangements can be made. (e.g., extracurricular, Terry Fox Run)		

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

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

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

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____

Date: _____

Special Instructions/Notes/Prescription Labels: _____

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

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

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS ~~PLAN OF CARE~~ **HEALTH MANAGEMENT PLAN** IS TO BE SHARED

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Other Individuals To Be Contacted Regarding ~~Plan Of Care~~ **the Health Management Plan:**

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__ — 20__ school year without change and will be reviewed on or before as required: _____ **Please complete parent(s)/guardian(s) consent form S16d each year.** (It is the parent(s)/guardian(s) responsibility to notify the Principal if there is a need to change the plan of care during the school year).

Physician: _____ Date: _____

Signature

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

Signature

Student: _____ Date: _____

Signature

Principal: _____ Date: _____

Signature



YORK CATHOLIC DISTRICT SCHOOL BOARD

STUDENT BLOOD SUGAR LOG

(Optional)

Student: _____

Teacher: _____

Grade/Class: _____ Week or Month of: _____

BLOOD SUGAR LOG						
Date	Time	Level	Checked by (print name)	Initial	Signs/symptoms of low blood sugar observed (if any)	Actions taken

c.c. Office Medical Log Binder for current and following school year with S16(b)



Consent for Consultation with Board Level Student Services Staff

Student: **Amy Anderson**
Program School: **Secondary Demo**

SAMPLE

D.O.B.: **08 Jan 1992** Grade: **09**

It is understood that the reasons for requiring consultation have been discussed with me/us by school staff. If further clarification is required, please contact the Principal prior to signing this form.

I / We understand that school personnel recommend conferring with the following Board Level Student Services staff regarding my / our child. Refer to page 2 for more information about these services.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Behaviour Resource Services | <input type="checkbox"/> Educational Audiology Services | <input type="checkbox"/> Hearing Services |
| <input type="checkbox"/> Physical Management (OT/PT) Services | <input checked="" type="checkbox"/> Psychological Services | <input checked="" type="checkbox"/> Special Education Programming Services (Consultant) |
| <input type="checkbox"/> Speech and Language Services | <input type="checkbox"/> Vision Services | |

I / We understand the reason(s) for this recommendation and am / are in agreement that ongoing consultation may occur for a maximum period of one year from this date. I / We also understand that we may cancel or change this authorization in writing at any time prior to expiry date.

It is understood that:

1. School personnel will share pertinent information and recommendations with me / us.
2. For each formal scheduled conference of professionals, a written summary of the action items will be recorded on the Conference Record (SE2). The SE2 will be placed in the student's OSR; a copy will be shared with parent(s)/guardian(s) and professionals in attendance.
3. This consent remains in effect for one year from the date of completion.
4. Reports included in the files of the above agreed upon professionals may be shared during this consultation for the purpose of assisting the student.
5. Relevant information from the OSR may be shared with the above agreed upon professionals.

I / We therefore agree that consultation with the Board Level Student Services staff selected above will be held regarding my / our child.

Date: _____

Signature(s): _____

Print Name: _____

☐ Parent ☐ Guardian ☐ Student

Principal

Classroom Teacher

Special Education Teacher

I / We do NOT wish for consultation with Board Level Student Services staff at this time.

Date: _____

Signature(s): _____

Print Name: _____

☐ Parent ☐ Guardian ☐ Student

Personal information is collected pursuant to the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Questions about the collection and the use of this personal information should be directed to the Privacy Officer, York Catholic District School Board, 320 Bloomington Road W., Aurora, Ontario L4G 0M1 or 905-713-2711.

File in Ontario Student Record Folder – Documentation File

Board Level Student Services

Behaviour Resource Services

Behaviour Resource Services (BRS) support students who present with difficulties in the areas of social, emotional, behavioural, and/or self-regulation which interfere with their ability to be successful in the school environment. BRS provides a continuum of services ranging in intensity and format to meet each student's unique needs. Permission is limited to consultation and does not include observation of or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Educational Audiology Services

Educational Audiologists recommend classroom amplification systems appropriate to the student's personal amplification needs within the classroom setting. Permission is limited to consultation and does not include observation of or any interaction with your child.

Hearing Services

Hearing Services provide consultation to school staff for students with hearing loss as well as those who have been diagnosed with Central Auditory Processing disorder. Consultation is provided by a specialist teacher of the deaf/hard of hearing and/or the Special Education Consultant: Hearing. An audiological assessment (audiogram) is required prior to consultation. Recommendations may include instructional and environmental accommodations.

Physical Management (Occupational Therapy/Physical Therapy) Services

Occupational and Physical Therapists (OT/PT) use a consultative model to support students who may have difficulty accessing the school learning environment due to a disability, medical, and/or developmental need. The goal of an OT/PT is to support optimal functional independence at school and will target one or more of the following areas: motor development, self-care, adapted equipment and technology support, functional life skills, sensory and/or accessibility needs. Permission is limited to consultation and does not include observation of or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Psychological Services

Psychological Services provide consultation to school personnel regarding a student's intellectual and academic development, as well as behavioural, emotional, and social functioning. Permission is limited to consultation and does not include observation of your child or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Special Education Programming Services (Consultant)

Special Education Program Consultants provide expertise in special education programming for a wide range of students who have special education needs. Permission will allow the Special Education Program Consultants to support school personnel in developing individual programming through consultation and possible direct observation of your child. Recommendations regarding strategies and best practices may be made to parents/guardians and/or school staff.

Speech and Language Services

Speech and Language Pathologists contribute to program planning for students in the areas of communication, literacy, functional life skills and social skills development. Through consultative services, Speech and Language Pathologists advise and assist teachers, early childhood educators, educational assistants, parents/guardians and others regarding effective strategies in the area of communication skill development. Permission is limited to consultation and does not include observation of or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Vision Services

Vision Services provide support for students whose vision, even with correction, adversely impacts their educational performance. Strategies are provided and recommendations may be made for an individualized program to support on-going needs (e.g., program accommodations, braille, assistive devices/technology, and mobility training).



York Catholic District School Board

STUDENT ~~-PRESCRIPTION~~ MEDICATION LOG

Student:

Name of Designated Administrator(s) of Prescription/Non-Prescription Medication:

(Please refer to Form S.16(a) or S16(a1))

Teacher

Grade/Class

Week or Month of:

DATE	TIME	NAME OF PRESCRIPTION/ NON PRESCRIPTION MEDICATION	DOSAGE	INITIAL OF ADMINISTRATOR OF -PRESCRIPTION MEDICATION **	COMMENTS

PLEASE RECORD WHEN ~~-PRESCRIPTION~~ MEDICATION HAS NOT BEEN ADMINISTERED BECAUSE OF ABSENCE OR OTHER REASON

c.c. Office Medical Log Binder for current and following school year with S16a/S16a1

** If you are not a named Administrator, please print name in the Comments Section



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE:

206D SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS: EPILEPSY

Addendum to:

Policy 206 Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools

Effective: DD/MMM/YYYY

PURPOSE

The York Catholic District School Board recognizes that there are some students within the school system who have been diagnosed with Epilepsy which could be life threatening. The York Catholic District School Board also recognizes that Epilepsy management is a shared responsibility that requires a team approach among students, Parent(s)/Guardian(s), health care providers and the entire school community. **The purpose of this policy is to provide administrators, school staff, volunteers and parent(s)/guardian(s) with information, strategies and requirements in managing students with Epilepsy and to minimize, where possible, the risks (triggers) in the school setting.**

1. Roles & Responsibilities

1.1 Parents / Guardians of Children with Epilepsy

As primary caregivers of their child, parent(s)/guardian(s) are expected to be active participants in supporting the management of their child's epilepsy while the child is at school and at school related activities. Parent(s)/Guardian(s) are expected to:

- Inform the Principal immediately upon registration and/or when in receipt of a diagnosis of Epilepsy.
- Provide the school with current medical information sufficient to understand the medical needs of the student
- **Participate in the co-creation, review and updating of the Epilepsy Health Management Plan and other required forms within the first 30 days of each school year, upon registration, and following any changes or new diagnosis**
- Collaborate with the Principal and Health care professionals to complete and submit all forms provided by the Principal to support the health and safety needs of the student
- Consult and collaborate with the Principal and teacher related to any modifications needed to the *Epilepsy Health Management Plan* for special events or field trips
- Review the Epilepsy Health Management Plan (S16C) on an annual basis at the beginning of each school year in collaboration with the school team.
- Provide the Principal with an updated *Epilepsy Health Management Plan* in the event of changes to the diagnosis or action plan
- Keep all forms current and signed by the physician
- participate in school case conferences when required with the school Principal, staff and involved health care professionals
- Collaborate with the Principal and school staff in establishing a clear communication plan between home and school.
- Supply their child and/or the school with sufficient quantities of supplies and medication in their original **pharmaceutical container**, as directed by a physician or health care professional and as outlined in the *Epilepsy Health Management Plan*, and record the quantity provided as well as the expiration dates of medication that are supplied
- Educate their child about their medical condition, as well as the safekeeping and administration of their medication with support from the child's health care professional as appropriate and encourage the student to reach their full potential for self-management and self-advocacy
- **Provide the school with any individualized equipment (i.e., helmet) identified in the Epilepsy Health Management Plan to protect the safety of the student.**
- Guide and encourage their child to participate in their Epilepsy management as is age/developmentally appropriate
- Set goals in conjunction with their child and health care professionals on an ongoing basis for self-management of their child's medical condition
- **Communicate with school staff about arrangements and considerations for field trips,**

- excursions, co-curricular activities and co-operative education placements
- Encourage their child to wear medical alert identification

1.2 Students with Epilepsy

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students shall actively support the development and implementation of their Epilepsy Health Management Plan. Students are expected to:

- Take responsibility for advocating for their personal safety and well-being, as well as the safekeeping and administration of their medication that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management
- Participate in the development and review of their *Epilepsy Health Management Plan* as appropriate
- Carry out daily or routine self-management of their medical condition to their full potential, as outlined in their *Epilepsy Health Management Plan* (e.g., carry their medication and medical supplies as appropriate)
- Communicate with their Parent(s)/Guardian(s) and school staff if they are facing challenges related to their medical condition at school
- Wear a medical alert identification that they and/or their Parent(s)/Guardian(s) deem appropriate
- If possible, to inform school staff and/or their peers if a medical incident or a medical emergency occurs.

1.3 School Staff

School staff play a key role in supporting the student's safe, accepting, and healthy learning environment, and allowing students to participate in school to their fullest potential. School staff will:

- Complete annual training on Epilepsy, provided by the York Catholic District School Board.
- Review the contents of the *Epilepsy Health Management Plan* (S16c) for students with whom they have direct contact
- Provide a copy of the *Epilepsy Health Management Plan* (S16c) to occasional teachers
- Follow strategies that, reduce the risk of a student's exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities in accordance with the *Epilepsy Health Management Plan*
- Support the students daily routine management, and respond to medical incidents and medical emergencies that occur during school or school sanctioned out-of-school events/activities and overnight excursions, as outlined in the *Epilepsy Health Management Plan*
- Administer, as established with the Principal and prescribed by a physician or health care professional, the student's seizure medication, as outlined in the *Epilepsy Health Management Plan*
- Ensure that a student is not left alone following a seizure until fully recovered as outlined in the *Epilepsy Health Management Plan*
- Develop and participate in an established communication plan to notify Parent(s)/Guardian(s) of medical emergencies or any other concerns/information related to the student's Epilepsy
- Ensure that for all out of school events/activities and overnight excursions, a designated adult has a copy of the student's *Epilepsy Health Management Plan*, has been trained as required and has collaborated with Parent(s)/Guardian(s) ahead of the excursion to address any additional safety concerns

- Notify Parent(s)/Guardian(s) when emergency Epilepsy supplies stored at the school are running low or have expired
- Provide Parent(s)/Guardians(s) with notice of upcoming changes in school routines that may impact the student's Epilepsy and/or management of the student's Epilepsy, e.g., changes in physical activity events, school excursions, special events
- Recognize that even students who are normally independent in their daily Epilepsy management may need assistance at times

1.4 Principal

In addition to the responsibilities outlined above under "School Staff", the principal (or designate) will:

- Participate in annual training with staff and others in direct contact with students to learn how to recognize the symptoms of epilepsy and the procedures to follow should a life-threatening reaction occur
- Inform the Parent(s)/Guardian(s) at the time of registration or upon receipt of a diagnosis, of the need to advise the school if their child has Epilepsy
- Permit students with Epilepsy or designated staff to carry their medication with them when Parent(s)/Guardian(s) have provided consent to do so. Students who are 16 years old or older do not require prior Parental/Guardian consent
- Provide Parent(s)/Guardian(s) with the *Epilepsy Health Management Plan form* (S16c) at the time of registration or following a new diagnosis and collaborate with Parent(s)/Guardian(s) in the co-creation of the plan
- Convene a meeting, in accordance with the Board's decision-making protocol for entry of a personal service dog, with Parents/Guardians, school personnel and Student Services personnel to discuss a request for the admittance of a service dog
- Ensure that the *Epilepsy Health Management Plan* form (S16) and (S16c) is sent to the Parent(s)/Guardian(s) for review and updating on an annual basis at the beginning of each school year or as required
- Communicate with all staff and others who are in direct contact with students, the name, grade and classroom teacher of students that have Epilepsy and may experience seizures within the school, requiring an immediate response with consent of the Parent(s)/Guardians(s) and/or students.
- Arrange a meeting/conference with appropriate school personnel and Parent(s)/Guardian(s) to review the student's medical needs as outlined on the *Epilepsy Health Management Plan* on an annual basis and as needed throughout the school year
- Communicate the *Epilepsy Health Management Plan* (S16c) with all staff who are in direct contact with the students with Epilepsy and are identified as a response team (e.g., classroom teacher, educational assistants, lunchtime supervisors etc.)
- Identify school care team that can support the daily/routine management and emergency procedures outlined on the students' *Epilepsy Health Management Plan* and ensure training is provided by a regulated health care professional when required
- Create and maintain a central file for all students with Epilepsy
- Ensure that a copy of the central file is included in the school's Emergency Response/Action Plan
- Provide the Student Transportation Services Department with the names of all students with a diagnosis of Epilepsy and relevant information from the students' *Epilepsy Health Management Plan* with Parental/Guardian consent
- Ensure that school volunteers who are in direct contact with students are aware of the *Supporting Students with Prevalent Medical Conditions: Epilepsy* policy
- Ensure that school staff is aware of the student's medical needs and have access to the *Epilepsy Health Management Plan*.

1.5 Student Transportation Services

- Ensure the names of students with a diagnosis of Epilepsy have been communicated to Transportation Service Providers.
- Ensure that Policy 206 *Supporting Students with Prevalent Medical Conditions* has been communicated to all Transportation Service Providers.
- Work with the Principal and transportation service provider to assign a specific seat to a student diagnosed with Epilepsy if required.

2. Epilepsy Health Management Plan

The Epilepsy Health Management Plan is a form that contains individualized information on the student's condition, strategies to avoid triggers, actions to take to maintain the student's safety during and after a seizure, and emergency medical response.

The Epilepsy Health Management Plan shall be co-created, reviewed or updated by the parent(s)/guardian(s) in consultation with the principal, designated staff and the student within the first 30 days of the school year, or as soon as possible upon registration or diagnosis.

Parent(s)/Guardian(s) have the authority to designate who is provided access to the Epilepsy Health Management Plan. With authorization from parent(s)/guardian(s), the Epilepsy Health Management Plan will be:

- i. Shared with appropriate school staff and others who are in direct contact with students with epilepsy/seizure disorder (e.g. food service providers, transportation providers, volunteers).
- ii. Posted in a key area of the school where staff have access on a regular basis.
- iii. Located in the educator's daybook and/or occasional staff plans.

3. Facilitating and Supporting Daily or Routine Management

In general, students with seizures can progress through growth and developmental stages normally. An inclusive approach should be taken to all regular school activities, including sports, according to each student's individual Epilepsy Health Management Plan.

Many students with seizures successfully control their condition with medication. Students with seizures may require routine medication for their condition during the day or as an emergency response during a seizure. Routine medications, with the original pharmacist label and container, may be stored in the office or other secure location, in accordance with the Board's Policy 207: *Administration of Oral Medication to Elementary and Secondary Students*. Parent(s)/guardian(s) must provide the school with all emergency medications.

4. Emergency Response

"Emergency" is defined by the Health Care Consent Act, 1996 to include a situation where the individual is experiencing severe suffering, or is at risk of sustaining serious bodily harm, if the treatment is not administered promptly.

All staff are to be trained annually in the emergency response to a seizure. The individualized response to an emergency shall be detailed in the student's Epilepsy Health Management Plan. Staff who are in direct and regular contact with the student shall review and be trained on the Epilepsy Health Management Plan.

In addition to the specifics detailed in the Epilepsy Health Management Plan, it is considered an emergency when:

- (i) A student is not diagnosed with epilepsy or other seizure disorder
- (ii) Student is injured or has diabetes

- (iii) Student has difficulty breathing
- (iv) Student has a seizure in water

Seizure emergency - basic first aid

- (i) Stay calm and remain with the student
- (ii) Track the time and duration of the seizure
- (iii) Keep the student safe. Protect the student's head
- (iv) Do not restrain or interfere with the student's movements. Roll the individual onto their side as soon as possible
- (v) Clear the area
- (vi) Administer emergency medication as outlined in the student's Epilepsy Health Management Plan
- (vii) Do not place anything in the student's mouth. Monitor breathing.
- (viii) Stay with the student until fully conscious, talking with them calmly until re-oriented, allow them to rest before returning to regular activities.
- (ix) Document details in the Epilepsy Health Management Plan

In the event of an seizure emergency requiring Emergency Medical Services, staff will:

- (i) Call 9-1-1. Tell them someone is having a seizure
- (ii) Call, or direct another adult to call, the emergency contact person
- (iii) Document medical incident in Epilepsy Health Management Plan

5. Raising Awareness

Where possible, school staff should raise awareness of Epilepsy and other prevalent medical conditions that affect students. They can do so through curriculum content in classroom instruction, related learning experiences and classroom leadership opportunities. Awareness is especially important at times of transition (e.g. the move to a new school, the move from elementary to secondary school), when students have to face social, physiological, and environmental changes.

6. Liability

The Good Samaritan Act, passed in 2001, protects 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 action 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) and individual...who provides emergency first aid 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.

7. Definitions

Age and/or Developmentally Appropriate Readiness

Age and/or developmentally appropriate readiness for individual students will need to be considered by the Superintendent of Schools and Principal in consultation with the Parent(s)/Guardian(s). The responsibilities that a student can assume will be assessed based on the student's age and capacity to understand their condition.

Students with special education needs may require additional assistance by school or central staff and Parents/Guardians.

Epilepsy

A neurological condition characterized by recurrent seizures. A seizure happens when abnormal electrical activity in the brain causes an involuntary change in the person's awareness or behaviour. Approximately one in ten Canadians will experience at least one seizure during a lifetime. A single seizure, however, is not Epilepsy. Epilepsy is a condition that is defined by multiple seizures.

Epilepsy Health Management Plan

A plan of care that outlines the daily routine management tasks required to support the student's safety at school and an emergency plan of care that outlines the procedures to respond.

Seizure

A sudden excessive electrical discharge in the nerve cells of the brain, that results in a change in function or behaviour. The brain is made up of billions of cells or neurons that communicate through electrical and chemical signals. When there is a sudden excessive electrical discharge that disrupts the normal activity of the nerve cells and results in a change in function or behaviour, this is a seizure.

Seizure Triggers

Circumstances or events that provoke seizures.

While some people are not able to identify specific events or circumstances that affect seizures, others are able to recognize definite seizure triggers. Some common seizure triggers include:

- Forgetting to take prescribed seizure medication;
- Lack of sleep;
- Missing meals;
- Stress, excitement, emotional upset;
- Menstrual cycle/hormonal changes;
- Illness or fever;
- Low seizure medication levels;
- Medications other than prescribed seizure medication;
- Flickering lights of computers, television, video, etc.;
- Excessive alcohol consumption and subsequent withdrawal; and,
- Street drugs (e.g., cocaine, amphetamines, withdrawal from marijuana).

Types of Seizures

There are many types of seizures. The different types begin in different areas of the brain and they are grouped into two categories: partial seizures and generalized seizures.

A **partial seizure** occurs when the excessive electrical discharge is limited to one part of the brain. Some common partial seizures types are:

- Complex Partial Seizures – Symptoms depend on the part of the brain that is affected; involve some loss of consciousness and may include rhythmic jerking of the hand or arm, feelings of nausea or fear, drooling, vomiting and involuntary movements such as blinking or swallowing; loss of awareness.
- Simple Partial Seizures – Often referred to as a focal seizure; affects only one area of the brain; does not cause loss of consciousness or lack of awareness; causes muscle contractions, followed by relaxation; contractions on just one side of the body; unusual head or eye movements; numbness, tingling or a feeling that something is crawling on the person's skin; abdominal pain; rapid heart rate or pulse; most do not last more than 1-2 minutes; may feel confused or have difficulty thinking clearly after a seizure has

occurred.

A **generalized seizure** is characterized by the involvement of the whole brain. The excessive electrical charge is widespread and involves both sides of the brain. The seizure may or may not be convulsive. Some common generalized seizure types are:

- Absence Seizures (formerly known as petit mal) – May cause the student to experience a “disconnected” feeling from their immediate surroundings; may stare blankly into space and eyes may roll back; brief loss of consciousness; usually last only a few seconds; student may not realize or remember experiencing the seizure. These are the most common type of seizure in children under 14 years of age.
- Atonic Seizures (commonly referred to as “drop attacks”) – Causes muscles to suddenly go limp; usually last less than 15 seconds; may experience several in succession.
- Clonic Seizures – Causes muscle spasms in the face, neck and arms triggering rhythmical jerking motions; may last for several minutes.
- Myoclonic Seizures – Causes muscles to suddenly jerk as if the student has received a shock.
- Tonic Seizures – Causes the tensing up of muscles in the student’s arms, legs or trunk; usually last less than 20 seconds and often occur while sleeping. But, if experienced during waking periods may cause loss of balance.
- Tonic-Clonic Seizures (formerly known as grand mal) – These are the most noticeable type of seizure causing the body to stiffen, jerk and shake and loss of consciousness; may cause loss of control of bladder or bowels; usually last 1-3 minutes; could lead to breathing difficulties.

8. Cross References

Legislation

[Epilepsy Canada](#)

[Good Samaritan Act](#)

[Policy/Program Memorandum 161 Supporting Students with Prevalent Medical Conditions](#)

YCDSB Policies

Policy 203 [Student Transportation Service](#)

Policy 207 [Administration of Oral Prescription Medication to Elementary & Secondary Student](#)

Policy 208 [Student Disability Accommodation](#)

YCDSB Student Transportation Procedures Manual

[YCDSB Third Party Protocol](#)

[YCDSB Decision-Making Protocol for Entry of a Personal Service Dog](#)

Related Forms/Letters

SE3 Consent for Consultation with Board Staff

S16.(c) Epilepsy Health Management Plan (Appendix A)



York Catholic District School Board

EPILEPSY HEALTH MANAGEMENT PLAN

STUDENT'S NAME: _____

TEACHER'S NAME: _____

DATE OF BIRTH: _____

GRADE: _____

PARENT'S NAME: _____

PHONE #: _____

PARENT'S NAME _____

PHONE #: _____

ALTERNATE EMERGENCY CONTACT INFO: _____

Home Address _____ _____ _____ Phone # _____ _____ Physician's Name _____ Phone # _____	PLACE STUDENT'S PHOTO HERE (MUST BE KEPT CURRENT)
Has an emergency rescue medication been prescribed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.	
Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.	
KNOWN SEIZURE TRIGGERS	
CHECK (✓) ALL THOSE THAT APPLY	
<input type="checkbox"/> Stress <input type="checkbox"/> Menstrual Cycle <input type="checkbox"/> Inactivity	
<input type="checkbox"/> Changes In Diet <input type="checkbox"/> Lack Of Sleep <input type="checkbox"/> Electronic Stimulation (TV, Videos, Florescent Lights)	
<input type="checkbox"/> Illness <input type="checkbox"/> Improper Medication Balance	
<input type="checkbox"/> Change In Weather <input type="checkbox"/> Other _____	
<input type="checkbox"/> Any Other Medical Condition or Allergy? _____	

DAILY/ROUTINE EPILEPSY MANAGEMENT	
DESCRIPTION OF SEIZURE (NON-CONVULSIVE)	ACTION:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)
DESCRIPTION OF SEIZURE (CONVULSIVE)	ACTION:
SEIZURE MANAGEMENT	
Note: It is possible for a student to have more than one seizure type. Record information for each seizure type.	
SEIZURE TYPE	ACTIONS TO TAKE DURING SEIZURE
(e.g. absence (petit mal), atonic, clonic, myoclonic, tonic, tonic-clonic (grand mal), simple partial, complex partial, infantile spasms) Type: _____ Description: _____	
Frequency of seizure activity: _____ _____ Typical seizure duration: _____ Action Plan for supporting school access (e.g.: access on the stairs, transition between classes, toileting routines) _____ _____	

BASIC FIRST AID: CARE AND COMFORT

First aid procedure(s): _____

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

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

BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth (unless directed on the action plan e.g. administration of sublingual medication)
- Stay with student until fully conscious

FOR TONIC-CLONIC SEIZURE:

Protect student's head

Watch breathing (turn student on side, assists with keeping the airway open)

Turn student on side

EMERGENCY PROCEDURES

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

Call 9-1-1 when:

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

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

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

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

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

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

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

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

Physician: _____ Date: _____

Signature

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

Signature

Student: _____ Date: _____

Signature

Principal: _____ Date: _____

Signature



York Catholic District School Board

STUDENT ~~-PRESCRIPTION~~ MEDICATION LOG

Student:

Name of Designated Administrator(s) of Prescription/Non-Prescription Medication:

(Please refer to Form S.16(a) or S16(a1))

Teacher

Grade/Class

Week or Month of:

DATE	TIME	NAME OF PRESCRIPTION/ NON PRESCRIPTION MEDICATION	DOSAGE	INITIAL OF ADMINISTRATOR OF -PRESCRIPTION MEDICATION **	COMMENTS

PLEASE RECORD WHEN ~~-PRESCRIPTION~~ MEDICATION HAS NOT BEEN ADMINISTERED BECAUSE OF ABSENCE OR OTHER REASON

c.c. Office Medical Log Binder for current and following school year with S16a/S16a1

** If you are not a named Administrator, please print name in the Comments Section



Consent for Consultation with Board Level
Student Services Staff

Student: **Amy Anderson**
Program School: **Secondary Demo**

SAMPLE

D.O.B.: **08 Jan 1992** Grade: **09**

It is understood that the reasons for requiring consultation have been discussed with me/us by school staff. If further clarification is required, please contact the Principal prior to signing this form.

I / We understand that school personnel recommend conferring with the following Board Level Student Services staff regarding my / our child. Refer to page 2 for more information about these services.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Behaviour Resource Services | <input type="checkbox"/> Educational Audiology Services | <input type="checkbox"/> Hearing Services |
| <input type="checkbox"/> Physical Management (OT/PT) Services | <input checked="" type="checkbox"/> Psychological Services | <input checked="" type="checkbox"/> Special Education Programming Services (Consultant) |
| <input type="checkbox"/> Speech and Language Services | <input type="checkbox"/> Vision Services | |

I / We understand the reason(s) for this recommendation and am / are in agreement that ongoing consultation may occur for a maximum period of one year from this date. I / We also understand that we may cancel or change this authorization in writing at any time prior to expiry date.

It is understood that:

1. School personnel will share pertinent information and recommendations with me / us.
2. For each formal scheduled conference of professionals, a written summary of the action items will be recorded on the Conference Record (SE2). The SE2 will be placed in the student's OSR; a copy will be shared with parent(s)/guardian(s) and professionals in attendance.
3. This consent remains in effect for one year from the date of completion.
4. Reports included in the files of the above agreed upon professionals may be shared during this consultation for the purpose of assisting the student.
5. Relevant information from the OSR may be shared with the above agreed upon professionals.

I / We therefore agree that consultation with the Board Level Student Services staff selected above will be held regarding my / our child.

Date: _____

Signature(s): _____

Print Name: _____

☐ Parent ☐ Guardian ☐ Student

Principal

Classroom Teacher

Special Education Teacher

I / We do NOT wish for consultation with Board Level Student Services staff at this time.

Date: _____

Signature(s): _____

Print Name: _____

☐ Parent ☐ Guardian ☐ Student

Personal information is collected pursuant to the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Questions about the collection and the use of this personal information should be directed to the Privacy Officer, York Catholic District School Board, 320 Bloomington Road W., Aurora, Ontario L4G 0M1 or 905-713-2711.

File in Ontario Student Record Folder – Documentation File

Board Level Student Services

Behaviour Resource Services

Behaviour Resource Services (BRS) support students who present with difficulties in the areas of social, emotional, behavioural, and/or self-regulation which interfere with their ability to be successful in the school environment. BRS provides a continuum of services ranging in intensity and format to meet each student's unique needs. Permission is limited to consultation and does not include observation of or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Educational Audiology Services

Educational Audiologists recommend classroom amplification systems appropriate to the student's personal amplification needs within the classroom setting. Permission is limited to consultation and does not include observation of or any interaction with your child.

Hearing Services

Hearing Services provide consultation to school staff for students with hearing loss as well as those who have been diagnosed with Central Auditory Processing disorder. Consultation is provided by a specialist teacher of the deaf/hard of hearing and/or the Special Education Consultant: Hearing. An audiological assessment (audiogram) is required prior to consultation. Recommendations may include instructional and environmental accommodations.

Physical Management (Occupational Therapy/Physical Therapy) Services

Occupational and Physical Therapists (OT/PT) use a consultative model to support students who may have difficulty accessing the school learning environment due to a disability, medical, and/or developmental need. The goal of an OT/PT is to support optimal functional independence at school and will target one or more of the following areas: motor development, self-care, adapted equipment and technology support, functional life skills, sensory and/or accessibility needs. Permission is limited to consultation and does not include observation of or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Psychological Services

Psychological Services provide consultation to school personnel regarding a student's intellectual and academic development, as well as behavioural, emotional, and social functioning. Permission is limited to consultation and does not include observation of your child or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Special Education Programming Services (Consultant)

Special Education Program Consultants provide expertise in special education programming for a wide range of students who have special education needs. Permission will allow the Special Education Program Consultants to support school personnel in developing individual programming through consultation and possible direct observation of your child. Recommendations regarding strategies and best practices may be made to parents/guardians and/or school staff.

Speech and Language Services

Speech and Language Pathologists contribute to program planning for students in the areas of communication, literacy, functional life skills and social skills development. Through consultative services, Speech and Language Pathologists advise and assist teachers, early childhood educators, educational assistants, parents/guardians and others regarding effective strategies in the area of communication skill development. Permission is limited to consultation and does not include observation of or any interaction with your child. Should this become necessary, you will be asked to sign a separate consent form.

Vision Services

Vision Services provide support for students whose vision, even with correction, adversely impacts their educational performance. Strategies are provided and recommendations may be made for an individualized program to support on-going needs (e.g., program accommodations, braille, assistive devices/technology, and mobility training).



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Students
<i>Policy Number</i>	207
<i>Former Policy Number</i>	
<i>Total Pages</i>	5
<i>Original Approved Date</i>	April 18, 2006
<i>Subsequent Approval Dates</i>	October 29, 2013 September 25, 2018

ADMINISTRATION OF ORAL MEDICATION TO ELEMENTARY AND SECONDARY STUDENTS

1. PURPOSE

The York Catholic District School Board recognizes that some students in schools, at the request of Parent(s)/Guardian(s), may require the administration of prescribed or non-prescribed oral medication during the school day. **Where it is medically necessary for students to take prescribed or non-prescribed oral medication while in attendance at school or during school-related activities (as indicated by health care professionals), parent(s)/guardian(s) and the individual schools will work together to facilitate the safe use and administration of such medication.**

2. POLICY STATEMENT OBJECTIVE

The objective of this policy is to establish a process for the administration of prescribed and non-prescribed medication to students

3. PARAMETERS

- 3.1 Parameters and responsibilities outlined in this policy shall be applied to the administration of oral prescribed **and non-prescribed** medication which must be provided during the school day as requested by the Parent(s)/Guardian(s) **and, if applicable, by a Physician or other Health Care Professional.**
- 3.2 Requests and authorization for the administration of oral prescribed **and non-prescribed** medication shall be made in writing by the Parent(s)/Guardian(s) **and, if applicable, by a Physician or other Health Care Professional** as follows:

Elementary:

- (i) YCDSB Form S16: Administration of Prescription or Non-Prescription Medication Parent/Guardian Consent Form
- (ii) YCDSB Form S16(a): Administration of Prescription or Non-Prescription Medication for Non-life Threatening Conditions

Secondary:

- (i) YCDSB Form S16: Administration of Prescription or Non-Prescription Medication Parent/Guardian Consent Form

(ii) YCDSB Form S16(a1): Secondary Administration of Prescription or Non-Prescription for Non-Life Threatening Conditions

- 3.2.1 Such requests shall specify the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies and the notable side effects, if any.
- 3.3 Authorization in writing from the Parent/Guardian shall be kept on file in the school office.
- ~~3.4 All oral prescribed medication shall be provided to the school in the original tamper proof container with the dispensing pharmacy's label.~~
- 3.4 All oral prescribed medication must be provided in its original pharmaceutical container bearing the Physician's name, pharmaceutical label, directions for administering, date and Student's name.
- 3.5 All oral non-prescribed medication shall be provided to the school in the original tamper proof container labeled with the student's name.
- 3.6 All schools shall have a locked storage cabinet to keep oral medications safe and secure. Oral prescribed and non-prescribed medications that are in need of refrigeration shall be stored in a safe and secure location accessible only to those responsible for the overseeing of the administration of the medication.
- 3.7 A record of administration, herein named the Student Medication Log (Form S17), shall be maintained in the office by the staff responsible for these procedures. Form S17 shall include the student's name, date, time of provision, name of medication, column to identify prescription or non-prescription, expiry date of medication, dosage administered and name of the person overseeing the administration of such oral prescribed or non-prescribed medication.
- 3.8 Oral prescribed or non-prescribed medication shall be administered in a manner which allows for sensitivity and privacy. The student is encouraged to take a developmentally appropriate level of responsibility for the administration of his or her their oral medication.
- 3.9 Elementary students shall not be permitted to carry oral prescribed or non-prescribed medication with them unless the office is made aware in accordance with Section 4.5.2.
- 3.10 Secondary students shall be permitted to carry non-prescribed medication respective of their cognitive, emotional, social and physical stage of development, and capacity for self management.
- 3.11 All Students shall be permitted to carry oral prescribed medication with them for life-threatening medical conditions (i.e. Anaphylaxis, Diabetes, Asthma, or Epilepsy) only if the office is made aware in accordance with section 4.5.2.

- 3.12 Students with medication needs that are outside of the parameters of this policy shall have an individual emergency or health management plan developed by the school Administration in conjunction with the York Catholic District School Board Student Services Department.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Administration of Medication to Elementary and Secondary School Students policy.

4.2 Senior Administration

- 4.2.1 To support Principals and Vice Principals with the implementation of and compliance with the Administration of Medication to Elementary and Secondary School Students policy.

4.3 Principal

- 4.3.1 To ensure that requests from Parent(s)/Guardian(s) are in writing [Form S16 and Form S16(a) for Elementary or S16(a1) for Secondary and signed by Parent(s)/Guardian(s), and, if applicable, by a Physician or other Health Care Professional.
- 4.3.2 To accept oral prescribed medication provided in its original pharmaceutical container bearing the Physician's name, pharmacy label, directions for administering, date and the student's name.
- 4.3.3 To accept oral non-prescribed medication provided in the original, tamper proof labelled container with the student's name.
- 4.3.4 To ensure that all Forms S16, S16(a), S16(a1) and S17 for the administration of oral non-prescribed and/or prescribed medication are kept within the vicinity of the medication.
- 4.3.5 To identify the staff member(s) who are willing to administer the oral non-prescribed and/or prescribed medication and ensure that any required training is provided for the safe administration or oversight of the administration of medication.
- 4.3.6 To discuss with the Parent(s)/Guardian(s) and document the student's ability and level of responsibility for self-administration of the oral non-prescribed and/or prescribed medication.
- 4.3.7 To ensure that the parameters of this policy are clearly understood and reviewed with staff members on an annual basis and implemented in a safe and caring manner.
- 4.3.8 To return to the Parent(s)/Guardian(s), in a secure manner, any unused or expired oral non-prescribed and/or prescribed medication when requested by the Parent(s)/Guardian(s), or when the treatment regime is complete or at the end of the school year, whichever occurs first.
- 4.3.9 To dispose of any unused or expired oral non-prescribed or prescribed medication left at school after the end of the school year in an environmentally safe manner, if not picked up by the Parent(s)/Guardian(s).

4.4 School Staff

- 4.4.1 To carry out the administration of oral non-prescribed and/or prescribed

medication as per the administration dosage and frequency specified if they have volunteered to assume this responsibility.

- 4.4.2 To supervise and observe the student while ~~he/she~~ **they** takes the oral non-prescribed **or prescribed medication**.
- 4.4.3 To transport all oral non-prescribed **and prescribed** medication in a safe and secure manner during school excursions. The medication shall be given as close as possible to the time **indicated on the S16a or S16a1 form and** that ~~it is ordered and~~ recorded on the Student Medication Log (S17) by the **designated administrator of medication**. ~~supervising teacher of the school excursion.~~

4.5 Parents/Guardians

- 4.5.1 To make every effort to have treatment **regimens** adjusted to avoid the administration of oral non-prescribed **and/or prescribed** medication during school hours.
- 4.5.2 To make requests for the administration of oral non-prescribed **and/or prescribed** medication in writing on Forms S16, S16(a) **for Elementary, and and S16(a1) for Secondary** as directed by the Principal.
- 4.5.3 To hand deliver the oral prescribed medication **in its original pharmaceutical container bearing the Physician's name, pharmacy label, directions for administering, date and the student's name** to the Principal or Vice Principal.
- 4.5.4 To hand deliver **to the Principal or Vice-Principal** the oral non-prescribed medication in the original tamper proof container **labeled with the student's name.** ~~to the Principal or Vice Principal.~~
- 4.5.5 To ensure that all oral non-prescribed **and/or prescribed** medication is up to date or replaced if expired or recalled.

5. DEFINITIONS

5.1 Oral Non-Prescribed Medication

For the purposes of this policy oral non-prescribed medication is that which is purchased over the counter and provided by the Parent(s)/Guardian(s) to be administered by mouth.

5.2 Oral Prescribed Medication

For the purposes of this policy oral prescribed medication is that which is prescribed by a Physician or other Health Care Professional to be administered by mouth.

5.3 School Day

School Day means a day that is within a school year calendar, is in accordance with established bell times for entry and dismissal and is not a school holiday or professional activity day. The school day may extend beyond established bell times for entry and dismissal if the student is participating in a co-curricular activity or school related excursion

6. CROSS REFERENCES

Legislation

Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings.

Policy/Program Memorandum No. 161: Supporting Children and Students with Prevalent Medical Conditions (anaphylaxis, asthma, diabetes, and/or epilepsy) in schools.

YCDSB Policy

Policy 206: *Supporting Students with Prevalent Medical Conditions: Asthma*

Policy 208: *Student Disability Accommodation*

Policy 209: *Supporting Students with Prevalent Medical Conditions: Anaphylaxis*

Policy 213: *Supporting Students with Prevalent Medical Conditions: Diabetes*

Policy 224: *Supporting Students with Prevalent Medical Conditions: Epilepsy*

Policy 303: *School Organized and Continuing Education Excursions*

Policy 314: *Retreats*

Policy 610: *Cannabis, Electronic Cigarettes, Tobacco-A smoke-Free Environment*

RELATED FORMS

YCDSB Form S16: Administration of Prescription or Non-Prescription Medication
Parent/Guardian Consent Form

YCDSB Form S16(a): Elementary Administration of Prescription or Non-Prescription
Medication for Non-Life Threatening Conditions

YCDSB Form S16(a1): Secondary Administration of Prescription or Non-Prescription
Medication for Non-Life Threatening Conditions

YCDSB Form S17: Student Medication Log



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Students
<i>Policy Number</i>	212
<i>Former Policy Number</i>	
<i>Total Pages</i>	7
<i>Original Approved Date</i>	January 27, 2015
<i>Subsequent Approval Dates</i>	November 26, 2019

CONCUSSIONS

1. PURPOSE

The York Catholic District School Board is committed to promoting awareness of safety in schools, **reducing the risk of injury**, and recognizes that the health and safety of students is essential for student learning and wellbeing. All partners in education have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can progressively Return to Learn/ Return to Play. **This policy supports the implementation of the Board's obligations under the Education Act and the direction of the Ministry of Education stated in Policy/ Program (PPM) 158, School Board Policies on Concussion.**

2. ~~POLICY STATEMENT~~ **OBJECTIVE**

It is the policy of the York Catholic District School Board to reinforce the knowledge, skills, **management, training** and ~~attitudes~~ **protocol(s)** regarding concussion **and Second Impact Syndrome, as well as the** awareness, prevention **and** identification of signs and symptoms. ~~as well as Second Impact Syndrome, management and training, while making meaningful connections with the curriculum, where relevant.~~

3. PARAMETERS

- 3.1 The Board shall implement the procedures related to concussion awareness, prevention, identification, management procedures and training.
- 3.2 The procedure shall be reviewed on an annual basis to ensure compliance with Ministry of Education directives.
- 3.3 The Board shall provide annual training to relevant school board employees, third-party providers and school volunteers based on their roles and responsibilities.
- 3.4 The Board shall report to the Ministry of Education upon implementation, and upon request thereafter, on the activities to achieve the expectations outlined in Policy/Program Memorandum No. 158.
- 3.5 The Board shall work with the York Region Public Health to develop and implement the Concussion policy and related procedures.

- 3.6 The York Catholic District School Board shall establish a Concussion Code of Conduct for individuals participating in board-sponsored interschool sports.
- 3.6.1 The Concussion Code of Conduct will include the following requirements:
- (i) maintaining a safe learning environment;
 - (ii) teaching and/or learning and applying the rules of a physical activity/sport;
 - (iii) implementing the skills and strategies for a physical activity in a proper progression;
 - (iv) fair play and respect for all;
 - (v) acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions;
 - (vi) providing opportunities to discuss potential issues related to concussions;
 - (vii) recognizing, reporting, and documenting concussions;
 - (viii) acknowledging the importance of communication between student, parents, school staff, and any sport organization with which the student is registered;
 - (ix) supporting the implementation of a Return to School Plan for students who have a concussion diagnosis;
 - (x) prioritizing a student's return to learning as part of the Return to School Plan.
- 3.7 The York Catholic District School Board will require the confirmation of the annual review of Concussion Awareness Resources and the Concussion Code of Conduct by the following individuals:
- (i) students participating in board-sponsored interschool sports;
 - (ii) parents/guardians of student under 18 years of age who are participating in board-sponsored interschool sports;
 - (iii) coaches participating in board-sponsored interschool sports;
 - (iv) team trainers participating in board-sponsored interschool sports;
 - (v) officials participating in board-sponsored interschool sports; and
 - (vi) volunteers participating in board-sponsored interschool sports.
- 3.8 The York Catholic District School Board will ensure that the approved Rowan's Law: Concussion Awareness Resources and the Concussion Code of Conduct are made available and accessible for staff, students, parents/guardians and volunteers.
- 3.9 Where relevant, student learning about concussions shall be connected to the curriculum to further support awareness and prevention strategies among students.
- 3.10 The Board shall refer to OPHEA's Concussion and Protocol when developing the process for the identification of suspected concussions that occur during school activities, events or interschool sports.
- 3.11 The Board shall develop a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere.
- 3.12 If a student who is recovering from a concussion is experiencing long-term difficulties that begin to affect learning, the Board shall establish processes for identifying and documenting instructional approaches and resources that may be required for responding to the student's ongoing learning needs.

- 3.13 In accordance with relevant privacy legislation, the Board shall establish a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.
- 3.14 The Board will limit the collection, use, and disclosure of personal and health information to that which is reasonably necessary to carry out the Board's concussion identification procedures and Return to School Plan. Personal and health information collected by the Board shall be retained, disclosed, and disposed of in accordance with the Board's Records and Information Management Policy.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Concussions policy and procedures.

4.2 Superintendents of Education

- 4.2.1 To support the implementation of the Concussions policy and procedures.

4.3 Superintendent of Human Resource and International Education

- 4.3.1 To provide Board Employees with the appropriate training for the implementation of the Concussions policy and procedures.

4.4 Superintendent of Curriculum and Assessment

- 4.4.1 To support schools with resources designed to encourage and support school participation through announcements, an assembly, lessons, and/or activities.

4.5 Principals

- 4.5.1 To ensure the implementation of the Concussions policy and procedures.
- 4.5.2 To provide Parent(s)/Guardian(s) with information about the prevention and awareness of concussions (Policy; Procedures: Appendix C).
- 4.5.3 To provide, on an annual basis, a review of the Concussions policy and procedures to School Staff, Catholic School Council, students on placements, volunteers, and any other individuals who have direct contact with students in the school to ensure familiarization with the policy and procedures.
- 4.5.4 To inform all school staff working directly with a student, that if a concussion is suspected they are to communicate to the student, that they shall not participate in any learning or physical activities until the Parent/Guardian communicates the written results of a medical examination to the school (Policy Procedures: Appendix C).
- 4.5.5 To inform all school staff who work with the student, or are responsible for the supervision of the student, the results of the written medical examination once confirmed by the Parent(s)/Guardian(s) with the school.
- 4.5.6 To share the accommodation request, if a concussion has been diagnosed, with the School Based Resource Team (SBRT) or Student Success Team (SST).
- 4.5.7 To ensure an appropriate Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan) is developed and implemented to meet the students' academic needs in consultation with appropriate School staff or Board staff, if required.
- 4.5.8 To communicate the Return to Learn/Return to Play plan with the

- Parent(s)/Guardian(s).
- 4.5.9 To follow and implement the appropriate reporting procedures related to the stages of Return to Learn/Return to Play as outlined in the procedures.
 - 4.5.10 To file all written documentation related to the suspected concussion, medical examination and Return to Learn/Return to Play plan in the student's OSR for the academic life of the student.
 - 4.5.11 To ensure that documentation of a student concussion is recorded. ~~in Maplewood.~~
- 4.6 Manager of Child Care Services**
- 4.6.1 To communicate the Concussions policy and procedures to Operators of Child Care, Extended Day and Before and After School Programs.
- 4.7 Employees**
- 4.7.1 To participate in training that is conducted related to this policy and procedures as required.
 - 4.7.2 To follow the appropriate reporting guidelines outlined in the procedures and Management of Concussion Process (Policy Procedures: Appendix C).
 - 4.7.3 To be a collaborative partner in the development and implementation of the student's Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan) as required.
 - 4.7.4 To ensure accommodations are made in accordance with the student's Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan).
- 4.8 Parent(s)/Guardian(s)**
- 4.8.1 To comply with the "documentation of a medical examination", "Return to Learn / Return to Play" requirements outlined within the procedures of the Concussion policy.
 - 4.8.2 To provide the Principal with the appropriate medical information diagnosed by a licensed Medical Doctor or Nurse Practitioner, to support the development of the Student Disability Accommodation Plan, whether the injury occurs during or outside of school sanctioned activities.
 - 4.8.3 To ensure up-to-date current and accurate information is provided by a licensed Medical Doctor or Nurse Practitioner on an ongoing basis to the Principal when monitoring and managing the signs and symptoms of a diagnosed concussion.
 - 4.8.4 To communicate with Child Care and/or Continuing Education program providers and provide the appropriate medical information by a licensed Medical Doctor or Nurse Practitioner if a concussion has been diagnosed.
 - 4.8.5 To review the York Catholic District School Board's Concussion Code of Conduct.
- 4.9 Students**
- 4.9.1 To demonstrate respect for the mutual safety of all persons when participating in physical activity.
 - 4.9.2 To participate in all lessons and/or concussion training related to the awareness, prevention, identification and management procedures.
 - 4.9.3 To inform the school staff of a suspected or diagnosed concussion occurring in or outside of the school.
 - 4.9.4 To remove themselves from an activity if there are any signs or symptoms of a

- suspected concussion.
- 4.9.4 To report to school staff and/ or volunteer if signs or symptoms of a concussion are recognized by another student.
 - 4.9.5 To follow Return to Learn and Return to Play plan.
 - 4.9.6 To communicate concerns and challenges during the recovery process to the Principal, teachers, coach, parents/guardians, physician and other pertinent school staff.
 - 4.9.7 To review and adhere to the Concussion Code of Conduct.

5. DEFINITIONS

5.1. Concussion

- 5.1.1 A brain injury that causes changes in the way in which the brain functions and that can lead to **signs and symptoms** that can be physical **and emerge immediately or in hours or in days after the injury** (e.g., headache, dizziness), cognitive (e.g., difficulty with concentration or memory), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- 5.1.2 May be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- 5.1.3 Can occur even if there has been no loss of consciousness;
- 5.1.4 Cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

5.2 Concussion Code of Conduct

Steps to prevent and minimize the risk of sustaining concussion (and other brain injuries) in schools and at off-site events.

5.3 Interschool Sports

Organized and Board sanctioned athletic competitions taking place between two or more schools.

5.4 Return to Learn

A four-step process to support/accommodate a student, as needed, when returning to the classroom after a concussion.

5.5 Return to Play

A six-step process to reintroduce a student to activities and/or athletics after a concussion.

5.6 Second Impact Syndrome

Second Impact Syndrome is a rare condition that causes rapid and severe brain swelling and often catastrophic results. This syndrome may occur if an individual suffers a second concussion before ~~he or she is~~ **they are** free from symptoms sustained from the first concussion.

5.7 Sign

Outward, observed and objective evidence of illness, injury or disease, i.e.: loss of consciousness, slurred speech, slowed reaction time.

5.8 Symptom

Subjective and unseen symptoms can only be detected or sensed by the injured or ill party, i.e.: headache, difficulty concentrating and/or remembering, anxious, drowsy.

6. CROSS REFERENCES

Legislation

Ministry of Education, [*Concussion Awareness Resources*](#)
[*Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)*](#)
[*Ontario Human Rights Code \(OHRC\)*](#)
[*Personal Health Information Protection Act \(PHIPA\)*](#)
[*Rowan's Law*](#)

YCDSB Policies

[*Policy 208 Student Disability Accommodation*](#)
[*Concussion Code of Conduct for Athletes, Parents/Guardians, Coaches*](#)

YCDSB Procedures

[*Procedure Concussions*](#)

Additional References

Crisis Response Manual
[*Policy/Program Memorandum No. 158: School Board Policies on Concussion*](#)
[*OPHEA Guidelines Ontario Physical Education Safety Guidelines - Concussions*](#)

POLICY TITLE: CONCUSSIONS SECTION B: GUIDELINES

~~The Board's procedures, an addendum to this policy, is adapted from the Ontario Physical Education Safety Guidelines—Concussions and contains information related to the following components:~~

1. Development of Awareness

- ~~1.1 Strategies for sharing information on the seriousness of concussions, and on concussion prevention, identification, and management with all board employees and school volunteers.~~
- ~~1.2 Provisions for making connections with the curriculum, where applicable.~~

2. Prevention

- ~~2.1 Strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events.~~

3. Identification

- ~~3.1 Information on the safe removal of an injured student from activity (for example, initial emergency response strategies following a blow to a student's head, face, or neck, or a blow to a student's body that transmits a force to the student's head);~~
- ~~3.2 Initial concussion assessment strategies (for example, a checklist of common symptoms and signs of a concussion); and,~~
- ~~3.3 Steps to take following an initial assessment~~

4. Management Procedures for a Diagnosed Concussion

- ~~4.1 Information on the development of an individualized and gradual "Return to Learning and/or Return to Play" plan for every student with a diagnosed concussion; and,~~
- ~~4.2 Established processes for identifying and documenting instructional approaches and resources that may be required for responding to student's ongoing learning needs (for example, individualized classroom accommodations) for students experiencing long-term difficulties.~~

5. Training

- ~~5.1 Strategies for providing annual training on concussion awareness, prevention, identification, and management to relevant board employees.~~
- ~~5.2 When developing these strategies, the board should consider basing the timing and intensity of training on staff roles and responsibilities.~~



York Catholic District School Board

PROCEDURE: CONCUSSIONS

**ADAPTED FROM: ONTARIO PHYSICAL AND HEALTH EDUCATION
ASSOCIATION SAFETY GUIDELINES**

Addendum to: Policy 212 Concussions

Effective: Effective: January 2015
Updated: September 2019 (Parent's Pathway revised)
Review January 2020

PURPOSE

These procedures are designed in conjunction with Policy 212: *Concussions* and outlines the process for developing an awareness of the signs and symptoms of a concussion, the prevention of concussions, the identification of a suspected concussion as well as the ongoing monitoring and management of a student with a diagnosed concussion.

Prior to participating in any board-sponsored interschool sports the [Concussion Code of Conduct Athletes, Parents/Guardians and Coaches](#) must be reviewed and signed accordingly.

These procedures are also cross referenced with Policy 208: *Student Disability Accommodation* which outlines processes to support a student with a diagnosed brain injury, of which concussion is one type.

1. Development of Awareness

Awareness of the signs and symptoms of a concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long-term health and academic success.

Resources and annual training will be provided under the direction of the Superintendent of Curriculum and Assessment to ensure the appropriate implementation of this Policy and Procedures. Please review the [Concussion Awareness Resources](#) by the Ministry of Education.

2. Prevention

Any time a student is involved in physical activity there is a chance of sustaining a concussion. Therefore, it is important to take a preventative approach encouraging a culture of safety mindedness when students are physically active.

2.1 All School Staff who have direct and ongoing contact with students shall:

- 2.1.1 Be knowledgeable about *Policy 212: Concussions* and the procedures for the prevention, identification and management (return to learn and return to play) of student concussions.
- 2.1.2 Attend training sessions on concussion prevention or identification as required.
- 2.1.3 Be knowledgeable about safe practices for sports/activities, i.e.: rules and regulations pertaining to the specific sport or physical activity; relevant/pertinent "activity" pages in the [Ontario Physical Activity Safety Standards in Education](#)
- 2.1.4 Distribute and collect completed Admin 72: *Informed Consent/Permission Form for Sports Team* as required which includes Concussion Guidelines for Parents/Guardians and Caregivers (**Appendix A**).
- 2.1.5 Complete the Admin 73: *Informed Consent/Permission For Education Trips - Elements of Risk: Activity Specific* form as required (**Appendix B**).
- 2.1.6 Review the York Catholic District School Board's Concussion Code of Conduct.

3. Identification Procedures for Suspected Concussion

3.1 Safe Removal of an Injured Unconscious Student

Follow Accident/Personal Injury - School Guidelines included in the YCDSB Crisis Response Manual

3.1.1 When a serious accident occurs it is essential that:

- (a) an ambulance should be called if considered necessary;
- (b) the injured person is immobilized;
- (c) where practical, someone should remain with the injured person and send a messenger for assistance;
- (d) every care of the injured person be taken;

- (e) the Principal **should** communicate promptly with the Parent(s)/Guardian(s), or next of kin;
 - (f) the Board's Insurance/Risk Management Administrator and Health & Safety Manager be notified immediately.
- 3.1.2 **In the case of a student, where it is impossible to contact the Parent(s)/Guardian(s) immediately:**
 - (a) it is the duty of the Principal to obtain prompt medical aid for the pupil;
 - (b) it should be made clear to the physician that the principal is acting for the Parent(s)/Guardian(s);
 - (c) continued efforts should be made to communicate with the Parent(s)/Guardian(s).
- 3.1.3 **In the case of students, an up-to-date record (S2 Contacts/Emergency & Consent Form) of the following information shall be available in each school office. All school personnel need to be aware of the exact location of this data:**
 - (a) contact information of the Parent(s)/Guardian(s) both for home and for places of business;
 - (b) alternate contact and telephone number in case Parent(s)/Guardian(s) cannot be reached;
 - (c) name and telephone number of family physician.
- 3.14 **It is recommended that, to avoid unnecessary delay** injured persons be taken directly to the emergency ward of the nearest hospital accompanied by a member of staff or appropriate guardian. The Contacts/Emergency & Consent Form should accompany the student to the hospital. The person accompanying the student should remain with the student until the Parent(s)/Guardian(s) arrives. The Management of Concussion Form (Appendix C) should accompany **the** student to the hospital.
- 3.1.5 **Reports on accidents which occur on school premises** should be sent promptly to the Insurance/Risk Management Administrator - Corporate Services on an S3 *OSBIE Report Form* filed online.
- 3.2 **Safe removal of a student who has sustained a direct blow to the head, face or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull and has not lost conscious;**
 - 3.2.1 Remove student from activity or game immediately
 - 3.2.2 Monitor student for signs and symptoms –Concussion Management (Appendix C)
 - 3.2.3 Student must not return to activity/game (second impact syndrome)
- 3.3 **Steps to take following initial assessment**
 - 3.3.1 Do not leave the student alone
 - 3.3.2 Monitor student for worsening signs and symptoms, if they worsen call 911 immediately and follow Identification Procedures for Suspected Concussion listed above.
 - 3.3.3 Signs or symptoms of concussion present: Contact the Parents/Guardians and have them seek medical attention immediately – give Parents/Guardians the Concussion Management package (Appendix C)

Signs and Symptoms of Concussion

Signs and symptoms can appear immediately after the injury or may take hours or days to emerge. Signs and symptoms may be different for everyone. A student may be reluctant to report symptoms because of a fear that ~~s/he~~ **they** will be removed from the activity, ~~his/her~~ **their** status on a team or in a game could be jeopardized or academics could be impacted. Students should be encouraged to report any signs and/or symptoms of a suspected concussion immediately to school staff and ~~his/her~~ **their**

4. Management Procedures for a Diagnosed Concussion

4.1 Return to Learn

- 4.1.1 Concussion signs and symptoms can create a variety of challenges to learning that can affect overall school performance (**Concussion Management Appendix C**).
- Cognitive** symptoms may lead to difficulty with learning, including lack of attention and distractibility.
 - Physical** symptoms such as headache, light and/or noise sensitivity may impair the effectiveness of learning.
 - Emotional** control issues may lead to irritation, agitation or feeling overwhelmed.
- 4.1.2 Continue to monitor student signs and symptoms. Report any changes in the student's ability to participate in learning / physical activity to the Principal and Parents/Guardians in order to determine if the student's Return to Learn/Return to Play Plan (Student Disability Accommodation Plan Appendix D) is in need of revision.
- 4.1.3 In consultation with the student's Parent(s)/Guardian(s) and supported by the student's physician or Nurse Practitioner, accommodations may be decreased and/or removed gradually.

4.2 Return to Learn - Students should be symptom-free for 24 hours to move from one stage to the next. Symptom-free means NO lingering headaches, sensitivity to light/noise, fogginess, drowsiness, etc.

	Recovery Stage	Activity Level	Objective of Stage
1.	Complete physical and cognitive rest until medical clearance	<ul style="list-style-type: none">• No school• Strict limits on technology usage• Rest	<ul style="list-style-type: none">• Return to school with academic accommodations
2.	Return to school with academic accommodations	<ul style="list-style-type: none">• Continue technology limits• Avoid heavy backpacks• No tests, Physical Education, band or chorus• Rest at home	<ul style="list-style-type: none">• Continue academic accommodations
3.	Continue academic accommodations	<ul style="list-style-type: none">• Attend school full time, if possible• Increase workload gradually monitor symptoms• Incorporate light aerobic activity• Rest at home	<ul style="list-style-type: none">• Full recovery to academics

4.	Full recovery to academics	<ul style="list-style-type: none"> • Attend school full-time • Self-advocate in school • Resume normal activities • Resume sports following graduated Return to Play 	<ul style="list-style-type: none"> • Full recovery
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4.3 Return to Play

With each stage, the student can continue to the next stage if asymptomatic at the current level. **Each stage should take approximately 24 hours** or more, so the full return to play should take no less than 1 week. If symptoms arise during the stages of the protocol, the Principal will contact the Parent(s)/Guardian(s) to discuss observations and/or reported behaviour to determine if the student should move back to the last asymptomatic level and try to progress again after a **24 hour rest period**.

	Rehabilitation Stage	Functional Exercise at each Stage	Objective of Stage
1.	No Activity	Complete physical and cognitive rest	Recovery
2.	Light Aerobic Exercise	Walking, swimming or stationary cycling, low intensity; no resistance training	Increase heart rate
3.	Sport-specific exercise	Skating drills in hockey, running drills in soccer, no head impact activities	Add movement
4.	Non-contact Training	Progression to more complex training drills, may start progressive resistance training	Exercise, coordination and cognitive load
5.	Full Contact Practice	Following medical clearance, participate in normal training activities	Restore confidence and assess function skills by coaching staff
6.	Return to Play	Normal Game Play	

5. Training

Annual training will be provided for employees and school volunteers who have ongoing and direct contact with students to develop an awareness of the signs and symptoms of a suspected concussion, as well as gain knowledge related to the prevention, identification and management of a concussion.

Resources for staff training will be provided under the direction of the Superintendent of Curriculum and Assessment. Training for employees and volunteers include, but is not limited to, face-to-face in-services, on-line tutorials and curriculum resource packages for teachers to support the implementation of this Policy and procedures.

6. Emergency Response

“Emergency” is defined by the Health Care Consent Act, 1996 to include a situation where the individual is experiencing severe suffering, or is at risk of sustaining serious bodily harm, if the treatment is not administered promptly. All staff are required to be trained annually in the emergency response to a suspected or diagnosed concussion.

- a. **Suspected Concussion:** An emergency relating to a suspected concussion could be the result of an event, either witnessed or reported, that may have caused a jarring impact to the head, face, neck or body that caused the brain to move rapidly within the skull.

Generally, in the event of an emergency, staff shall:

- (i) Remove the student immediately from the activity or sport, if this can be done safely. The student is not to return to play, even if they indicate they are feeling better. If there is loss of consciousness, do not attempt to move the student.
- (ii) Initiate the Suspected Concussion Form (Appendix C)
- (iii) Red Flag Signs or Symptoms:
Suspect a concussion if one or more signs or symptoms present (i.e. deteriorating conscious state, double vision, increasingly restless, agitated or combative, loss of consciousness, neck pain or tenderness, seizure or convulsion, severe or increasing headache, vomiting, weakness or tingling/burning in arms or legs)
 - Call 9-1-1 immediately
 - Remain with the student until Emergency Medical Services (EMS) and/or parent(s)/guardian(s) arrives, and document any physical, cognitive or behavioural changes in this time.
 - Recommend the student be transported to the hospital by ambulance and provide a copy of the Suspected Concussion Form to EMS.
 - Call, or direct another adult to call, the parent(s)/guardian(s) to inform them of the event and the location of the hospital.
 - Inform parent(s)/guardian(s) that student requires an emergency medical examination.
- (iv) Other Signs or Symptoms:
Suspect a concussion if one or more other signs or symptoms present (i.e. balance, gait difficulties, motor incoordination, stumbling, slow laboured movements, blank or vacant look, disorientation or confusion, or an inability to respond appropriately to questions, facial injury after head trauma, Lying motionless on the playing surface, slow to get up after a direct or indirect hit to the head)
 - Call, or direct another adult to call the parent(s)/guardian(s) to inform them of the event and that the student requires to be picked up and taken for an urgent medical examination by a physician or nurse practitioner.
 - If any signs or symptoms worsen, and EMS has not already been called, call 9-1-1. Recommend the student is transported to the hospital by ambulance.
 - Provide the Suspected Concussion Form to the parent(s)/guardian(s) or EMS, as applicable.
- (v) No Signs or Symptoms:
 - Call, or direct another adult to call, the parent(s)/guardian(s) to inform them of the event and that the student requires a minimum of 24 hours of monitoring.
 - Student may remain at school but cannot participate in any physical activity, including outdoor nutrition break activities.
 - Inform relevant staff of the event and provide the Suspected Concussion Form for monitoring.
 - Provide the Suspected Concussion Form to the parent(s)/guardian(s) for

- monitoring after school hours.
 - Advise parent(s)/guardian(s) the student must be seen by a physician or nurse practitioner if signs or symptoms develop.
 - Advise the student and/or parent(s)/guardian(s) that the student may not operate a motor vehicle, ride the bus and/or walk home alone.
- (vi) Communicate with parent(s)/guardian(s) and ensure the process for concussion identification, using the Suspected Concussion Form, is understood and followed.
- (vii) Inform the principal of the event and emergency response.
- (viii) Advise parent(s)/guardian(s) the student should remain at home pending the outcome of a medical examination and/or the subsiding of signs or symptoms.
- (ix) File the completed Suspected Concussion Form in the student's Health Management Plan.

7. Liability

The Good Samaritan Act, passed in 2001, protects 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 to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides assistance at the immediate scene of the accident or emergency.

8. Cross References

Legislation

[Education Act, R.S.O. 1990, c. E.2., 27.1 Subsection 8\(1\)](#)

[Policy/Program Memorandum 158, School Board Policies on Concussion, Ministry of Education](#)

[Ontario Physical Activity Safety Standards in Education, 2019](#)

[Rowan's Law: Concussion Awareness Resources, Government of Ontario](#)

York Catholic District School Board
INFORMED CONSENT/PERMISSION FORM FOR SPORTS TEAMS

_____ School is arranging to have its

_____ team participate in a variety of exhibition

(name of Sports Team, eg., Intermediate Boys' Volleyball Team)

games/matches and tournaments during the months of: _____, 20

(list the months; i.e.: from October to December)

Cost per student \$ _____ (Please attach a cheque payable to the name of the school)

Cost covers _____

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE, AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT.

ELEMENTS OF RISK:

Educational activity programs, such as participation in this team sport involve certain elements of risk. Falls, collisions and other incidents may occur, causing injury. The following list includes, but is not limited to, examples of the types of injury which may result from participating in _____

(describe sport)

1. **Bumps & bruising; muscle sprain & strain**
2. **Fainting; shortness of breath; dehydration**
3. **Cuts & scrapes; broken bones; dental injuries**
4. **Head, neck and back injuries**
5. **Concussion**

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your child may be injured. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity. If you choose to participate in this team sport during the months of indicated above, ~~you must understand that you bear the~~ **be advised you accept full** responsibility for any injury that might occur.

The York Catholic District School Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

POLICY 212: CONCUSSIONS:

Policy 212: Concussions will be followed if a student has sustained a hit or blow to the head or body and shows signs or symptoms of concussion. Management of concussion is key to supporting the student during recovery. Please be advised that your ~~son or daughter~~ **child** will be asked to seek medical attention if signs and symptoms of concussion arise. You are advised to view the Ministry of Education's approved and recommended resources link, <https://www.ontario.ca/page/rowans-law-concussion-awareness-resources> and to view Dr. Evans YouTube video with your son or daughter ~~child~~ **http://www.youtube.com/watch?v=_55YmbIG9YM**.

ACKNOWLEDGEMENT:

- **WE HAVE READ THE ABOVE REGARDING: 1) ELEMENTS OF RISK AND 2) POLICY 212: CONCUSSIONS**
- **WE HAVE ALSO DISCUSSED THE SIGNS AND SYMPTOMS OF CONCUSSION AND MANAGEMENT OF CONCUSSION WITH OUR CHILD BASED ON CONCUSSION GUIDELINES FOR PARENTS & CAREGIVERS AND/OR DR. EVANS YOUTUBE VIDEO.**
- **WE UNDERSTAND THAT PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.**

Signature of Student: _____

Date: _____

Signature of Parent/Guardian: _____

Date: _____

PERMISSION

I give _____ permission to participate on the _____
 (name of Team, e.g., Intermediate Boys' Volleyball Team)

Team in a variety of exhibition games/matches and tournament during the months of: _____, 20

(list the months; e.g., from October to December)

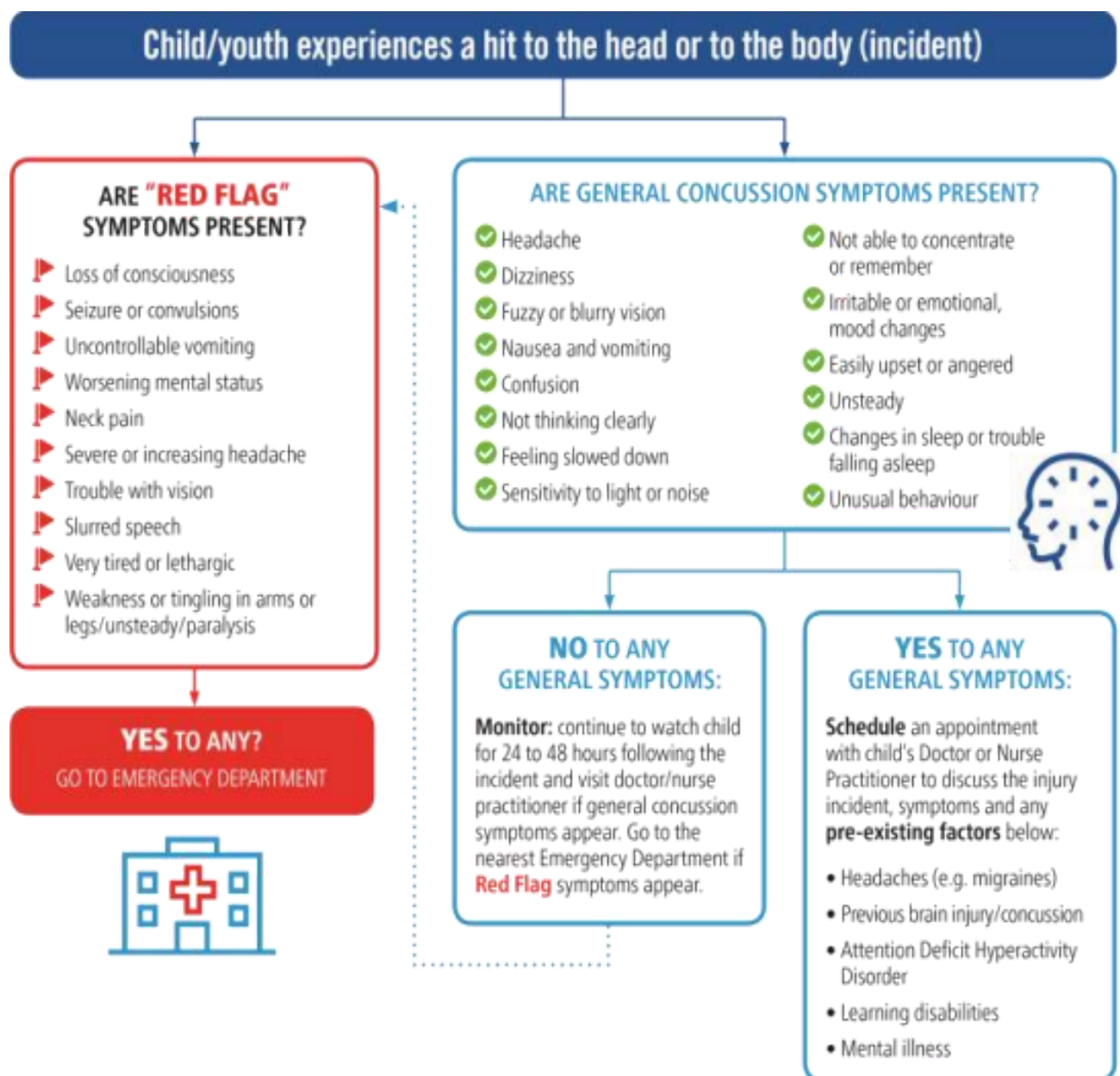
Signature of Parent/Guardian: _____

Date: _____

(Students Under 18 Years)

PARENT'S PATHWAY FOR CHILD AND YOUTH CONCUSSION

FOR USE BY PARENTS AND CAREGIVERS | APPROPRIATE FOR AGES 5 TO 18 YEARS Every child/youth suspected of a concussion should be seen by a medical doctor or nurse practitioner



PUBLIC HEALTH
1-877-464-9675
TTY: 1-866-512-6228
york.ca/concussion

19-5388



MANAGING YOUR CHILD'S CONCUSSION RECOVERY

Rest is most important for the first 24 to 48 hours. Following the 24 hour period of rest, encourage light activity only as tolerated.

Get informed about concussion injury recovery:

- Check for symptom changes regularly (at least once a day)
- Child will need physical and mental rest with regular naps and sleep
- Limit activities that require concentration like reading, computer use, video gaming, playing musical instruments and driving if applicable

Tell the child's school if a concussion is suspected or diagnosed.

School boards have concussion policies to manage students with a concussion. Coaches, trainers and activity leaders outside of school also need to be informed.

Return to Doctor/Nurse Practitioner if general concussion symptoms last more than one to two weeks to reassess and monitor for any signs of ongoing, persistent symptoms. Ask for a referral to a concussion specialist if symptoms last more than four weeks.

Return to learn and play: Children and youth should not return to play or activities until they have successfully returned to school.

If child has pre-existing factor(s):

Be aware that recovery may take longer — weeks to months

Watch for anxiety, depression and risky behaviour and, where necessary, immediately seek referral for mental health services

Monitor closely and take child to a concussion specialist if symptoms last for more than four week

BRAIN INJURY MANAGEMENT SUPPORT SERVICES IN YORK REGION

Emergency Room Departments

TRIAGE, TREATMENT, ADMITTANCE AND REFERRAL

Mackenzie Health:

10 Trench Street, Richmond Hill. Tel: 905-883-1212

Mackenzie Health Urgent Care Centre:

9401 Jane Street, Vaughan Tel: 905-832-4554

Markham-Stouffville Hospital: 381

Church Street, Markham. Tel: 905-472-7000

Southlake Regional Health Centre: 596

Davis Drive, Newmarket. Tel: 905-895-4521

Finding Concussion Programs

Holland Bloorview Kids Rehabilitation Hospital

Concussion Clinical Services (18 years and under)

hollandbloorview.ca/programsandservices/Concussioncentre/Concussionservices

Canadian Academy of Sport and Exercise Medicine

(Sport-related concussion) casem-acmse.org/physiciandirectory/find-a-sport-medicine-doctor

Return to Learn/Return to Play

SCHOOL BOARD POLICIES AND RESOURCES FOR MANAGING

STUDENTS WITH CONCUSSION

York Region District School Board

yrdsb.ca/Parents/Pages/concussion-Management.aspx

York Catholic District School Board Policy 212 – Concussions

drive.google.com/file/d/0B0-HXDw45sKAVkNhX1hsVVFGVVE/view

Resources

York Region Public Health

Injury prevention resources, including concussion york.ca/concussion

Holland Bloorview Kids: Concussion Handbook for Parents and Kids

Resource to help with concussion management and recovery

hollandbloorview.ca/programsandservices/Concussioncentre/Concussioneducation/Handbook

Concussion Awareness Training

Tool Online course cattonline.com

Ontario Government Concussion Web Portal

Resources for students, parents, educators and coaches ontario.ca/concussions

Parachute Concussion resources

parachutecanada.org/concussion

Ontario Brain Injury Association (OBIA)

Support for people living with the effects of acquired brain injury (ABI) obia.ca

York Catholic District School Board

INFORMED CONSENT/PERMISSION FOR EDUCATION TRIPS ELEMENTS OF RISK: ACTIVITY SPECIFIC

(name of school) _____, _____
(description of activity and dates)

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE, AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT.

ELEMENTS OF RISK:

Educational activity programs, such as involve certain elements of risk. Injuries may occur while participating in these activities. The following list includes, but is not limited to, examples of the types of injury which may result from participating in :

(describe activity)

1.	Concussion
2.	
3.	
4.	

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your child may be injured.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity.

The York Catholic District School Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity. If you do not have this type of coverage, you may purchase Student Accident Insurance through the Board's provider at www.insuremykids.com, or by calling toll free at 1-800-463-5437.

ACKNOWLEDGEMENT:

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

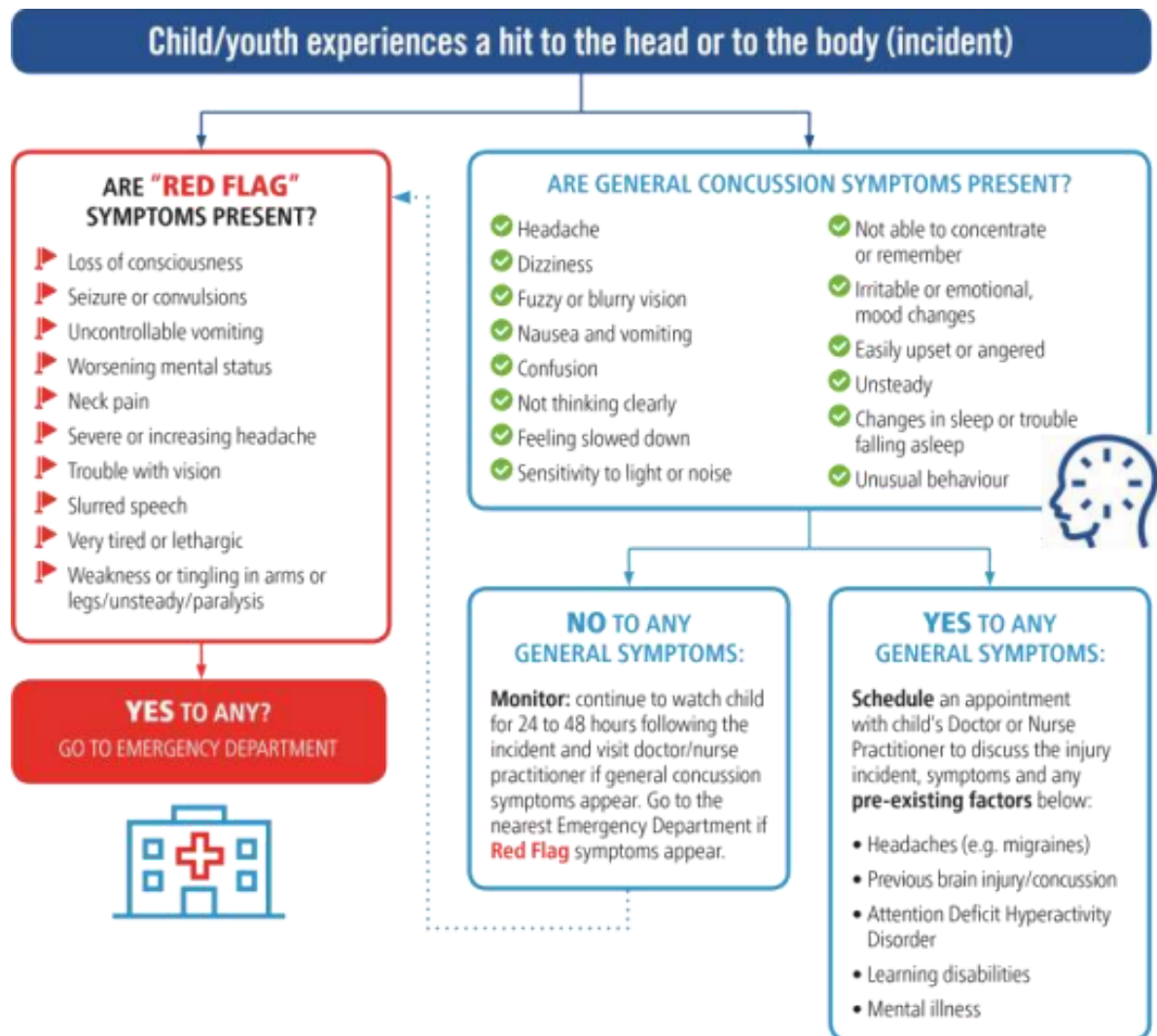
Signature of Student:	Date:
Signature of Parent/Guardian:	Date:

PERMISSION:

I give _____ permission to participate in the _____ (name of student) (description of activity)	
To be held on or about _____ (date).	
Signature of Parent/Guardian _____ _____ (Students Under 18 Years)	Date: _____

PARENT'S PATHWAY FOR CHILD AND YOUTH CONCUSSION

FOR USE BY PARENTS AND CAREGIVERS | APPROPRIATE FOR AGES 5 TO 18 YEARS Every child/youth suspected of a concussion should be seen by a medical doctor or nurse practitioner



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TTY: 1-866-512-6228
york.ca/concussion

19-5388



MANAGING YOUR CHILD'S CONCUSSION RECOVERY

Rest is most important for the first 24 to 48 hours. Following the 24-hour period of rest, encourage light activity only as tolerated.

Get informed about concussion injury recovery: • Check for symptom changes regularly (at least once a day)

- Child will need physical and mental rest with regular naps and sleep
- Limit activities that require concentration like reading, computer use, video gaming, playing musical instruments and driving if applicable

Tell the child's school if a concussion is suspected or diagnosed. School boards have concussion policies to manage students with a concussion. Coaches, trainers and activity leaders outside of school also need to be informed.

Return to Doctor/Nurse Practitioner if general concussion symptoms last more than one to two weeks to reassess and monitor for any signs of ongoing, persistent symptoms. Ask for a referral to a concussion specialist if symptoms last more than four weeks.

Return to learn and play: Children and youth should not return to play or activities until they have successfully returned to school.

If child has pre-existing factor(s):

Be aware that recovery may take longer — weeks to months

Watch for anxiety, depression and risky behaviour and, where necessary, immediately seek referral for mental health services

Monitor closely and take child to a concussion specialist if symptoms last for more than four weeks

BRAIN INJURY MANAGEMENT SUPPORT SERVICES IN YORK REGION

Emergency Room Departments

TRIAGE, TREATMENT, ADMITTANCE AND REFERRAL

Mackenzie Health:

10 Trench Street, Richmond Hill. Tel: 905-883-1212

Mackenzie Health Urgent Care Centre: 9401

Jane Street, Vaughan Tel: 905-832-4554

Markham-Stouffville Hospital: 381 Church

Street, Markham. Tel: 905-472-7000

Southlake Regional Health Centre: 596 Davis

Drive, Newmarket. Tel: 905-895-4521

Finding Concussion Programs

Holland Bloorview Kids Rehabilitation Hospital Concussion

Clinical Services (18 years and under)

hollandbloorview.ca/programsandservices/Concussioncentre/Concussionservices

Canadian Academy of Sport and Exercise Medicine

(Sport-related concussion) casem-acmse.org/physician/directory/find-a-sport-medicine-doctor

Return to Learn/Return to Play

SCHOOL BOARD POLICIES AND RESOURCES FOR MANAGING STUDENTS WITH CONCUSSION

York Region District School Board

yrdsb.ca/Parents/Pages/concussion-Management.aspx

York Catholic District School Board Policy 212 – Concussions

drive.google.com/file/d/0B0-HXDw45sKAVkNhX1hsVVFgVVE/view

Resources

York Region Public Health

Injury prevention resources, including concussion york.ca/concussion

Holland Bloorview Kids: Concussion Handbook for Parents and Kids

Resource to help with concussion management and recovery hollandbloorview.ca/programsandservices/Concussioncentre/Concussioneducation/Handbook

Concussion Awareness Training Tool

Online course cattonline.com

Ontario Government Concussion Web Portal

Resources for students, parents, educators and coaches ontario.ca/concussions

Parachute Concussion

resources parachutecanada.org/concussion

Ontario Brain Injury Association (OBIA)

Support for people living with the effects of acquired brain injury (ABI) obia.ca

York Catholic District School Board Concussion Management Student Medical Clearance following Suspected Concussion

_____ has demonstrated signs of a concussion and
(Student Name)

according to York Catholic District School Board *Policy 212: Concussions* and related *Procedure* must be seen by a physician or Nurse Practitioner prior to returning to play and to establish the need for return to learn accommodations.

Stage 1: Identification

RESULTS OF INITIAL MEDICAL EXAMINATION

- ☐ **NO** concussion has been diagnosed (**Student resumes normal learning and physical activity routines**)
- ☐ Concussion **HAS** been diagnosed and therefore the student must begin medically supervised, individualized and gradual return to learn/return to play Procedures (**below**).

Stage 2A: Management of Return to Learn (Limitations)

Stage 2B: Management of Return to Play (Limitations)

(Physician/Nurse Practitioner Name - Please Print)

(Date)

(Physician/Nurse Practitioner Signature)

(Date)

Students should be symptom free for 24 hours to progress to the next stage, see pg.3 (Attach any documentation received from the Physician/Nurse Practitioner to this form) Copy to Student's O.S.R.

Stage 3 Clearance: Light

Aerobic Exercise and Sport-Specific Exercise

APPENDIX C

I, _____ Parent/Guardian of _____

confirm that they continue to be symptom free and is able to progress to Stage 3 Clearance: Light Aerobic Exercise (rehabilitation stage #2) and Sport-Specific Exercise (rehabilitation stage #3) at school.

(Parent/Guardian or Student over 18 Signature)_____
(Date)**Stage 4 Clearance: Non-Contact Training**

I Parent/Guardian of

(Parent/Guardian or Student over 18 Name) (Student Name)

confirm that (s)he continues to be symptom free and is able to progress to Stage 4 Clearance: Non-Contact Training (rehabilitation stage #4) at school.

(Parent/Guardian or Student over 18 Signature) (Date)

Stage 5 Clearance: Full Contact Practice

I, have examined (Physician/Nurse Practitioner Signature) (Student Name)

and confirm (s)he continues to be symptom free and is able to transition to Stage 5- Full Contact Practice, followed by Stage 6- Normal Game Play, provided (s)he remains symptom free.

(Physician/Nurse Practitioner Signature) (Date)

(Attach any documentation received from the Physician/Nurse Practitioner to this form)

Copy to Student's O.S.R

Students should be symptom free for 24 hours to progress to the next stage.

RETURN TO LEARN PROTOCOL		
Recovery Stage	Activity Level	Objective of Stage
1. Complete physical and cognitive rest until medical clearance	<ul style="list-style-type: none"> • No school • Strict limits on technology usage • Rest 	Return to school with academic accommodations
2. Return to school with academic accommodations	<ul style="list-style-type: none"> • Continue technology limits • Avoid heavy backpacks • No tests, PE, band or chorus, shop/tech • Rest at home 	Continue academic accommodations
3. Continue academic accommodations	<ul style="list-style-type: none"> • Attend school full time, if possible • Increase workload gradually • Monitor symptoms • Incorporate light aerobic activity • Rest at home 	Full recovery to academics
4. Full recovery to academics	<ul style="list-style-type: none"> • Attend school full time • Self- advocate in school • Resume normal activities • Resume sports following graduated Return to Play 	Full recovery
RETURN TO PLAY PROTOCOL		
Rehabilitation Stage	Functional Exercise at each Stage	Objective of Stage
1. No Activity	Complete physical and cognitive rest	Recovery
2. Light Aerobic Exercise	Walking, swimming or stationary cycling low intensity; no resistance training	Increase heart rate
3. Sport-Specific Exercise	Skating drills in hockey, running drills in soccer, no head impact activities	Add movement
4. Non-Contact Training	Progression to more complex training drills, may start progressive resistance training	Exercise, coordination and Cognitive load
5. Full Contact Practice	Following medical clearance, participate in normal training activities	Restore confidence and assess functional skills by coaching staff
6. Return to Play	Normal Game Play	

YORK CATHOLIC DISTRICT SCHOOL BOARD

STUDENT DISABILITY ACCOMMODATION PLAN

Student Name: _____

Date: _____

Student Number: _____

School: _____

Objectives	Action	Person Responsible for Actions	Who needs to be aware of Action	Review Date	Updates

Freedom of Information

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Freedom of Information Coordinator, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 3G8 or (905) 713-2711.

Place Copy in Student O.S.R. (Ontario Student Record)

cc:Parent/Guardian

YORK CATHOLIC DISTRICT SCHOOL BOARD

SAMPLE ACCOMMODATIONS FOR STUDENTS WITH CONCUSSIONS

Cognitive

- Concentrate first on general cognitive skills, such as flexible thinking and organization, rather than academic content.
- Focus on what the student does well and expand the curriculum to more challenging content as concussion symptoms subside.
- Adjust students' schedules as needed to avoid fatigue: shorten days, schedule challenging classes when student is most alert, allow for rest breaks, and reduce course load.
- Adjust the learning environment to reduce identified distractions or protect the student from irritations such as 'too bright' light or loud noises.
- If appropriate, use self-paced, computer-assisted, or audio learning systems for the students having difficulty with reading comprehension.
- Allow extra time for test/assignment completion.
- Assist the student with organizational strategies (e.g., daily organizer).
- Provide students with lesson notes.
- Allow increased repetition to support student learning.
- Break assignments down into smaller chunks and offer recognition cues.
- Provide alternate methods for students to demonstrate learning, such as multiple-choice or allowing for oral responses.
- Develop a Student Disability Accommodation Plan (SE30) where required.

Behaviour/Social/Emotional

- If a student is frustrated with failure in one area, redirect him/her them to other elements of the curriculum associated with success.
- Provide reinforcement for positive behavior, as well as for academic achievements.
- Acknowledge and empathize with a student's sense of frustration, anger or emotional outbursts: "I know it must be hard dealing with things right now."
- Provide structure and consistency; make sure all teachers are using the same strategies. • Remove a student from a problem situation, but avoid characterizing it as a punishment and keep it as brief as possible.
- Establish a cooperative relationship with the student, engaging them in any decisions regarding schedule changes or task priority setting.
- Involve families in any positive behavior support plans.
- Set reasonable expectations.
- Arrange preferential seating, such as moving the student away from windows (e.g. bright light), away from talkative peers, or closer to the teacher.

Physical

- Allow the student to rest and eat in a quiet area, as needed.
- Encourage the use of the elevator (if available).
- If the student is light sensitive, allow the use of sunglasses or hats, as needed.
- Allow the student to leave early from class to avoid crowded or noisy hallways.
- Participation in Physical Activity including physical education, sports, and recess, should be guided by Student Medical Clearance following Suspected Concussion (S39 Form; Appendix C)



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Facilities
<i>Policy Number</i>	703 616
<i>Former Policy Number</i>	501
<i>Total Pages</i>	4
<i>Original Approved Date</i>	September 1971
<i>Subsequent Approval Dates</i>	March 1996 April 8, 2003 July 6, 2010 June 21, 2011 November 27, 2018

COMMUNITY USE OF SCHOOLS

1. PURPOSE

The York Catholic District School Board acknowledges that Board facilities are an integral part of the community and as such, add to the spiritual, educational, recreational and social development of all who share them. The Board supports the use of its facilities for the best interests of the community, when they are not required for school use. The purpose of this policy is to clarify the parameters and procedures through which Board facilities may be used for community purposes.

2. POLICY STATEMENT **OBJECTIVE**

It is the policy of the York Catholic District School Board, to allow designated facilities to be used by the community during those times that such facilities are not required for School or Board purposes. **The objective of this policy is to outline requirements for providing access and use of the Board's school buildings, grounds and facilities for community purposes.**

3. PARAMETERS

- 3.1 **The York Catholic District School Board recognizes the importance of fostering cooperation with community organizations and endorses the concept of "Community Use of Schools" and therefore maintains appropriate procedures, rules, and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.**
- 3.2 **Use of school grounds and community use of school facilities shall be in accordance with York Catholic District School Board's Code of Conduct Policy, whereby all parties entering into an agreement with the York Catholic District School Board must adhere to the code of conduct governing the behavior of all persons in schools.**
- 3.3 The administration of the *Community Use of Schools* Policy and related procedures is the responsibility of the Community Use of Schools permit office of the York Catholic District School Board.
- 3.4 This policy will be implemented with a minimum of a cost recovery basis. **All permit fees for all board facilities, equipment and furniture will increase be adjusted** annually based upon the consumer price index (CPI). Rates will be updated accordingly and subject to change without notice.

- 3.5 The York Catholic District School Board retains the right to refuse the use of its facilities to any person or group.
- 3.6 The permit holder shall ensure suitable adult supervision (18 years of age or older) of the activities during the time of the permit use, and shall cooperate fully with school administration or the custodian on duty for the safety of all.
- ~~3.7 Administration maintains the right to suspend or cancel without notice any permit according to the York Catholic District School Board policies and procedures.~~
- 3.7 The Board may cancel a permit (with reasonable notice), if the facility is needed by the school and/or Board. Where possible, the Board's practice is to give a minimum of seven (7) days' notice of such cancellation, but, in an emergency, the Board reserves the right to cancel without notice (e.g.: loss of hydro, water, inclement weather).
- 3.7.1 In the event that the building is required by the school/Board purposes, the permit holder will not be charged for the booking.
- 3.8 The Board shall hold the permit holder (person, group or authority) responsible and accountable for the safe use of the facility and all losses and damages arising from the use of the facility. Damages or losses attributed to the permit holder shall be reimbursed by the permit holder to the Board.
- 3.9 The Board reserves the right to levy additional charges where additional clean-up or damages result from the use of a facility.
- 3.10 A custodian must be in attendance and shall oversee the premises whenever a Community Use of School permit is in effect.
- 3.11 All tobacco and cannabis products as well as electronic cigarette devices, consumption of alcoholic beverages, drugs and the possession or use of weapons are strictly prohibited at all times in Board buildings or on Board property.
- 3.12 The traditional use of sweetgrass, sage and red cedar that forms part of Indigenous culture and spirituality shall be permitted.
- 3.13 The Board shall not be responsible for any personal injury, or for the loss, theft, or damage of any articles of the permit holder, or of any one attending on the invitation of the permit holder, where such personal injury, loss, theft or damage results from the permit holder's negligence.
- ~~3.14 The Board may cancel a permit (with reasonable notice), if the facility is needed by the school and/or Board. Where possible, the Board's practice is to give a minimum of seven (7) days' notice of such cancellation, but, in an emergency, the Board reserves the right to cancel without notice (e.g.: loss of hydro, water, inclement weather).~~
- 3.14 The York Catholic District School Board's liability insurance coverage for Community Use of Schools protects the Board against liability insurance claims. The Board's insurance coverage does not protect users or user groups. Permit holders are required to provide proof of liability insurance at the time of approval but no later than the date of the permit coverage.
- ~~3.15 In the event that the building is required by the school/Board purposes, the permit holder will not be charged for the booking.~~

3.15 The permit holder or group to which the permit is issued shall save harmless the Board from any claims for damages that may arise out of the use of the facilities or for the loss or theft of any articles belonging to the permit holder. The permit holder or user groups must have a certificate of liability insurance coverage for a minimum amount of \$2,000,000, and the Board shall be named as an additional insured on the insurance policy (such liability insurance can be purchased through the permit office at the time of application).

3.16 Permits are not transferable and under no circumstances shall the permit holder sublet the use of a facility.

3.17 Community Use of Schools will request the Budget/Audit Department to offset the school's General School Budget (GSB) with 25% of the sports equipment rental (Schedule B & C), on an annual basis, at the end of August, to assist with the replacement or repair of any damaged equipment.

3.18 The permit holder shall restrict activities to the location of the facility stated on the permit and approved by the Board.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Community Use of Schools policy and procedures.

4.2 Controller of Plant & Accommodation Services Superintendent of Facilities Services & Plant

4.2.1 To oversee the implementation of this policy and procedures through the Community Use of Schools Permit Office.

4.2.2 To act as Facilitator for any disputes that may arise between the permit or potential permit holder and CUS permit office.

4.3 Principal

4.3.1 To facilitate the implementation of the Community Use of Schools policy and procedures at the school level.

4.3.2 To be the applicant for school activities, including Catholic School Council Meetings.

4.3.3 To apply for a permit to use the school after 6:00 pm and on weekends. To ensure that relevant staff is informed when permits are issued and that conditions of the permit are met.

4.3.4 To inform the permit holder and permit office.

4.3.5 To ensure a Damage or Misconduct Report is submitted to the Permit Department when a permit user fails to comply with the conditions of the permit.

4.3.6 To inform the Community Use of Schools Permit Office 72 hours in advance, if a custodian is not available to be in attendance on the permitted date.

4.4 Community Use of Schools Permit Office

4.4.1 To receive and process all permit applications in accordance with the policy and procedures, an addendum to this policy.

4.4.2 To issue the approved permit to the permit holder as well as the Principal, Head Custodian and Head Secretary.

4.4.3 To invoice the permit holder and collect fees.

~~4.4.4 To consider renewals when space is available and all prior fees and/or balances have been paid.~~

4.4.4 To follow up on damage or misconduct reports.

4.4.5 To liaise between permit holders and school administration.

4.4.6 To enforce the Community Use of Schools policy and procedures.

4.5 Permit Holder

- 4.5.1 To comply with the conditions for use as outlined in the Community Use of School Policy, guidelines and procedure, as well as all relevant Board Policies and Procedures.
- 4.5.2 To pay all fees and/or charges as may be required by the Board prior to permit issuance.

4.6 Custodians

- 4.6.1 To ensure that only the facility requested is used and available to the permit holder.
- 4.6.2 To ensure equipment noted on the permit is available to the permit holder.
- 4.6.3 To be responsible for the safety (i.e., extraction of water on wet and slippery floors) and the security of School or Board property.
- 4.6.4 To not give keys for any Board facility to any person who does not hold the authority to have such in their possession.
- 4.6.5 To orient permit holders to the building.
- 4.6.6 To report any damage to Board property (building and equipment) by the permit holder to the Permit Office via the Damage Report Form.
- 4.6.7 To report any misconduct by permit holder to the Permit Office via the Misconduct Report Form located in the online custodian resources conference.
- 4.6.8 To submit the Community Use of Schools Weekend Report Form on the Monday following the weekend.
- 4.6.9 To ensure that access to the building is kept clear of snow.
- 4.6.10 To notify the Principal, 72 hours in advance, if a custodian is not available to be in attendance on the permitted date.

5. CROSS REFERENCES

YCDSB Policy

[*Policy 112 Privacy and Freedom of Information*](#)

[*Policy 117 Code of Conduct*](#)

[*Policy 206 Protection of Students with Asthma*](#)

[*Policy 209 Supporting Students with Prevalent Medical Conditions: Anaphylaxis*](#)

[*Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs*](#)

[*Policy 610 Cannabis, Electronic Cigarettes, Tobacco - A Smoke-Free Environment*](#)

[*Policy 701 Access to Schools and Board Premises*](#)

[*Policy 705 Use of Video Surveillance Equipment*](#)

YCDSB Procedure

[*YCDSB Independent Procedure: Implementing a Fragrance/Scent-Safe Workplace*](#)

[*YCDSB Independent Procedure: Community Planning & Partnerships*](#)

Related Forms

[*YCDSB Online Permit Application Form*](#)

[*YCDSB Online Permit Application Status*](#)

[*YCDSB Online Permit Cancellation Request Form*](#)

YCDSB Misconduct Report Form

YCDSB Damage Report Form

YCDSB Weekend Report Form



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: COMMUNITY USE OF SCHOOLS

Addendum to: Policy 616 Community Use of Schools

Effective: September 2021
Revised:

Purpose

~~This procedure is designed in conjunction with YCDSB Policy 703 Community Use of Schools and specifies the criteria to be applied for the approval of all permits.~~

1. Operating Times and Dates for Permits

- 1.1 Permits are required for all community use of school facilities on school days between 6:00 p.m. and 10:15 pm during the school year. Permits will be granted for use of the school facilities from mid-September to mid-June in the current school year of issue. Community Use of School Permits will not be granted during the regular school day from 8:00 a.m. to 6:00 p.m.
- 1.2 Permits will be granted for weekend use of school facilities from mid-September to mid-June from 7:00 am to 9:00 pm. Permits do not run on long weekends. Additional charges apply for weekend use (see attached schedule).
- 1.3 For seasonal permits running from September to June, the schools will not be available during statutory holidays, school holidays, scheduled school functions, designated professional activity days and Christmas & March Break (including weekend use before and after the break) unless special permission is granted by the ~~Controller of Plant & Accommodation services~~ **Superintendent of Facilities Services and Plant**.
- 1.4 Permit applications for summer programs must be submitted prior to mid-May. Permits will be granted during July to mid-August based on availability and subject to approval.
- 1.5 During Christmas Break, March Break and summer months there will be no permits approved after 6:00 p.m.

2. Permit Application Process

- 2.1 Permit applications are submitted online through the Board's website [Community Use of Schools](#). The website includes links to the following resources: Policy, Procedure and the Classification & Fee Schedule.
- 2.2 The application must be submitted to the permit office no later than seven (7) days prior to the date that the facility is required.
- ~~2.3 The existing permit holder has the right to renew the permit within the first 30 days of the calendar year for the upcoming school year.~~
- ~~2.3 Permit applications will be approved on a first come first served basis. In the event that several applications are received at the same time, priority will be given to the applicants in descending order for classification A-E and to the York Region residents. When permit applications fall within the same classification, the Board will base its decision on past experience and the number of permits held by the applicant. Every effort will be made to accommodate all groups.~~
Permits applications will be accepted annually in the month of February for the next school year on a staggered approach based on classification of organization and will be approved on a first-come, first-serve basis. In order to provide fair access, the Board reserves the right to limit the number of permits held by one organization and priority will be given in descending order of classification A-E (see Schedule A).
- 2.4 **Separate permit applications are required for each weekday. Permit applications with multiple days may be denied.**
- 2.5 Priority for school break applications will be given to programs offered by the Board as well

as licensed camps or programs. ~~the B&A operators that are currently approved by the York Catholic District School Board.~~

~~2.6 For schools that will be temporarily or permanently closed the Permit Holders will receive assistance by the Permit Office in finding a new location within the vicinity of the school.~~

3. Fees

3.1 All permit charges shall be paid by **credit card or** cheque payable to the York Catholic District School Board ~~or online through PayPal prior to permit being issued.~~

3.2 **Hourly** fees charged **for weekday permits from Monday to Friday** are based on a two-hour increments of 6:00 p.m. – 8:00 p.m. or 8:15 p.m. to 10:15 p.m. per single gym. **Hourly fees charged for weekend permits must be a minimum of four (4) hours. Weekend permits can run from 7:00 am to 9:00 pm.**

3.3 Additional fees are applicable on weekends and school breaks to cover start-up, set-up, and/or cleaning of the facility. ~~Also,~~ **For permits with high attendance, a second custodian is may be required.**

~~Additional fees will be charged as follows:~~

3.3.1 On weekends there will be a minimum 4-hour custodial overtime charge **as well as a utility surcharge for gym, cafeteria and classrooms applied for Classifications A to F (See Schedule A).** ~~\$42.00 per hour Monday to Saturday inclusive for Classifications A to \$56.00 per hour Sunday for Classifications A to F.~~
~~Utility surcharge is as follows:~~
~~\$10.00 per hour for gym or cafeteria~~
~~\$2.00 per hour per classroom~~

3.4 During the school breaks the custodial overtime is applicable after 3:00 pm. ~~Summer break permits will incur a summer facility surcharge of \$1100.00 per week. For childcare programs operating to the end of August a cleaning surcharge will be applied for the last two weeks of August in order to prepare the school for September opening. One week is \$500.00 and two full two weeks is \$900.00~~

3.5 Fees are subject to HST

3.6 **Processing fee is non-refundable.**

3.6.1 If the permit is canceled before the start date of the permit, the equipment and the insurance fee will be reimbursed.

3.7 A service charge of ~~\$50.00~~ **\$53.40** will be levied for **a declined credit card or** NSF cheques.

3.8 A fee of ~~\$15.00~~ **\$16.02** will be charged for each change requested by the permit holder. Changes must be submitted (7) days prior to a scheduled use of the facility.

4. Permit Holder's Responsibilities

4.1 The permit holder is required to have a copy of the permit on site and to restrict activities to the location of the facility stated on the permit and approved by the Board. Arrangements for the use of furniture and equipment are to be requested at time of the permit application.

4.2 The permit holder is responsible to ensure that *Community Use of School Policy* and *Procedure* are adhered to.

~~4.3 The permit holder or group to which the permit is issued shall save harmless the Board from any claims for damages that may arise out of the use of the facilities or for the loss or theft of any articles belonging to the permit holder. The permit holder or user~~

~~groups must have a certificate of liability insurance coverage for a minimum amount of \$2,000,000, and the Board shall be named as an additional insured on the insurance policy (such liability insurance can be purchased through the permit office at the time of application).~~

4.3 The permit holder and user group must vacate the facility in a safe and orderly manner within 15 minutes of the permit exit time.

~~4.4 Permits are not transferable and under no circumstances shall the permit holder sublet the use of a facility.~~

4.4 The permit holder shall be responsible for determining that the facilities are fit and suitable for the permitted activities.

4.5 The permit holder shall be responsible for the enforcement of the terms of the permit.

4.6 The permit holder shall report any damage to Board property (building and equipment) to the custodian in a timely manner.

4.7 The permit holder shall protect, indemnify and save harmless the Board, its servants of agents, of and from all claims for damages arising from the permit holder's negligence (and without limiting the generality of the foregoing) personal injury, property loss, infringement of royalty rights, slander, sedition and subversion that may rise out of or occur during the use of the facilities by the permit holder, or which may occur as a result of any public performance.

4.8 The permit holder must remove all of their equipment before leaving the facility. No storage of personal equipment is allowed on Board property.

4.9 The permit holder shall be responsible for any costs incurred arising out of misuse or damage to Board facilities or property.

~~4.10 The permit holder will be responsible for all costs due to cancellation, unless the permit office is notified in writing seven (7) days prior to the cancelled date. No refund will be issued. Frequent non-use of the requested space will result in permit cancellation.~~

4.10 The permit holder is responsible for notifying the permit office in writing, seven (7) days prior to the cancellation date. Frequent non-use of the requested space may result in permit cancellation.

4.11 The permit holder must ensure that all individuals attending are under their immediate supervision and control.

4.12 All permit holders are expected to leave facilities in a tidy manner with all garbage/recycling in appropriate bins.

4.13 Approved classroom use shall respect and adhere to the following:

4.13.1 Do not erase items on the blackboard, disturb bulletin boards, or use teacher's aids within the classroom.

4.13.2 Furniture moved must be put back.

4.13.3 Electronic or technical equipment is not for community use unless clearly indicated on the permit and approved by Administration at the time of permit application.

4.13.4 The permit holder will not have access to the school wifi.

4.14 York Catholic District School Board is committed to maintaining a safe and secure work environment for all employees. Workplace violence including physical or verbal abuse

will not be tolerated.

4.15 The permit holder must adhere to the provisions outlined in York Catholic District School Board's Code of Conduct Policy.

5. Restrictions

Permit privileges may be withdrawn for any violations to the following restrictions:

5.1 The consumption of alcoholic beverages and/or drugs are strictly prohibited at all times in all Board facilities.

5.2 All tobacco, cannabis products and electronic cigarette devices are prohibited on Board property.

5.3 The traditional use of sweetgrass, sage and red cedar that forms part of Indigenous culture and spirituality shall be permitted.

5.4 Games of chance in any form are prohibited in all facilities.

5.5 Weapons of any kind are prohibited and are a violation of the Board's *Safe Schools* Policy.

5.6 The Board shall not store equipment or supplies owned by outside agencies, persons, or groups without permission from school administration. It must be noted that the Board and/or the school shall not be held responsible or liable for damages or loss to any non-board equipment or supplies.

5.7 Except for school activities, or unless pre-approved by the Board, no advertising in connection with any production or event is to be displayed on, or affixed to, any part of the school ground or facilities.

5.8 Only approved sports equipment will be allowed for use in gymnasiums. These include mush balls for baseball permits and plastic blades for floor hockey permits.

5.9 Only non-marking rubber soled shoes shall be worn in gymnasiums for sports activities i.e. no black soled gymnasium shoes.

5.10 The application of powder, wax, or any other preparation to floors for dancing purposes is strictly prohibited.

5.11 Activities considered by the Board to be injurious to the school grounds and/or facilities shall be prohibited.

5.12 Subletting or transferring of space to any other user than named on the permit is not allowed.

5.13 Allergens: Nuts, nut products, shellfish, fragrances are not permitted.

5.14 Only service animals are permitted inside school facilities.

5.15 Electrical cooking appliances are not allowed in the school facility.

5.16 Physical or verbal abuse of any York Catholic District School Board employee.

6. Health & Safety

6.1 The permit holder is responsible for ensuring suitable supervision (adult of 18 years of age or older). If incidents of unsafe supervision are reported to Administration, Administration reserves the right to cancel or suspend the permit.

- 6.2 The permit holder must review and become familiar with fire safety procedures and ensure that, in the event of an emergency, they are strictly adhered to. All persons must leave the building immediately when an alarm is sounded, or when requested by Board Staff, Police, or Fire Officials.
- 6.3 Fire routes and pedestrian walkways shall be kept clear at all times. Vehicles may only be parked in approved parking lots, not on playing fields or grass. The permit holder must ensure that all participants and spectators are aware of parking availability and limitations.
- 6.4 The aisles, hallways, and exits must be kept free from obstruction.
- 6.5 All board properties are equipped with video surveillance equipment.

Schedule A – Classifications/Categories of Permits

Classification	Description
Classification A	Board or School Sponsored Activities
Classification B	Catholic Church Services, Masses and Religious Instruction Classes provided by local Parish and affiliated with the Archdiocese.
Classification C	Negotiated Agreement for Defined Space Requirements to include: Colleges and Universities (School Yr. only), Election Polling Stations, Partnerships, Film Productions and Community Planning & Partnerships.
Classification C-1	Non-Profit Child Care Programs approved by the Board (Operating during school breaks)
Classification D	Non-profit Children and Youth Programs to include: Scouts, Girl Guides, Embers, Cubs, Cadets
Classification D-1	Non-profit Children and Youth Recreational Programs to include: Sports activities sponsored by Service Groups. (Voluntary Supervision)
Classification D-2	Non-profit Children and Youth Recreational Programs operated by Municipalities and Institutions, Religious, and Cultural
Classification D-3	Non-profit Adult Recreational Activities
Classification E	Community Group or Organization Religious, Cultural, Service and Ratepayers Groups, and Institutions Individuals or Groups providing Services and Programs for the community and charging participation or user fees (Paid Supervision) Including: Music, Dancing, Arts, Drama and Gymnastics Classes
Classification F	Commercial Enterprises

Schedule B – Non Profit - Permit Fees

	Classification - Hourly Rate				
	C1	D	D-1	D-2	D-3
Space - facility fee					
Classroom/Meeting room		\$0.00	\$7.20	\$2.97	\$17.99
Gym - Single Elem		\$0.00	\$7.20	\$11.42	\$17.99
Gym - Single Sec		\$0.00	\$7.20	\$11.42	\$17.99
Gym - Double Sec		\$0.00	\$14.40	\$22.85	\$35.99
Gym - Triple Sec		\$0.00	\$21.60	\$34.27	\$53.99
Cafeteria - Sec (excl. kitchen)		\$0.00	\$7.20	\$11.42	\$17.99
Library - Elem or Sec		\$0.00	\$4.20	\$11.42	\$17.99
Weekend Fees					
Custodial Overtime Fee - Sat		\$31.50 \$33.64	\$31.50 \$33.64	\$31.50 \$33.64	\$31.50 \$33.64
Custodial Overtime Fee - Sun		\$42.00 \$44.86	\$42.00 \$44.86	\$42.00 \$44.86	\$42.00 \$44.86
Utility Surcharge Gym or Cafe (Weekend only)	\$5.00	\$5.99	\$5.99	\$5.99	\$5.99
Utility Surcharge Classroom (Weekend only)				\$1.20	
Equipment Fees					
Chairs (each)	\$0.10	\$0.00	\$0.10	\$0.10	\$0.10
Tables	\$0.82	\$0.00	\$0.82	\$0.82	\$0.82
Gym Risers & Bleachers	\$10.25	\$0.00	\$10.25	\$10.25	\$10.25
Basketball Hoops	\$2.05	\$0.00	\$2.05	\$2.05	\$2.05
Badminton or Volleyball Standards					
Standards and Nets	\$3.28	\$0.00	\$3.28	\$3.28	\$3.28
Goals	\$2.05	\$0.00	\$2.05	\$2.05	\$2.05
Mats	\$4.10	\$0.00	\$4.10	\$4.10	\$4.10
Risers & Bleachers	\$10.25	\$0.00	\$10.25	\$10.25	\$10.25
Fees per permit					
Processing Fee	\$50.00 \$53.40	\$35.00 \$37.38	\$35.00 \$37.38	\$35.00 \$37.38	\$35.00 \$37.38
Insurance	Quote to be provided if purchasing from the board				
Basketball Hoops (over 20 uses)	\$40.98	\$0.00	\$40.98	\$40.98	\$40.98
Badminton or Volleyball Standards (over 20 uses)					
Standards and Nets (over 20 uses)	\$53.27	\$0.00	\$53.27	\$53.27	\$53.27
Goals (over 20 uses)	\$61.48	\$0.00	\$61.48	\$61.48	\$61.48
Mats (over 20 uses)					

The hourly rates noted above are as per anticipated Ministry Grant for 2023/2024 year. If funding does not occur, rates will be restored, and a new invoice will be issued.

Fees and rates are subject to HST. Insurance rates are subject to RST.

For Classification A & B, the only fees applicable are weekend overtime and utility surcharge.

For Classification C, all fees are negotiated.

For Classification C1, any applicable custodial overtime fee from Monday to Friday is ~~\$42.00~~ 44.86.

Schedule C – Profit - Permit Fees

	Classification - Hourly Rate	
	E	F
Space - facility fee		
Classroom/Meeting room	\$24.75	\$41.24
Gym - Single Elem	\$41.24	\$74.24
Gym - Single Sec	\$41.24	\$74.24
Gym - Double Sec	\$57.76	\$115.48
Gym - Triple Sec	\$82.48	\$148.46
Cafeteria - Sec (excl. kitchen)	\$74.24	\$173.21
Library - Elem or Sec	\$41.24	\$74.24
Weekend Fees		
Processing Fee	\$50.00 \$53.40	\$50.00 \$53.40
Custodial Overtime Fee - Sat	\$42.00 \$44.86	\$42.00 \$44.86
Custodial Overtime Fee - Sun	\$56.00 \$59.81	\$56.00 \$59.81
Custodial Fee	\$42.00	\$42.00
Insurance	Quote to be provided if purchasing from the board	
Utility Surcharge Gym or Cafe	\$11.26	\$11.26
Utility Surcharge Classroom	\$2.25	\$2.25
Equipment Fees		
Chairs (each)	\$0.30	\$0.43
Tables	\$3.30	\$4.95
Gym Risers & Bleachers	\$29.26	\$42.89
Basketball Hoops	\$3.30	\$3.30
Badminton or Volleyball Standards		
Standards and Nets	\$5.27	\$5.27
Goals	\$3.30	\$3.30
Mats	\$6.60	\$6.60
Risers & Bleachers	\$29.26	\$42.89
Fees per permit		
Processing Fee	\$50.00 \$53.40	\$50.00 \$53.40
Insurance	Quote to be provided if purchasing from the board	
Basketball Hoops (over 20 uses)	\$65.98	\$65.98

Badminton or Volleyball Standards (over 20 uses)		
Standards and Nets (over 20 uses)	\$85.77	\$85.77
Goals (over 20 uses)	\$98.98	\$98.98
Mats (over 20 uses)		

Rates noted above are per hour.

Fees and rates are subject to HST. Insurance rates are subject to RST.

Schedule D – School Breaks

ALL NON-PROFIT SCHOOL BREAK PROGRAMS

Exclusive use of space during school breaks	
Classroom/Portable	\$26.39 per day
Gymnasium – elementary	\$52.78 per day
Gymnasium (single) – secondary	\$52.78 per day
Gymnasium (double) – secondary	\$85.77 per day
Gymnasium (triple) – secondary	\$105.58 per day

ALL PROFIT SCHOOL BREAK PROGRAMS

Exclusive use of space during school breaks	
Classroom/Portable	\$39.59 per day
Gymnasium – elementary	\$79.17 per day
Gymnasium (single) – secondary	\$79.17 per day
Gymnasium (double) – secondary	\$128.67 per day
Gymnasium (triple) – secondary	\$158.36 per day

Notes:

Processing fee for all school break permits is ~~\$50.00~~ \$53.40 per permit.

Custodial overtime fees may be applicable during the school breaks as custodial hours of work may vary.

**REPORT NO. 2023:03 of the
CORPORATE SERVICES COMMITTEE
PUBLIC SESSION**

To: Board of Trustees

June 20, 2023

A public session of the Corporate Services Committee was held in the Boardroom at 320 Bloomington Road West and via Google Meets on Wednesday, June 7, 2023, commencing at 5:37 p.m.

PRESENT:

Committee Members: F. Alexander, M. Barbieri, C. Cotton, E. Crowe, J. DiMeo, A. Grella*, M. Iafrate
T. McNicol*, A. Saggese, J. Wigston

Administration: D. Scuglia, J. Sarna, C. McNeil, T. Pechkovsky, J. Tsui, A. McDonald, K. Elgharbawy*,
M. Gray*, L. Paonessa, T. Laliberte*

Absent with Notice: Student Trustees A. Peta-Dragos and J. James

Recording: K. Errett

Presiding: J. Wigston, Committee Chair

*[*Denotes attendance via Google Meets]*

1) ACTION ITEM(S):

a) Dual and Triple Feeder Schools Review

- 1) THAT** the motion of 2008 (see below for motion) designating Area B as a dual feeder be rescinded as of September 1, 2024 (implementation Scenario 1). Students from St. Marguerite d'Youville CES catchment area are directed to St. Theresa of Lisieux CHS (home school), with all transportation to Our Lady Queen of the World CHS ending June 30, 2027.

Original Motion:

*THAT St. Marguerite d'Youville students living east of Yonge Street be given dual feeder status to both St. Theresa of Lisieux CHS and Jean Vanier CHS, effective immediately.
(December 9, 2008 Regular Board Meeting)*

- 2) THAT** the motion in 2008 (see below for past motion) designating Area D as a dual feeder be rescinded as of September 1, 2024 (implementation Scenario 1). Students from Notre Dame CES catchment area are directed to Sacred Heart CHS (home school), with all transportation to St. Maximilian Kolbe CHS ending June 30, 2027.

Original Motion:

*THAT the Board endorse the Boundary Option "B" as outlined and amended in the report dated January 16, 2008...
(January 22, 2008 Regular Board Meeting)*

- 3a) THAT** the transportation policy exception previously approved April 26, 2022 to transport students from Area G to St. Joan of Arc CHS be extended for the 2023-24 school year, ending June 30, 2024.

- 3b) THAT** Transportation at that time shall be determined according to Board Policy #203.

- 4) THAT** the motion in 2010 (see below for past motion) designating Area G as a dual feeder be rescinded to discontinue the dual feeder arrangement at Area G as of September 1, 2024 (implementation Scenario 1), with the final alignment of St. Cecilia CES to be determined by the in-process Boundary Review.

*THAT St. Cecilia CES, being located south of Major Mackenzie Drive, become a dual feeder to St. Joan of Arc CHS and St. Elizabeth CHS, including all Block 17 students.
(November 23, 2010 Regular Board Meeting)*

b) 2024-2029 Long-Term Accommodation Plan Principles and Parameters

1) **THAT** Trustees approve the 2024-2029 Long-Term Accommodation Plan – Principles.

1) **THAT** Trustees approve the 2024-2029 Long-Term Accommodation Plan – Parameters, amended to include under Item 1) New Schools and Additions, *b) Consideration should be given to establishing new schools in communities where there is no existing Catholic School.*

2) BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING: Nil

3) SUB-COMMITTEE REPORT: Nil

4) STAFF PRESENTATION: Nil

5) DISCUSSION ITEMS: Nil

6) INFORMATION ITEMS:

The Committee processed the following:

- a) Minutes of the February 7, 2023 meeting were approved.
- b) Education Development Charges (EDC) Update
- c) Non-Transportation Services Areas – Review
- d) Yonge North Subway Extension – Transit Corridor Lands Designation
- e) Maintenance Department Improvement Progress
- f) Capital and Asset Renewal Projects Update
- g) Purchasing Bid Activity Report
- h) OSBIE Insurance Report: Property Claims

7) NOTICE(S) OF MOTION: Nil

8) FUTURE ITEMS: Nil

ADJOURNMENT: 7:31 p.m.

On Motion: Cotton/DiMeo and CARRIED

J. Wigston, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2023: 07

To: Regular Board Meeting

June 20, 2023

A meeting of the Special Education Advisory Committee was held on **June 12, 2023** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	S, Byrne*, J. Gamboa*, A. Grella*, *, D. Legris*, J. Man*, H. Sirola L. Webb*, J. Wigston,
Association Representatives:	Nil
Administration:	D. Candido, L.Lausic*, E. Miceli-Bush*
Regrets:	N. Lai, N. Welch
Recording	C. Mong*
Guests:	F. Dinardo, <i>NBIA Canada</i> D. Duffin, <i>Hearing Teacher, YCDSB</i> A. Miraglia, <i>Itinerant Work Experience Teacher, YCDSB</i> M. Saltmarias, <i>NBIA Canada</i> E. Strano, <i>Special Education Consultant - PACE, YCDSB</i> K. Tutty-Smith, <i>Special Education Consultant - Hearing, YCDSB</i> Topping Family, <i>Family of YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): NIL

2. CORRESPONDENCE: NIL

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- YES I CAN Award YCDSB recipients:
 - Business Award: Sean VanSpall from No Frills
 - Parent Award: Allan Steven and Christine Steven
 - Paraprofessional: Nella Figliano
 - Teacher: Daniela Sambolec
 - Educational Leader - Wendy Britt-Steiner
 - President's Award - Karen Tutty-Smith
 - Academics (Provincial nominee) Hank Liang - St. Joseph the Worker
- NIBA Presentation
- Special Education Plan
- Student Services Year end Recap

4. ASSOCIATION REPORTS: NIL

5. ITEMS FOR FUTURE AGENDA:

- Inclusion Action in Ontario Presentation
- Budget Update

6. NEXT MEETING: September 18, 2023

J. WIGSTON, CHAIR, SEAC

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT NO. 2023:04 YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

To: Regular Board Meeting

June 20, 2023

A hybrid meeting of the York Catholic Parent Involvement Committee (YCPIC) was held at the Catholic Education Centre commencing at 7:00 p.m., on Tuesday, June 13, 2023.

PRESENT:

Committee Member(s): **In Person:** Olufisayo Bolarinwa, Peter De Quintal, Jan De Souza,
Sara Angela Figliomeni, Gabriella Marchione,
Emanuela Polin-De Luca, Maria Praveen,
Singai Rani Wilson, Maurizio Ruberto, Martina Saverino,
Sarah Tjin-a-joe, Jaclyn Toma
Virtual: N/A

Administration: **In Person:** Domenic Scuglia, Jennifer Sarna
In Person: Michael Oyston, OECTA Rep

Trustee(s): **Virtual:** Elizabeth Crowe, Theresa McNicol

Other Trustee(s): **In Person:** Angela Grella, Maria Iafrate, Jennifer Wigston

Guest(s): Calum McNeil, Jesua Tsai, Anthony Arcadi

Recording Secretary: Maurizio Ruberto

REGRETS:

Committee Member(s): Teresa Abbruscato, Melena Carrassi, Kristina Costabile, Sahir Jamal,
Tony Lorini, Rosanna Soda Andrea Telfer, Florence Wang

Administration(s): Andre Belille, Evonne Carafa

Trustee(s): N/A

1. ACTION ITEM(S): N/A

2. DISCUSSION/INFORMATION ITEM(S):

- a) 2023 Cashless School System Implementation Update
- b) Continuing Education Summer 2023 Update
- c) Catholic School Council Constitution Update
- d) Healthy Schools Fundraiser: Fresh From the Farm
- e) 2023-2024 YCPIC Meeting Dates

3. FUTURE MEETING DATES: September 25, 2023

Sara Figliomeni, YCPIC Chair



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17131
Fax: 905-713-1272 • www.ycdsb.ca

April 18, 2023

IDENTIFICATION OF GIFTED LEARNERS

- Whereas** the PACE center at St. Paul CES in Newmarket is being closed due to low enrolment;
- Whereas** two new PACE centers are being added, one in Markham and a second center in Richmond Hill;
- Whereas** logically it makes no sense that one geographic quarter of the Board does not identify enough students to maintain an elementary gifted program whilst other geographic areas of the Board have higher concentration of identified Gifted Learners;
- Whereas** this calls into question whether or not the CCAT screening tool used by the Board, as a preliminary step to a psychological assessment, is bias-free and equitable.

LET IT BE RESOLVED

THAT a review of the current PACE screening process be undertaken from a Human Rights and Equity lens to ensure that the process is free of any social/ economic/racial biases.

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:08:0418:EC



York Catholic District School Board

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May 23, 2023

Finding Transportation Efficiencies Thru School Bell Time Review

- Whereas** in a report to the Joint Board Consortium dated December 2014, staff stated the following: "Savings can result from changing some existing school bell times. Changing bell times would ensure that school bus routes operate as efficiently as possible and would allow for the re-use of existing vehicles."
- Whereas** a process for School Bell Time Management was developed and presented to the Joint Board Consortium dated June 2015. It recommended that parents were notified no later than December for changes to be implemented the following September
- Whereas** the implementation of the process was postponed indefinitely, ie never implemented, because Student Transportation Services wanted to implement new routing software which would make modeling easier.
- Whereas** the new transportation funding model did not adequately address the YCDSB's transportation funding shortfall
- Whereas** the board has a deficit and other boards have found significant savings by undertaking a system wide review. For example, Durham DSB and Durham Catholic DSB saved \$1.9 M in 2017 and took 48 buses off the road after implementing a system-wide bell-time review. In 2022-23 they undertook a second study to find further savings since school demographics and riderships had changed.
- Whereas** reducing the number of buses will help address the bus driver shortfall.

LET IT BE RESOLVED

THAT Student Transportation Services undertake a bell time review to find transportation efficiencies with a report to come to the Board for September 2024 implementation.

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:11:0523:EC

YORK CATHOLIC DISTRICT SCHOOL BOARD

MEMO TO: Board of Trustees

FROM: Administration

DATE: June 20, 2023

SUBJECT: Notice of Motion Finding Transportation Efficiencies Thru School Bell Time Review

Executive Summary:

The intent of this report is to provide information in response to the above noted notice of motion regarding school bell times.

Background:

The following motion has been introduced to the Board and will be brought forward for action at the June 20, 2023 Board Meeting.

LET IT BE RESOLVED THAT Student Transportation Services undertake a bell time review to find transportation efficiencies with a report to come to the Board for September 2024 implementation.

Student Transportation Services of York Region (STSYR) provides transportation services for the York Catholic District School Board and York Region District School Board and determines eligibility for riders based on the boards' policies. Operationally STSYR has established various procedures and protocols to guide the application of this work, and ensure consistency.

School Bell Time Management Procedure:

As mandated by the Terms of Reference for the Joint Board Consortium (JBC), STSYR holds the responsibility for the approval of school bell times. STSYR collaborates with member school boards to ensure that bell times maximize fleet efficiency while minimizing costs. Specifically, STSYR staff:

- Provide bell time recommendations that align with school board policies.
- Ensure that the suggested bell times allow for safe, efficient, and punctual transportation of students.

- Coordinate the dissemination of information to schools and parents through Senior Management.

The current procedure identifies a timeline for processing based on school or STS initiated bell time changes (Appendix 1)

Current School Bell-Times:

Narrow school bell-time distribution refers to a scenario where schools in a particular community have similar start and end times. The result of a narrow distribution is a concentrated timeframe for transporting students to and from school which impacts the efficiency of a transportation fleet. Specifically, narrow bell-time distributions can lead to:

- Increase traffic congestion;
- Ineffective vehicle utilization;
- Scheduling challenges;
- Driver Pressures; and
- Limited flexibility.

Tables 1a and 1 b illustrate York Region (YCDSB & YRDSB) bell time distribution:

Table 1a

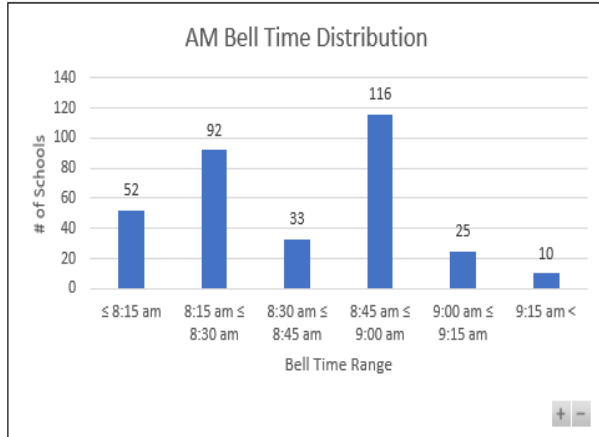
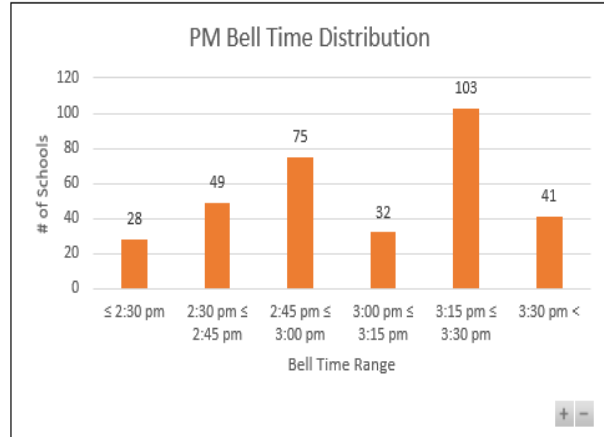


Table 1b



Tables 2a and 2b illustrate York Catholic District School Board (YCDSB Only) bell time distribution:

Table 2a

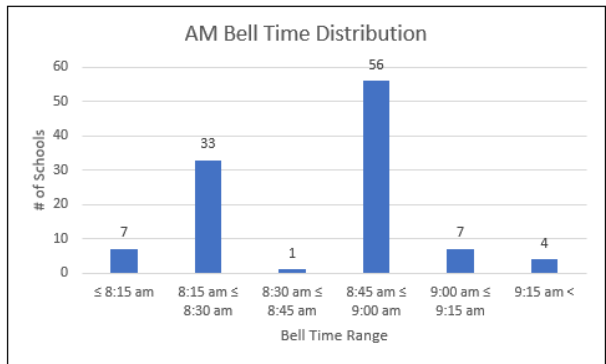
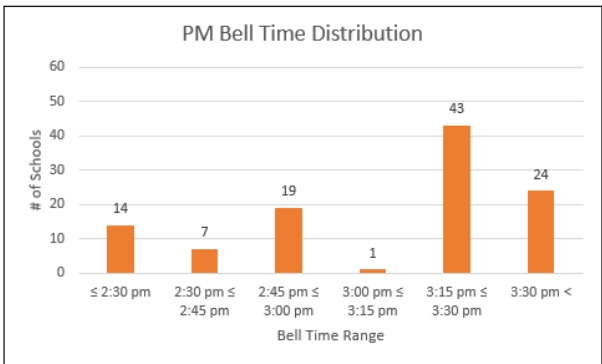
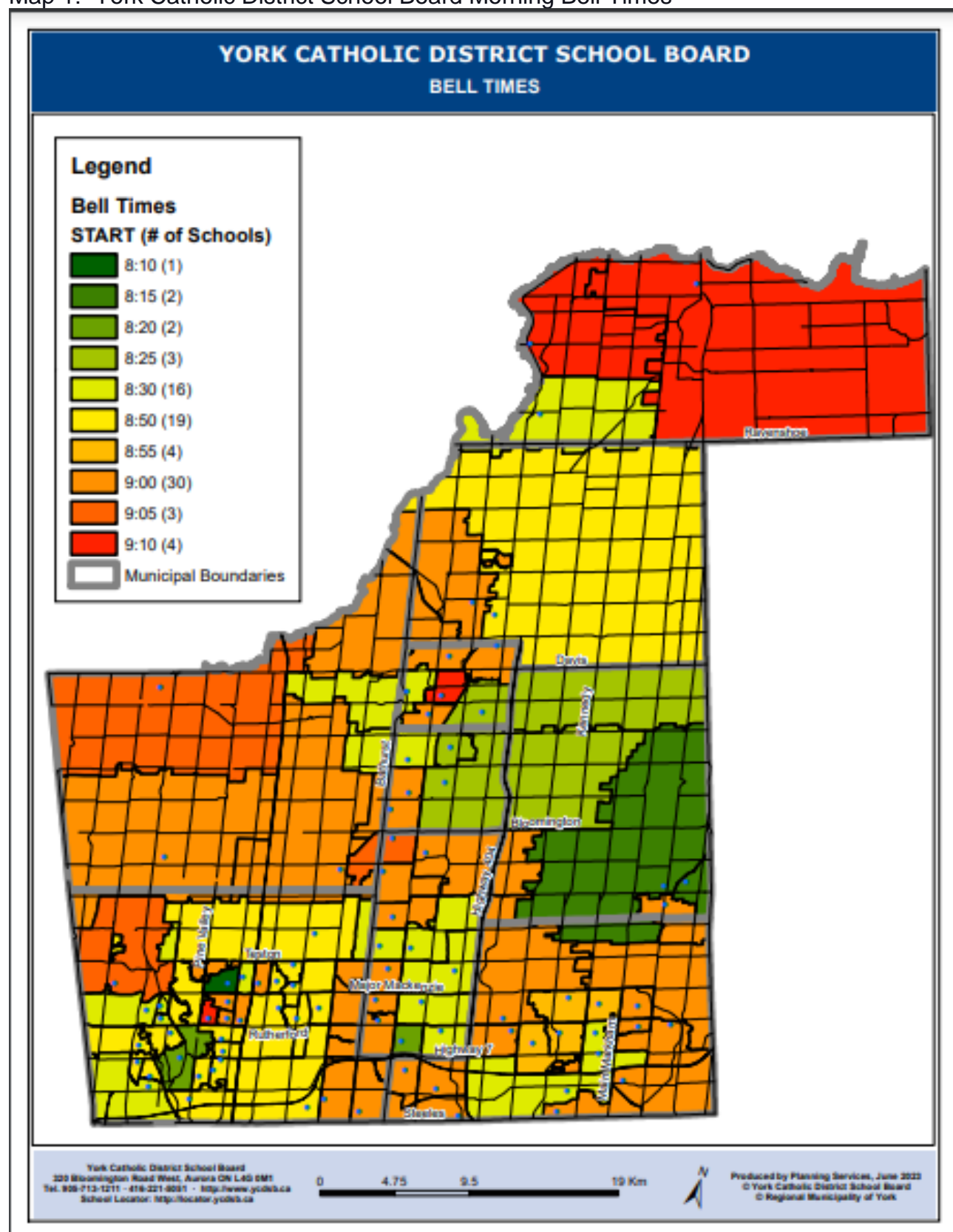


Table 2b



The following map illustrates the YCDSB morning bell times by school boundary in an attempt to highlight the distribution of the bell times and the geographic relationships of those differences. Afternoon bell times would produce a similar map. Areas of consistent colour across multiple school boundaries, indicates the communities where the neighbouring schools have the same bell time. Areas such as these may produce a greater overall efficiency from this review.

Map 1: York Catholic District School Board Morning Bell Times



Bell Time Procedure:

The current STSYR Bell Time Procedure speaks to school and STSYR initiated reviews (Appendix I). To meet the timeline identified in the Notice of Motion, a modified timeline would be required. Assuming any changes will not impact YRDSB, JBC approval is likely not required.

For bell time changes to be implemented for September 2024, a decision early fall would be required. To accommodate this, a report, including estimated savings, would be presented to Senior Management in September 2023 for internal review, consultation, and approval. With the support of Senior Management, a report would then be prepared and presented as an information item in October. Any changes to school bell times would be communicated to the school system in November with changes communicated to parents, sent to schools for distribution, in December.

Summary:

Although staffing and workload issues persist throughout the summer, STSYR is confident they can perform the required focused bell-time review of York Catholic District School Board schools during the next few months, with a report to Senior Administration in September, followed by the appropriate recommendations in the fall, with implementation for the 2024/2025 school year.

Prepared by: Niall Smith, Acting Manager of Student Transportation Services of York Region
Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations
Endorsed by: Dom Scuglia, Director of Education & Jennifer Sarna, Associate Director.



Student Transportation Services of York Region
 320 Bloomington Road West
 Aurora, Ontario L4G 0M1
 905-713-2535
 FAX: 905-713-2533
 Web site: www.schoolbuscity.com

School Bell Time Management

STSYR016
 June 2015
 Appendix A

The terms of reference for the Joint Board Consortium (JBC) provide STSYR with the authority to set school bell times. STSYR works with its member School Boards to ensure bell times maximize transportation efficiency and minimize costs.

STSYR Requested Bell Time Changes (10 minutes or less)

Where STSYR believes cost savings can be achieved by changing a school's bell time or where school board administration requests a special bell time review, a report including estimated savings will be prepared in March of the current school year and presented to the Senior Manager of Administrative Services in April for internal review, consultation and approval.

With the support of the Senior Manager a report is prepared and presented as an information item at the May JBC meeting. School bell time changes will be communicated to Superintendents and school Principals in June of the current year for implementation one year from the following September. Notices to parents will be created by STSYR and sent to schools for distribution no later than December of the following school year.

STSYR Requested Bell Time Change (Greater than 10 minutes)

Where STSYR believes cost savings can be achieved by changing a school's bell time, or where school board administration requests a special bell time review a report including estimated savings will be prepared in March of the current school year and presented to the Senior Manager of Administrative Services in April for internal review and consultation.

With the support of the Senior Manager a report is prepared for the review, recommendation and approval of the JBC. The approval of the JBC will be incorporated into a final report that is presented to the applicable School Board as an information item. School bell time changes will be communicated to Superintendents and school Principals by June of the current year for implementation one year from the following September. Notices to parents will be created by STSYR and sent to schools for distribution no later than December of the following school year.

School Requested Bell Times

Schools who wish to consider changing their bell time must submit a request to STSYR for review no later than March of the current year for implementation in one year from the

following September. STSYR staff will review the request to determine the cost impact of the proposed changes.

The request and cost impact will be shared with the applicable Senior Manager of Administrative Services in April for internal review, consultation and approval. School bell time changes will be communicated to Superintendents and school Principals in June of the current school year. Notices to parents will be created by STSYR and sent to schools for distribution no later than December of the following school year. A report will be prepared and presented as an information item at the June JBC meeting.

Every effort will be made to follow the above mentioned procedures however, exceptions may be considered under extenuating circumstances.

BELL TIME CHANGE ANNUAL TIMELINES (LESS THAN 10 MINUTES)	
DATE	ACTION
March	Staff reviews school and STSYR generated bell time changes.
April	Staff recommends bell time changes of 10 minutes or less to Senior Managers and if approved communication is sent to Superintendents and school Principal
May	Changes are referred to the JBC as an information item
December	Communications is sent to schools to send to parents with approximate service times
August one year from the following school year	Final information is available at www.schoolbuscity.com after the third Monday in August
September one year from the following school year	Implementation of changes

BELL TIME CHANGE ANNUAL TIMELINES (GREATER THAN 10 MINUTES)	
DATE	ACTION
March	Staff reviews STSYR generated bell time changes.
April	Staff recommends bell time changes to Senior Managers and If approved communication is sent to Superintendents and school Principal
May	Changes are referred to the JBC for approval and information item to the board
December	Communications is sent to schools to send to parents with approximate service times
August one year from the following school year	Final information is available at www.schoolbuscity.com after the third Monday in August
September one year from the following school year	Implementation of changes

School Bell Time Management Roles and Responsibilities

The Joint Board Consortium (JBC) is Responsible for:

- Reviewing or approving applicable bell time changes in accordance with bell time change procedures

Senior Manager of Administrative Services is Responsible for:

- Reviewing recommendations from the Manager of Student Transportation Services of York Region
- Responsible for coordinating internal review and consultation
- Ensuring that their respective School Board is informed of the changes

Superintendent of Schools is Responsible for:

- Providing communication of school bell time changes to the Principal of the affected school(s)

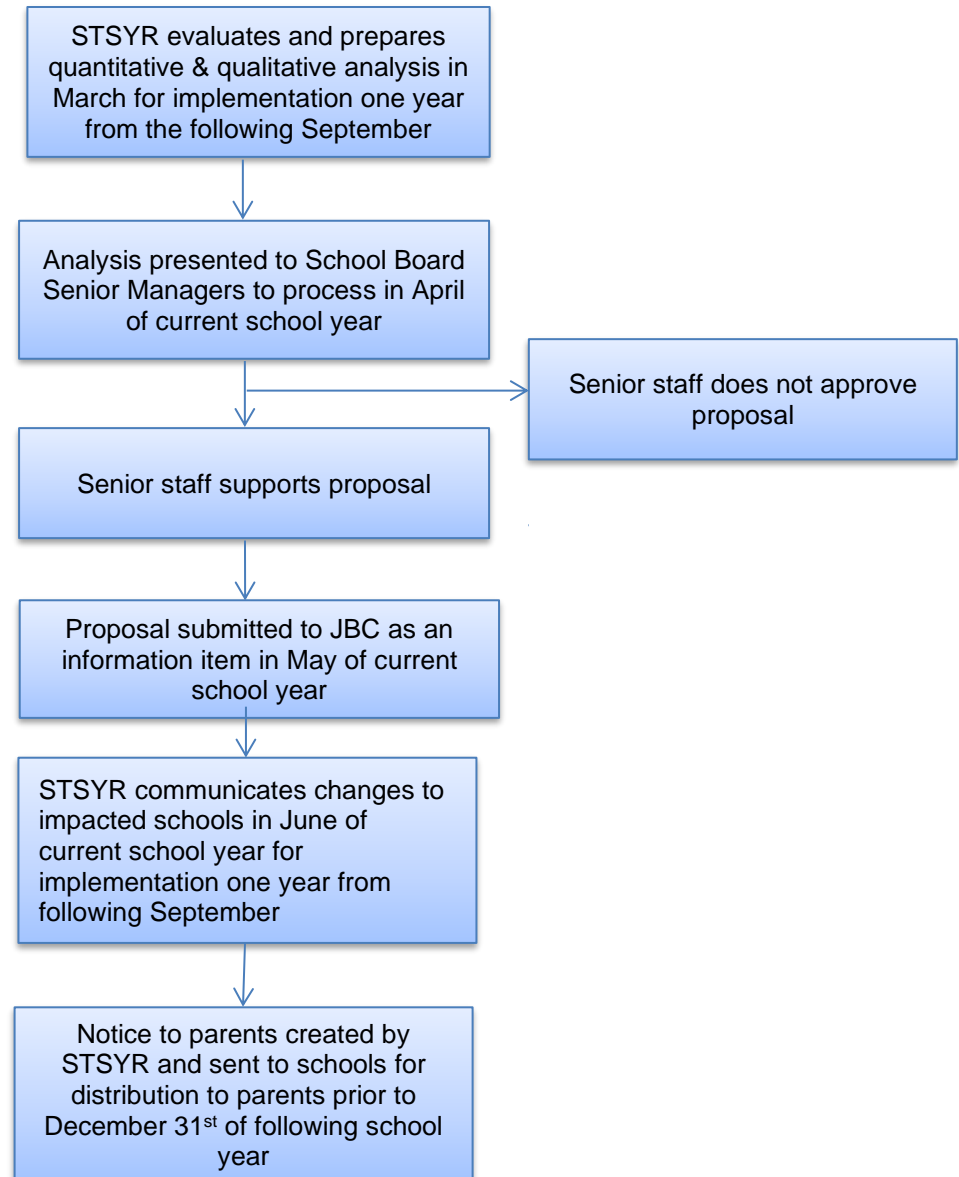
Manager of Student Transportation Services of York Region is Responsible for:

- Providing bell time recommendations that are reflective of School Board policies
- Ensuring that suggested bell times will allow for safe, efficient on time transportation of students
- Coordinating communication information to be shared with school and parents through Senior Managers

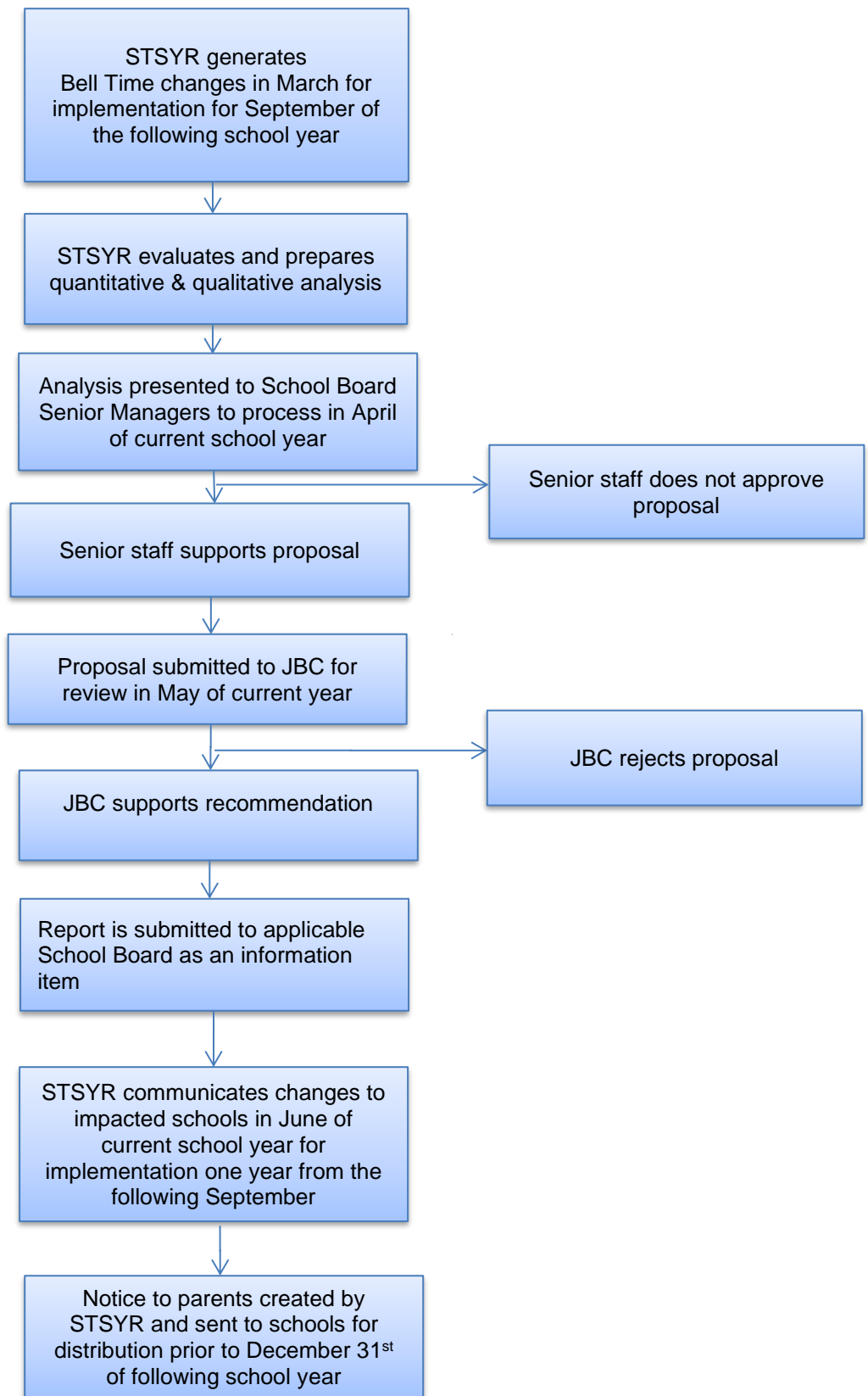
School Principal is Responsible for:

- Ensuring that all affected students, staff and parents are aware of school bell time change

STSYR Bell Time Change Work Flow
(For Changes 10 Minutes or Less or a School Generated Request)



**STSYR Bell Time Change Work Flow
(For Changes Greater Than 10 Minutes)**





York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17133
Fax: 905-713-1272 • www.ycdsb.ca



May 23, 2023

MOTION TO ENRICH YCDSB CATHOLICITY

- Whereas** Christ is at the center of our Faith;
- Whereas** We are all one in Christ;
- Whereas** This oneness is intended to bring us all in unity and peace with one another;
- Whereas** Unity and peace have been severely fractured;
- Whereas** Unity and peace can only be found in the Prince of Peace;
- Whereas** Infusing the Prince of Peace in our lives and the life of our schools will bring us that peace.

LET IT BE RESOLVED

THAT the York Catholic District School Board adopt the **Order of Daily Prayer and Recitations** and **Prayer before and after each class**; (Appendix A)

THAT the Policy on Prayer be amended to include **Order of Daily Prayer and Recitations** and **Prayer before and after each class** .

Respectfully submitted,

Frank Alexander
Trustee
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2023:12:0523:FA

Frank S.D. Alexander, Trustee – Markham Area 2: Wards 4,5,7 & 8
(Milliken/Markham/Unionville)
frank.alexander@ycdsb.ca • Home: 905-479-8285

APPENDIX A

ORDER OF DAILY PRAYERS AND RECITATIONS

1. ACT OF CONTRITION
2. A SHORT READING FROM THE NEW TESTAMENT
3. SONG OF PRAISE:
 Praise to You Lord Jesus
 King of endless glory
 Saviour of the world
 Saviour of the world
4. BOARD'S LAND ACKNOWLEDGEMENT
5. NATIONAL ANTHEM
6. ANNOUNCEMENTS

PRAYER BEFORE AND AFTER EACH CLASS

1. Ensure a prayer asking Jesus's help and guidance precedes every class
2. Ensure that students are asked to offer their intentions
3. Ensure that every class ends with thanksgiving to Jesus

REPORT

Report to: Board of Trustees
From: Domenic Scuglia – Director of Education
Date: June 20, 2023
Report: YCDSB Archives Committee Update

EXECUTIVE SUMMARY

This report is submitted to provide the Board of Trustees with an update on the work done by the YCDSB Archives Committee.

BACKGROUND INFORMATION

Policy 108A, School Artifacts and Memorabilia and *Policy 108B Central School Board Archival Collection* are both committed to preserving the institutional memory through the establishment of an archives collection. Maintaining the artifacts and memorabilia illustrating the historical and/or cultural relevance of the YCDSB and Catholic education in York Region is pertinent. Policies were established with parameters relating to the acquisition, cataloging and preserving of artifacts.

The YCDSB Archives Committee was established and is responsible for overseeing the history of the York Catholic District School Board as an organization, including but not limited to YCDSB Archive, Exhibition on special occasions and Storage of artifacts. (App A – Terms of Reference). With representation from the Board of Trustees, Senior Administration, Principals and Board staff, this Committee will continue its work on the important part of preserving the Board's history. After the Board's 50th Anniversary in 2019, funds received from fundraising are available to begin the construction and/or set up of a designated space.

YCDSB has recruited and hired a Records and Information Management Specialist in January 2023 with an Archive background that will support the compliance and management of the YCDSB Archive Program.

We have investigated the opportunities available from University of Toronto - Masters of Archive Practicum Program to potentially hire students, at no cost, for a 12 week period to support the operation of the Archive Program. We hope to secure a student(s) for the fall term to assist with the initiative

The Committee has met several times and most recently had the opportunity to tour the King Heritage & Cultural Centre to gain a better understanding of preserving artifacts and identifying collectable objects. The Committee is in the process of identifying space to house the artifacts and display the collectable items in a way that will provide students and staff the opportunity to gain a better understanding of the Board's history.

SUMMARY

The YCDSB Archives Committee continues to meet and will provide an update mid-year in 2024.

Prepared and submitted by: Domenic Scuglia, Director of Education

YCDSB ARCHIVES COMMITTEE MEETING

TERMS OF REFERENCE 2022

The YCDSB Archives Committee is responsible for overseeing the history of the York Catholic District School Board as an organization, including but not limited to YCDSB Archive, Exhibition on special occasions and Storage of artifacts.

1. Purpose / Mandate

- 1.1 To determine scope, size, budget and location of archives.
- 1.2 To determine process of establishing archives.
- 1.3 To make recommendations to the Board of Trustees.
- 1.4 To liaise and consult with the school communities.
- 1.5 To collect historical cultural material / artifacts.
- 1.6 To promote school collections.

2. Expected Outcome of the Committee's Work

- 2.1 To house and develop a permanent YCDSB Museum and Archives Collection.

3. Committee Members

- 3.1 Trustees (3)
 - Director of Education
 - Coordinating Manager of Planning & Operations
 - Superintendent of Education (2)
 - Principal or Vice-Principal, Elementary
 - Principal or Vice-Principal, Secondary
- 3.2 Committee Chair: Domenic Scuglia, Director of Education
- 3.3 Resource Person as appointed by the Committee

4. Meeting Schedule and Time

- 4.1 The YCDSB Archives Committee will meet as needed.

Last Revision / Approved Date: 2021

York Catholic District School Board

REPORT

Report to: Board of Trustees

From: Domenic Scuglia – Director of Education

Date: June 20, 2023

Report: YCDSB Local F.A.C.E. Team

EXECUTIVE SUMMARY

This report is submitted to provide the Board of Trustees with an update on the work done by the Local Friends and Advocates of Catholic Education (F.A.C.E.) Board Teams

BACKGROUND INFORMATION

Catholic School Boards and OCSTA remain committed to advocating for the protection of publicly funded Catholic schools and the support of the Catholic Education system by the Ontario government.

FACE was formed in 2008 by the Catholic Bishops, Catholic Trustees and Catholic Teachers to form a joint venture to lead efforts at the provincial level to advocate for and protect the Catholic Education system. Local Board FACE Team are comprised of:

- **Board Chair**
- **Director of Education**
- **Diocesan Representative**
- **Local OECTA Unit President(s)**

The YCDSB Local F.A.C.E. Team continues to spread the good word about Catholic schools at the local level by inviting MPPs to school visits to showcase, tour schools and meet students and staff.

SUMMARY

The YCDSB Local F.A.C.E. Team continues to meet regularly to share the good news with our MPPs and Parishes.

Prepared and submitted by: Domenic Scuglia, Director of Education

Student Device Update

Regular Board Meeting

June 20th, 2023

Prepared by:
Submitted by:

Gabriel Monaco, Compliance Analyst
Anthony Arcadi, Superintendent of Curriculum and Assessment, Scott Morrow,
Chief Information Officer, and Calum McNeil, CFO & Treasurer of the Board
Domenic Scuglia, Director of Education & Secretary of the Board

Endorsed by:





Agenda

An analysis of the technological needs at YCDSB Elementary schools has been completed. The analysis includes data from a Principal Survey on technology needs, on-site physical inventory counts and chromebook condition assessments.

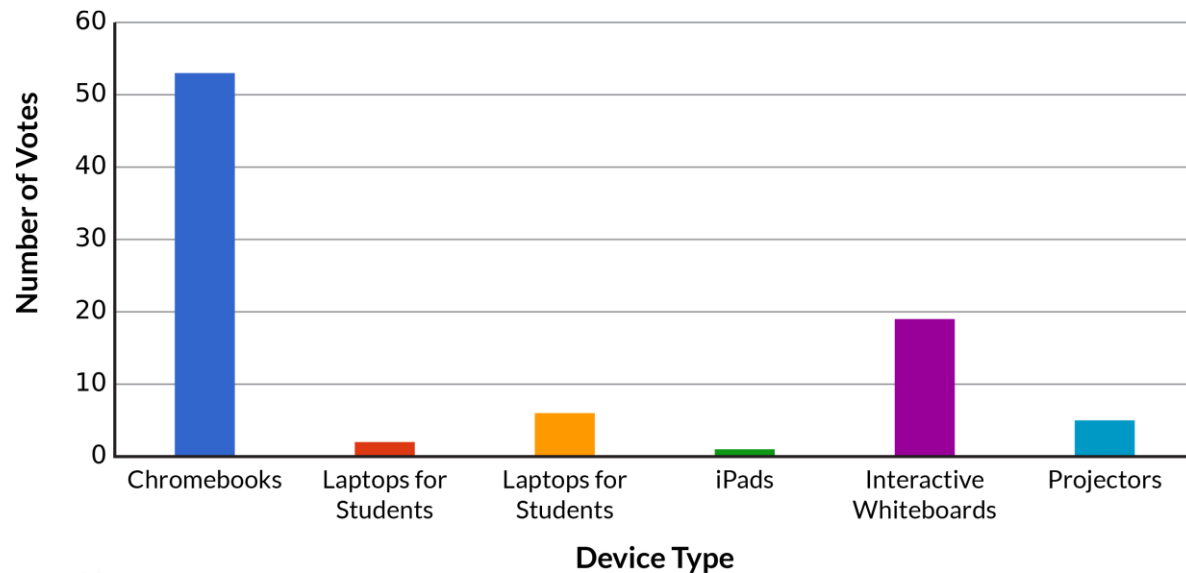
This report notes the key findings of this recently gathered information and provides foundational data for further work to define target ratios and funding options in the Fall.

1. Principal Survey – Technology Needs
2. Student Chromebook Analysis
3. Chromebook Variability By School
4. General School Budget (GSB) Overview
5. Future Funding Needs



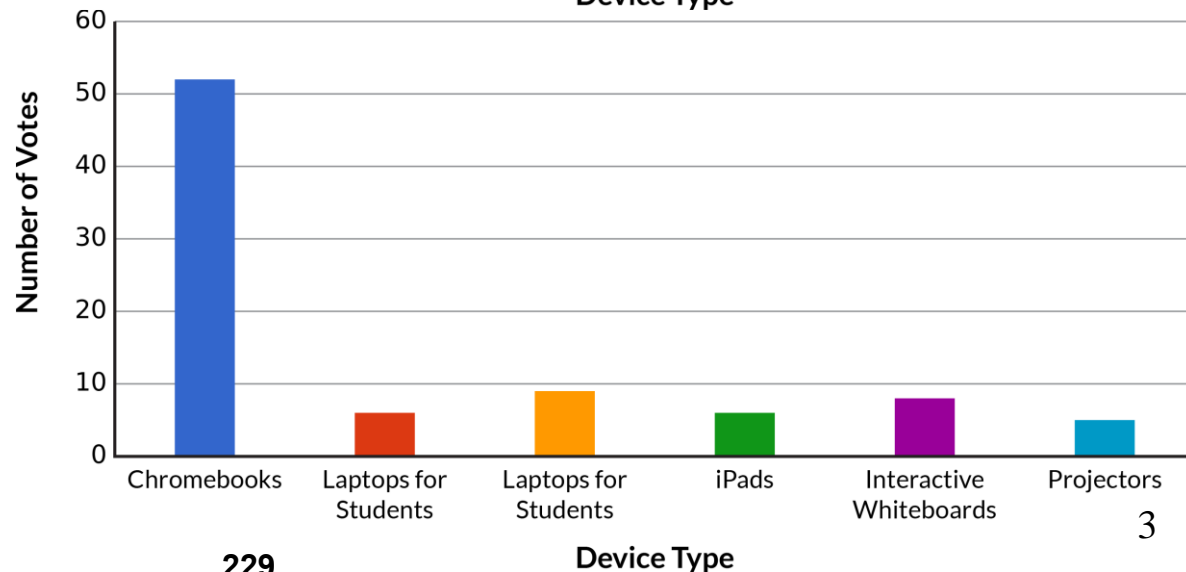
Principal Survey – Technology Needs

Which technological tools are most essential for schools to effectively deliver the curriculum and facilitate student achievement?



Which technological tools require more representation in your respective school?

Chromebooks are considered the most essential and desired tool to facilitate student achievement





Student Chromebook Analysis

Elementary schools currently have an average coverage ratio of 1.2 chromebook(s) for every student within grades 3-8, which drops to 0.5 for updatable chromebooks (as at end of year).

Trustee Area	Current Chromebook Coverage	Updatable Chromebook Coverage	SES-EQAO Index Average (1)
Theresa McNicol	1.2	0.6	-0.41
Michaela Barbieri	1.2	0.6	-0.24
Frank Alexander	1.1	0.5	-0.11
Angela Saggese	1.4	0.6	-0.03
Grella/Wigston	1.2	0.5	0.03
Carol Cotton	1.1	0.4	0.05
Elizabeth Crowe	1.1	0.5	0.13
DiMeo/lafrate	1.3	0.5	0.18
	1.2	0.5	-0.04

The board will have an average of 0.5 updatable Chromebooks **(as of the end of the 2022-23 school-year)** for every student within grades 3-8. Updatable Chromebooks are able to continue to receive necessary updates from Google for security and performance enhancements.

Note 1:

The aggregate SES-EQAO index is established using variables (2019 census data) that reflect the most salient neighbourhood-level factors affecting student success and academic achievement. The five socioeconomic factors include median household income, percent living in poverty (below \$40,000 annual income), percent homeowners, percent without a diploma, and percent with a university degree.

Student success and academic achievement are determined by the average percent of successful students in the school that either are at or above the provincial standard on the EQAO Primary and Junior Division Language and Mathematics Assessments, pass the Ontario Secondary School Literacy Test (OSSLT) or graduate within five years.



Chromebook Coverage Variability By School

The data does not show a correlation between SES-EQAO Index scores and chromebook coverage ratios

Elementary Schools	Minimum	Average	Maximum
Current Chromebook Coverage Ratio	0.5	1.2	2.3
Updatable Chromebook Coverage Ratio	0.2	0.5	1.6
Aggregate SES-EQAO Index	-1.00	-0.04	0.60

Schools with the 10 lowest Aggregate SES-EQAO Index scores:

- Had an average 1.3 **current** chromebook coverage (*vs an overall average of 1.2*)
- Will have an average 0.8 **updatable** chromebook coverage (*vs an overall average of 0.5*)

Schools with the 10 highest Aggregate SES-EQAO Index scores:

- Had an average 1.2 **current** chromebook coverage (*vs an overall average of 1.2*)
- Will have an average 0.5 **updatable** chromebook coverage (*vs an overall average of 0.5*)

Current chromebook coverage ratio:

- 10 schools with the **lowest** current coverage ratio had a 0.1 average Aggregate SES-EQAO Index
- 10 schools with the **highest** current coverage ratio had a -0.1 average Aggregate SES-EQAO Index

Updatable chromebook coverage ratio:

- 10 schools with the **lowest** updatable coverage ratio had a 0.2 average Aggregate SES-EQAO Index
- 10 schools with the **highest** updatable coverage ratio had a -0.1 average Aggregate SES-EQAO Index



General School Budget Overview

General School Budget Covers

- Classroom supplies (including consumables, audio visual, software, etc.)
- Textbooks, subscriptions
- New Furniture and equipment (including computers)
- Furniture and equipment repairs and service
- Fees for athletic events, off-campus transportation
- Other: printing costs, internet connections, other discretionary items

GSB Allocation and Spend

- 2022-2023 budget allocation for Elementary schools was \$3.4 Million (excluding the one-time 5% GSB reduction)
- During the last 3 years, on average \$0.4M of Elementary GSB funds were spent on technology, in addition to \$0.4M of School Generated Funds and \$0.1M from Registered Charity funds. School Generated Funds and Registered Charity are funds that are collected at the schools through fundraising initiatives.



Future Funding Needs

- The Elementary panel has 21.5k students across Grades 3-8
- The Elementary panel has a current inventory of 24k chromebooks
 - of which approx. 17k are updatable
 - of the 17k updatable, approx. 6k expire this summer
 - So 11k are updatable as of the beginning of next year
- The 11k updatable chromebooks expire approx: 4k in 2026/27, 6k in 2027/28, 1k in 2029/30

Illustrative costing

- If the target is a 1:1 ratio (for Grades 3-8), there is a need for 10.5k chromebooks, the cost of which is approximately \$3.8 Million* (this cost could be phased in over the next three years, given replacement dates). Assuming a seven year life cycle, smoothed annual cost is approx. \$1.1M per year (versus average spend of \$0.9M per previous slide).
- If the target is a 75% coverage ratio (for grades 3-8), there is a need for approx. 5k chromebooks, the cost of which is approximately \$1.8 Million. Assuming a seven year life cycle, smoothed annual cost is approx. \$0.8M per year.

*(10.5k chromebooks x \$360/chromebook – current cost)

York Catholic District School Board

2023-24 Estimates Budget Book Operating Revenue & Expenses

June 20, 2023



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1. Budget Process

1.1. York Catholic District School Board (YCDSB) Budget Process

The 2023-24 Budget is based on the 2023-24 Estimates vs 2022-23 Revised Estimates and updated with financial information taking into consideration the following factors:

- 2023-24 Grants for Student Needs and Ministry funding announcements
- Multi-Year Strategic Plan (MYSP)
- Trustees' feedback
- Parents/Guardians and community groups input
- Input from board staff

YCDSB is committed to supporting student success and well-being in a Catholic learning environment while ensuring fiscal accountability through effective and efficient management of resources.

The Board's budget plan is an integral part of the Multi-Year Strategic Plan which identifies four commitments to our stakeholders: Integration of Our Catholic Faith, Continuous Improvement of Student Achievement, Effective Use of Our Resources, and Engaging Our Communities. These commitments steer decision-making for budget development. Engaging parents/guardians and community stakeholders is important to the Board as we develop the 2023-24 Operating Budget. Parents/guardians and community groups were invited to the budget meetings to give presentations as well as submit their input and suggestions through a budget survey.

1.2. Budget Parameters and Assumptions

For financial reporting purposes, the Board's annual budget is divided into two parts:

- The Operating Budget is the primary focus of the annual budgeting process and the focus of this report. The Operating Budget revenues, expenses and compliance items will determine the Board's financial compliance position as defined by the Ministry.
- The Capital program grants and other grants/revenues with offsetting expenses (self-sustaining programs) are reported separately. The revenues from these programs are fully offset by equal expenses, resulting in a nil impact to the Board's financial position.

Note that all financial summaries are subject to changes that may be necessary to complete the Ministry electronic filing in EFIS of the 2023-24 Estimates. Any material changes will be brought back to Board. The Ministry deadline to submit the 2023-24 Estimates is June 30, 2023.

2. 2023-24 Overview

2.1. YCDSB Overview

The YCDSB provides a safe and caring environment in which our students have opportunities to grow intellectually, physically, spiritually and socially. Our YCDSB community is comprised of:

- Approximately 49,000 Students (30,000 Elementary and 19,000 Secondary)
- 103 Schools (86 Elementary, 15 Secondary, 2 Combined)
- 10 Trustees + 2 Student Trustees
- Approximately 5,600 dedicated staff members + supply support staff

We are focused on and guided by our Mission, Vision, Core Values and Strategic Commitments:

Mission: With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

Vision: A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

Core Values:

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

Strategic Commitments:

1. Catholic Faith
2. Equity and Inclusion
3. Student Achievement
4. Well-Being

YCDSB continues to be widely recognized as one of the top performing elementary and secondary school systems in the province. The Board of Trustees and the Board's Leadership Team is continuously focused on student achievement. YCDSB recognizes that equity of opportunity and equity of access to the full range of programs and the delivery of services and resources are critical to the achievement of successful outcomes for those served by our school system, as well as for those who serve our system.

2.2. YCDSB 2023-24 Fiscal Environment

All district school boards in Ontario receive the majority of their funding from the Ministry of Education (the "Ministry") which uses a funding model that is largely based on student enrolment. YCDSB, like many school boards in the province, has experienced declining enrolment in recent years due to changing demographics.

The Grants for Student Needs (GSN) funding announcement for 2023-24 school year was made by the Ministry of Education on April 28, 2023 and includes the following sector-wide allocations and changes:

- Expiration of the COVID-19 Learning Recovery Fund and Tutoring Supports Program.
- Increase of 2.7% in funding compared to 2022-23 including 2% cost update to non-staff portion of school operations allocation.
- New Student Transportation funding model including transition amount ensuring no grant reduction in 2023-24.
- Methodology update of Indigenous Education Funding including one-time realignment mitigation fund for transitioning to new class size funding calculation.
- Continuation of Supports for Students Funding (SSF).
- Interim Special Incidence Portion (SIP) funding approach for 2023-24 while the Ministry is undertaking a review to modernize the allocation.
- The Ministry has updated the salary benchmarks and other funding elements to reflect the ratified CUPE central collective agreement and a labour provision for other groups. A labour provision of \$8.8M is included in the Board's budgeted expenses for 2023-24.

2023-24 Ongoing grant changes:

- School Operations Allocation – final year of the five-year phase-in of updates to the Supplementary Area Factor, for base school facility operations within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.
- Pupil Foundation Grant (Secondary Staffing) – Online learning funding methodology:
 - Funded average credit load per pupil split between in-person (7.275, class size 23) and online (0.225, class size 30).
 - Reflects requirement to have two online credits to graduate starting with cohort entering Grade 9 in September 2020.

GSN Movements from Priorities and Partnerships Funding (PPF) into GSN:

- Demographic Data Gathering, \$0.04M
- Early Math Intervention for Special Education (enveloped), \$0.1M
- Specialist High Skills Major Expansion, \$0.02M
- Summer Learning Programs, previously provided through the Council of Ontario Directors of Education (CODE), amount not yet identified

New GSN Grants:

- Safe and Clean Schools Supplement, \$0.4M: To support student well-being and maintain clean schools (with priority for professional and paraprofessional staff to support students).
- Enhanced Audit Capacity, \$0.01M: Enhance external audit capacity.

2023-24 Priorities and Partnerships Funding (PPF) allocated grants:

- Staffing to Support De-Streaming and Transition to High School, \$2.7M: Additional teachers to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10.
- Math Recovery Plan:
 - *Board Math Leads*, \$0.2M – to hire a Board Math Lead (Supervisory Officer unless exemption requested) who will inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets.
 - *School Math Facilitators*, \$0.1M – to hire School Math Facilitators to work in Grades 3, 6 and 9 classrooms in priority schools working directly with students who require additional support and teachers to strengthen math knowledge.
 - *Digital Math Tools*, \$0.4M - provide digital math tools for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms.
- Education Staff to Support Reading Interventions, \$1.2M: to hire teachers to work one-on-one or in small groups with students in Kindergarten to Grade 3 who would benefit from more support in reading.
- Licenses for Reading Intervention Supports, \$0.2M: to enable school boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions.
- Early Reading Enhancements, \$0.2M, Reading Screening Tools: to procure ministry-approved early reading screening tools for students in year 2 of Kindergarten to Grade 2 to ensure students are identified early and supported within the classroom.
- Summer Mental Health Supports, \$0.2M: to provide prevention/early intervention mental health services to students during the summer months using their existing staffing complement.

2.3. Challenges, Risks & Opportunities

The following are some of the identified challenges, risks and opportunities for the Board:

- The cost of absenteeism (replacement supply costs) has created significant budget pressures.
- Pay Equity maintenance.
- Special Education underfunding in addition to Board's declining enrolment impact.
- Declining enrolment requires the Board to employ different strategies to manage the allocation of resources.
- Approximately 9,000 excess pupil places (capacity) which continues to grow due to declining enrolment and the Ministry mandated moratorium on Pupil Accommodation Reviews.
- Actual enrolment key count dates (October 31 and March 31) and related impact to staffing structure.
- Class size as an area of focus with recent changes to grants.
- Implementation of Employee Life and Health Trust (ELHT) resulting in a permanent annual shortfall of approximately \$4.4M in benefits funding.
- Increases in costs without increases in funding in all areas.
- External conditions affecting Board operations, immigration, interest, community partnerships and use of schools.
- Increase in International Student enrolment lost due to COVID-19.

2.4. YCDSB Leadership

The YCDSB is governed by a Board of Trustees (Chair, Vice-Chair, eight Trustees) and led by the Board's Director of Education and Secretary of the Board. There are also two Student Trustees.

2.5. Leadership Overview

The Director's Office is responsible to provide leadership for growth in student achievement and well-being as well as leadership in the growth and success of the organization. The Director has leadership responsibilities for implementing the Board's Multi-Year Strategic Plan (MYSP) and for developing and maintaining an effective organization with programs and services that operationalize the Board's policies. Along with the Associate Director, the Director provides leadership to eighteen service areas in charge of Budget Units:

- Leadership Office (4):
 - a. Director's Office
 - b. Associate Director
 - c. Human Rights and Equity
 - d. Communications

- Instructional areas (8):
 - a. Academic (6)
 - b. Curriculum and Continuing Education
 - c. Student Services
- Corporate Support Services (6):
 - a. Finance
 - b. Human Resources
 - c. Information Systems
 - d. Planning and Operations
 - e. Plant and Accommodation
 - f. International Education

Note: The comparative information (2022-23 Revised Estimates) has been restated as per the current classification when appropriate (such as a restructuring).

2.6. YCDSB Operating Budget at a Glance

The projected in-year deficit of \$11.8M is mainly attributed to supply costs, pay equity, ELHT underfunding and the Special Education deficit.

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$
Operating Revenue			
GSN Funding excluding Capital	591,091	591,502	(411)
PPF and Other Grants/Programs	8,017	6,549	1,469
Other Revenue			
Continuing Education	6,200	6,200	-
International Student Fees	3,900	2,485	1,415
Other Miscellaneous Revenue	6,133	6,321	(188)
Total Other Revenue	16,233	15,006	1,227
Total Operating Revenue	615,342	613,056	2,285
Operating Expenses			
Salaries and Benefits	558,275	547,858	10,417
Other Expenses	68,868	70,462	(1,594)
Total Operating Expenses	627,143	618,320	8,823
Compliance In-Year Position	(11,801)	(5,263)	(6,538)

Table 2: YCDSB Operating Budget at a Glance

Other Expenses includes \$30k for amortization for unsupported capital projects.

2.7. Ministry Compliance Summary

The following table is a summary of the YCDSB 2023-24 Budget including both Operating and Non-Operating revenue and expenses:

(\$ 000's)	2023-24		
	Operating	Non- Operating (1)	Total
Revenues			
GSN, PPF, Other Grants and Revenues	615,342	88,230	703,572
Compliance Adj-School Generated Funds	-	(21,480)	(21,480)
Compliance Adj-Revenues for Land	-	(18,000)	(18,000)
Compliance Revenues	615,342	48,750	664,092
Expenditures			
Salaries and Benefits	558,275	-	558,275
Other Expenses	68,868	70,020	138,889
Expenditures before Compliance Adjustments	627,143	70,020	697,163
School Generated Funds	-	(21,480)	(21,480)
Interest Compliance Adjustment	-	336	336
Asset Retirement Obligation	-	(126)	(126)
Compliance Expenditures	627,143	48,750	675,893
Compliance In-Year (Deficit) / Surplus	(11,801)	-	(11,801)
Note (1) Non-Operating Details:			
	Revenues	Expenses	Net
Capital	2,329	2,329	-
Education Development Charges	18,200	200	18,000
Debenture Interest	8,558	8,222	336
Amortization - DCC (Ministry & 3rd Party)	37,663	37,663	-
Amortization - ARO	-	126	(126)
School Generated Funds	21,480	21,480	-
Total Non-Operating	88,230	70,020	18,209
Compliance Adj-School Generated Funds	(21,480)	(21,480)	-
Compliance Adj-Revenue for Land	(18,000)	-	(18,000)
Compliance Adj-ARO	-	(126)	126
Compliance Adj-Interest	-	336	(336)
Total	48,750	48,750	-

Table 2.1: Ministry Compliance Summary

The annual Compliance adjustments result from the provincial implementation of Public Sector Accounting Standards (PSAS) and the capital wrap up for school boards. Adjustments include accrued interest, school generated funds, land revenue and the new asset retirement obligation.

2.8. Accumulated Financial Position

The 2023-24 projected Accumulated Deficit is \$5.4M after incorporating the projected 2022-23 in-year deficit of \$12M.

(\$ millions)	2021-22	2022-23 Forecast	2023-24 Estimates
In-Year Surplus/(Deficit)	1.0	(12.0)	(11.8)
Ending Accumulated Surplus (1)	18.4	6.4	(5.4)
Accumulated Surplus as a % of Operating Allocation (1)	3.2%	1.1%	-0.9%
In-Year Surplus/(Deficit) as a % of Operating Allocation	0.2%	-2.0%	-2.0%

Table 2.2: Accumulated Surplus/(Deficit)

The Ministry of Education permits school boards to incur an in-year deficit of up to 1% of its operating funding allocation. The projected operating funding allocation for YCDSB is \$589.9M; 1% of this amount \$5.9M. The projected in-year deficit of \$11.8M is above this amount and is therefore non-compliant with the Ministry's requirement.

3. Enrolment

3.1. 2023-24 Enrolment Overview

Below are the projected 2023-24 enrolment figures based on Average Daily Enrolment (ADE) which is the average of the Full Time Equivalent student counts on October 31 and March 31:

	2023-24 EST	2022-23 RE	Change	Change %
<u>Elementary</u>				
Junior Kindergarten	2,228	2,262	(34)	(2%)
Senior Kindergarten	2,455	2,476	(21)	(1%)
Subtotal Kindergarten	4,683	4,738	(55)	(1%)
Grades 1-3	8,530	8,779	(249)	(3%)
Grades 4-6	10,019	10,470	(451)	(4%)
Grades 7-8	7,264	7,440	(176)	(2%)
Pupils of the Board	30,496	31,427	(931)	(3%)
International Students	69	38	31	82%
Total Elementary Day School	30,565	31,465	(900)	(3%)
<u>Secondary</u>				
Grades 9-12	18,576	18,374	202	1%
High Credit	3	2	1	50%
Pupils of the Board	18,579	18,376	203	1%
International Students	161	106	55	52%
Total Secondary Day School	18,740	18,482	258	1%
TOTAL ENROLMENT	49,305	49,947	(642)	(1%)

Table 3: 2023-24 Enrolment Overview

4. Revenue Overview

The funding overview table below includes the Ministry's GSN funding and the Board's other sources of revenue excluding School Generated Funds, Capital/Other Revenue (Proceeds of Disposition/Education Development Charges).

4.1. Funding Overview

(\$ millions)	2023-24 EST	2022-23 RE	Change \$
Grants for Student Needs (GSN)			
Pupil Foundation Grant	284.4	284.0	0.4
School Foundation Grant	37.6	37.0	0.6
Special Education Grant	71.5	70.8	0.7
Language Grant	15.1	14.9	0.2
Indigenous Education Grant	2.0	4.3	(2.3)
One-Time Realignment Mitigation Fund	1.1	-	1.1
Geographic Circumstances Grant (RNEF and RRA)	0.1	0.1	-
Learning Opportunities Grant	8.0	7.4	0.6
Mental Health and Well-Being Grant	2.4	2.3	0.1
Supports for Students Fund	5.5	5.5	-
Continuing Education and Other Programs Grant	5.4	5.4	-
Cost Adjustment & Teacher Qualifications & Exp	60.4	59.2	1.2
ECE Q&E Allocation	2.4	2.4	-
New Teacher Induction Program Allocation	0.2	0.3	(0.1)
Student Transportation Grant	20.5	19.8	0.7
Declining Enrolment Adjustment	2.4	2.1	0.3
School Board Administration and Governance Grant	16.8	15.9	0.9
Restraint Savings Allocation	(0.5)	(0.5)	-
Trustee Association Fee	0.1	0.1	-
Program Leadership Allocation	1.0	1.0	-
School Facility Operations	52.6	51.6	1.0
Community Use of Schools Allocation	0.7	0.7	-
COVID-19 Learning Recovery Fund	-	7.2	(7.2)
Debt Service Support	0.2	0.2	-
Total Operating Education Funding Grants	589.9	591.7	(1.8)
Minor Tangible Capital Assets (TCA)	(1.0)	(1.0)	-
GSN Revenue - Short Term Interest	0.2	0.2	-
GSN Before Debt Grants & Cap'd Op'g Exp & Def Rev	589.1	590.9	(1.8)
Transfer from Deferred Revenue	2.0	0.6	1.4
TOTAL GRANTS FOR STUDENT NEEDS	591.1	591.5	(0.4)
Other Revenue			
International Student Tuition	3.9	2.5	1.4
Continuing Education Revenue	6.2	6.2	-
Other Operating Grants/Programs	8.0	6.5	1.5
Miscellaneous Revenue	6.1	6.4	(0.3)
Total Other Revenue	24.2	21.6	2.6
TOTAL REVENUE	615.3	613.1	2.2

Table 4: Funding: 2023-24 Estimates vs 2022-23 Revised Estimates

4.2. Continuing Education

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Min. of Labour, Immigration, Training & Skills Dev.	5,900	5,900	-	0%
Fees:				
Credit/Remedial - Non Ontario Student	19	19	-	0%
Credit/Remedial - Material	2	2	-	0%
General Interest	279	279	-	0%
Total Other Fees	300	300	-	0%
Total Continuing Education Revenue	6,200	6,200	-	0%

Table 4.1: Continuing Education: 2023-24 Estimates vs 2022-23 Revised Estimates

4.3. Miscellaneous Revenue

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Rental Revenue	2,715	3,032	(317)	(12%)
Community Use Rental Revenue	1,600	1,500	100	6%
Interest Revenue	750	750	-	0%
Energy Incentives	50	100	(50)	(100%)
Solar Project	300	300	-	0%
OSBIE Rebates	358	358	-	0%
Other	360	280	80	22%
TOTAL	6,133	6,321	(188)	(3%)

Table 4.2: Miscellaneous Revenue: 2023-24 Estimates vs 2022-23 Revised Estimates

4.4. Capital Grants

The Ministry continues its multi-year capital funding allocations designed to target board identified capital needs. The primary means for funding new construction is the Capital Priorities Grant while School Renewal and School Condition Improvement funding help address high and urgent renewal needs and facility condition. Time limited COVID-19 Resilience Infrastructure Stream funding has been provided by the federal and provincial governments to improve ventilation and optimize air quality, promote health & safety and enhance physical distancing. In addition, the Ministry provides funding to create new licensed child care spaces, meet enrolment demands through temporary accommodation and build additions. Land purchases are generally funded by Education Development Charges. The Board may also access Proceeds of Disposition for School Condition Improvement costs and for other purposes with Ministry approval.

Revenue Recognition: Capital is funded through Ministry Grants and Board/Other Funding and can be spent on Tangible Capital Assets (TCA) or Non-TCA expenses. Ministry Capital spent on depreciable tangible capital assets are recognized as revenue through the amortization of assets or Deferred Capital Contributions (DCC). Ministry Capital spent on non-TCA and Board/Other funding is recognized as revenue in the year it is spent. In the case of Education Development Charges where funds are not sufficient to cover land purchases/expenses, a capital deficit will exist

(\$ millions)	2023-24 Opening Balance	2023-24 Allocation	Total Allocation Available	2023-24 Expenditures	2023-24 Closing Balance
School Renewal Allocation (SRA)	0.6	6.7	7.3	6.7	0.6
School Condition Improvement (SCI)	0.2	12.7	12.9	12.6	0.3
Temporary Accommodation Grant (TAG)	-	0.1	0.1	0.1	-
Capital Priorities (CP)	11.3	-	11.3	1.8	9.5
Child Care Capital (CCC)	1.7	-	1.7	-	1.7
Full Day Kindergarten (FDK)	0.4	-	0.4	0.4	-
School First Child Care (SFCC)	0.9	-	0.9	0.6	0.3
COVID-19 Resilience Infrastructure Stream (CVRIS)	0.3	-	0.3	0.3	-
Total Ministry Funding	15.4	19.5	34.9	22.5	12.4
Proceeds of Disposition (POD)	50.9	-	50.9	8.1	42.8
Education Development Charges (EDC)	33.8	8.8	42.6	18.2	24.4
Total Board/Other Funding	84.7	8.8	93.5	26.3	67.2
TOTAL CAPITAL FUNDING	100.1	28.3	128.4	48.8	79.6

Table 4.3: Capital Grants Funding Summary

5. Expense Overview

Expenses are comprised of Salaries and Benefits and Non-Labour Expenses funded through PPF, Other Grants and Programs, and Ministry compliance adjustments. These tables exclude School Generated Funds (SGF), Capital Debt, Capitalized Expenditures and Amortization.

Table colours:

Blue = GSN and Continuing Education

Green = PPF and Other Grants/Programs

Total Operating Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	471,989	464,022	7,967	2%	5,570.0	5,700.0	(130.0)
Salaries-Discretionary Release Time	782	869	(87)	(10%)	-	-	-
Benefits	79,657	79,123	534	1%	-	-	-
Salaries and Benefits Total	552,429	544,014	8,415	2%	5,570.0	5,700.0	(130.0)
Expenses	66,667	67,717	(1,050)	(2%)	-	-	-
Grand Total	619,096	611,731	7,365	1%	5,570.0	5,700.0	(130.0)

Table 5: Total Operating Expenses

Total PPF and Miscellaneous Grants and Programs Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	4,909	3,009	1,900	63%	49.2	14.0	35.2
Salaries-Discretionary Release Time	80	170	(90)	(53%)	-	-	-
Benefits	857	665	193	29%	-	-	-
Salaries and Benefits Total	5,846	3,843	2,002	52%	49.2	14.0	35.2
Expenses	2,171	2,705	(534)	(20%)	-	-	-
Grand Total	8,017	6,549	1,469	22%	49.2	14.0	35.2

Table 5.1: Total PPF and Other Grants / Programs Expenses

5.1. Labour Expense: Salaries and Benefits by Employee Type

Employee Benefits are comprised of the following:

- Statutory and “regular” benefits including EI, CPP, EHT
- OMERS pension contributions*
- Employee Future Benefits (outstanding retirement gratuities, retirement benefits, sick leave top-up benefits and WSIB**)
- Employee Benefits Plans managed through ELHT’s
- Employee Assistance Program

* Employer contributions to OMERS Pension Plan for non-teaching eligible employees are funded through the GSN and are included in the Board’s Salary and Benefits Expenses. Pension Contributions for Ontario Teacher Pension Plan (OTPP) for employees with an Ontario College of Teachers Certificate (OCT) are paid directly by the Ministry to the pension plan. Therefore, there are no employer contributions for OTTP included in the Salary and Benefit Expenses for eligible employees.

** WSIB is separated from the “regular” benefits since the Board is a Schedule II employer. Whereas Schedule I employers pay standard WSIB rates as a percentage of salary, Schedule II employers pay actual claims plus an administrative charge.

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Teachers/Consultants & Coordinators	350,617	351,201	(584)	(0%)	3,039.9	3,100.9	(61.0)
Supply Teachers	17,308	19,098	(1,790)	(9%)	2,603.1	2,650.6	(47.5)
Teachers and Supply Teachers Total	367,925	370,299	(2,373)	(1%)	5,643.0	5,751.5	(108.5)
Principals and Vice Principals	23,923	23,771	152	1%	163.0	159.4	3.6
Academic Staffing Total	391,848	394,069	(2,221)	(1%)	5,806.0	5,910.9	(104.9)
Support Staff	149,797	139,304	10,493	8%	(411.3)	(386.2)	(25.1)
Continuing Education	10,783	10,641	142	1%	175.4	175.4	-
Support Staff Total	552,429	544,014	8,415	2%	5,570.0	5,700.0	(130.0)

Table 5.2: Operating Labour Expenses

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Teachers/Consultants & Coordinators	4,533	842	3,691	438%	37.7	3.1	34.6
Supply Teachers	101	210	(109)	(52%)	-	-	-
Teachers and Supply Teachers Total	4,634	1,052	3,582	340%	37.7	3.1	34.6
Principals and Vice Principals	8	94	(86)	(91%)	-	0.6	(0.6)
Academic Staffing Total	9,276	2,199	7,077	322%	37.7	3.7	34.0
Support Staff	(3,430)	1,645	(5,075)	(309%)	11.5	10.3	1.2
Support Staff Total	5,846	3,843	2,002	52%	49.2	14.0	35.2

Table 5.3: PPF and Other Grants/Programs Labour Expenses

5.2. Expenses – Non-Labour by Expense Type

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Fees and Contract Services	33,204	34,769	(1,565)	(4%)
Other Expenses	2,784	635	2,150	339%
Rental Expense	642	593	48	8%
Staff Development	772	915	(143)	(16%)
Supplies and Services	29,265	30,805	(1,540)	(5%)
Grand Total	66,667	67,717	(1,050)	(2%)

Table 5.4: Operating Non-Labour Expenditures

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Fees and Contract Services	831	535	297	55%
Other Expenses	46	57	(11)	(20%)
Staff Development	30	50	(20)	(40%)
Supplies and Services	1,264	2,063	(799)	(39%)
Grand Total	2,171	2,705	(534)	(20%)

Table 5.5: PPF and Other Grants/Programs Non-Labour Expenditures

6. Budget Unit Financial Summaries

6.1. Budget Unit Overview

These reports reflect the fiscal responsibilities of the Senior Leadership Team. Expenses are presented by expense categories (i.e., Labour and Non-Labour) as well as by Budget Units (departments). The budget reports will also provide financial summaries for various education programs and Ministry enveloped programs.

The Budget Units for the Financial Summaries have been grouped as follows:

Budget Units	Departments/Description
Director/Associate Director	Administrative offices of the Director and Associate Director, Human Rights and Equity Advisor and Communications.
Trustees	Administrative offices of the Trustees.
Superintendents of Education	Administrative offices of six (6) Academic Superintendents and includes Elementary & Secondary Safe Schools and special programs.
Curriculum	Reporting unit responsible to support teachers in the delivery of education programs and curriculum and to provide teacher in-services. The unit supports areas such as math, literacy, languages, STREAM, new learning pedagogies, religion, etc. Also includes budgets for library, guidance, and physical education.
Continuing Education	Continuing Education Program Budgets.
Student Services	Departments include: Psychology, Behaviour Resources, Physical Management, Speech Language, Attendance Counselling, Children's Treatment Network and Special Programs.
Finance	Departments include: Accounting (Accounts Payable and Receivable), Payroll, Budget, Purchasing, Treasury, Risk Management and Capital Budgeting services. YCDSB is the host board for the GTA area Regional Internal Audit Team (RIAT). RIAT is reported under the Finance Department, however, it is separately funded by the Ministry.
Human Resources	Departments include: Academic Services, Support Services, Benefits, Labour/Employee Relations, Compensation/HRIS, and Employee Health & Wellness.
International Education	Recruitment for and support of International Students working in partnership with the Planning/Admissions

Budget Units	Departments/Description
	and Human Resources Departments and the schools where students attend.
Information Systems	Departments include: Network & Infrastructure Team, Software, Database & Web Application Team and Customer Service & School Learning Team.
Planning and Operations	Departments include: Planning and Operations: Planning Services, Student Transportation Services of York Region, Office Services, and Admissions and Enrolment.
Facilities Services & Plant	Departments include: Facilities, Energy, Maintenance & Environmental Services and Capital & Asset Renewal.
Regular Day	Budget for school-based instructional classroom staff and resources. e.g., teachers, EA's etc.
School Administration	Budgets for school-based administration/ leadership staff and resources.
Schools (GSB)	General School Budgets

Total by Budget Unit:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE	2023-24 Salaries	2023-24 Benefits	2023-24 Expenses
Academic Superintendents	1,763	1,730	33	2%	12.2	12.0	0.2	1,419	209	134
Associate Director	584	618	(34)	(5%)	3.5	4.5	(1.0)	556	68	(40)
Capital Debt	224	224	-	0%	-	-	-	-	-	224
Continuing Education	11,386	11,243	142	1%	175.4	175.4	-	8,820	1,963	602
Curriculum	10,275	8,339	1,936	23%	40.2	39.9	0.3	4,655	626	4,993
Director's Office	1,730	1,869	(139)	(7%)	7.1	7.5	(0.4)	920	167	643
Finance	4,955	4,850	105	2%	26.1	26.1	-	2,464	603	1,888
Human Resources	5,989	5,815	175	3%	43.7	43.7	-	3,922	915	1,153
Information Systems	11,603	11,222	381	3%	60.0	59.0	1.0	5,143	1,309	5,151
International Education	326	333	(7)	(2%)	1.7	1.7	-	163	38	125
Other	(1,549)	(1,200)	(349)	29%	(3.0)	-	(3.0)	(334)	(65)	(1,150)
Planning / Operations	2,797	2,721	75	3%	24.5	24.5	-	1,867	481	449
Planning / Operations - Transportation	22,362	22,630	(268)	(1%)	15.0	16.0	(1.0)	1,203	312	20,847
Plant / Accom - Funded by Operating	56,908	59,469	(2,562)	(4%)	487.0	508.0	(21.0)	28,756	7,951	20,201
Regional Internal Audit Team (RIAT)	1,196	1,651	(455)	(28%)	5.0	5.0	-	626	143	427
Regular Day	344,107	342,583	1,523	0%	3,255.8	3,339.1	(83.3)	301,177	42,797	133
School Administration	41,144	39,918	1,226	3%	422.1	424.7	(2.6)	34,711	6,106	327
School Budgets (GSB)	6,919	6,615	304	5%	-	-	-	-	-	6,919
Student Services	94,623	89,457	5,166	6%	969.7	988.9	(19.2)	76,022	15,995	2,606
Superintendent - Elementary Safe Schools	169	169	-	0%	-	-	-	-	-	169
Superintendent - Secondary Safe Schools	1,988	1,946	42	2%	12.0	12.0	-	1,119	186	683
Transportation Recoveries	(893)	(912)	19	(2%)	-	-	-	(601)	(156)	(136)
Trustee	289	289	-	0%	12.0	12.0	-	164	11	114
Trustee - Other	202	152	50	33%	-	-	-	-	-	202
Grand Total	619,096	611,731	7,365	1%	5,570.0	5,700.0	(130.0)	472,771	79,657	66,667

Table 6: 2023-24 Budget Unit Total Operating Allocations

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE	2023-24 Salaries	2023-24 Benefits	2023-24 Expense
Academic Superintendents	8	8	-	0%	-	-	-	-	-	8
Associate Director	204	204	-	0%	0.5	0.5	-	154	21	29
Curriculum	5,888	3,466	2,422	70%	37.7	3.6	34.1	3,929	651	1,308
Director's Office	400	399	1	0%	2.7	2.5	0.2	294	50	56
Finance	200	150	50	33%	-	-	-	-	-	200
Human Resources	20	20	-	0%	-	-	-	17	-	3
Information Systems	-	708	(708)	(100%)	-	-	-	-	-	-
Other	-	17	(17)	(100%)	-	-	-	-	-	-
Plant	-	438	(438)	(100%)	-	-	-	-	-	-
Student Services	1,268	1,110	158	14%	8.3	7.4	0.9	594	135	539
Superintendent - Secondary Safe Schools	29	28	0	1%	-	-	-	-	-	29
Grand Total	8,017	6,549	1,469	22%	49.2	14.0	35.2	4,989	857	2,171

Table 6.1: 2023-24 Budget Unit Total PPF and Other Grants / Programs Allocations

6.2. Director/Associate Director

The financial summaries in this section include the offices of the Director and the Associate Director including the Human Rights and Equity Advisor who is funded through PPF as well as partially through the Director's Office.

Director/Associate Director Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	1,392	1,427	(35)	(2%)	10.6	12.0	(1.4)
Salaries-Discretionary Release Time	84	83	1	1%	-	-	-
Benefits	235	241	(6)	(3%)	-	-	-
Salaries and Benefits Total	1,711	1,751	(40)	(2%)	10.6	12.0	(1.4)
Expenses	604	736	(133)	(18%)	-	-	-
Grand Total	2,314	2,487	(173)	(7%)	10.6	12.0	(1.4)

Table 6.2: Total Operating Budget – Director / Associate Director

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	448	447	1	0%	3.2	3.0	0.2
Benefits	71	70	1	1%	-	-	-
Salaries and Benefits Total	519	517	2	0%	3.2	3.0	0.2
Expenses	85	86	(1)	(1%)	-	-	-
Grand Total	604	603	1	0%	3.2	3.0	0.2

Table 6.3: Total PPF and Other Grants/Programs Budget – Director / Associate Director

Director/Associate Director Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Overtime	10	10	0	1%	-	-	-
Administration Support Staff	680	711	(32)	(4%)	6.0	7.0	(1.0)
Department Managers/Supervisors	385	302	83	28%	2.1	2.1	-
Principals	78	115	(38)	(33%)	0.5	0.5	-
Supervisory Officers	474	474	-	0%	2.0	2.0	-
Teachers - Supply	84	83	1	1%	-	-	-
Vice-Principals	-	55	(55)	(100%)	-	0.4	(0.4)
Grand Total	1,711	1,751	(40)	(2%)	10.6	12.0	(1.4)

Table 6.4: Salary and Benefits Operating Details – Director / Associate Director

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	174	-	174	0%	1.8	-	1.8
Coordinators & Consultants-Teacher Support	75	75	-	0%	-	-	-
Department Managers/Supervisors	170	170	-	0%	0.9	0.9	-
Principal Coordinating AQ Program	82	82	-	0%	0.5	0.5	-
Social Services	-	86	(86)	(100%)	-	1.0	(1.0)
Teachers - Supply	18	18	-	0%	-	-	-
Vice-Principals	-	86	(86)	(100%)	-	0.6	(0.6)
Grand Total	519	517	2	0%	3.2	3.0	0.2

Table 6.5: Salary and Benefits PPF and Other Grants/Programs Details – Director / Associate Director

Director/Associate Director Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Associate Director	14	14	-	0%
Board Director - Student Legal	52	188	(136)	(72%)
Board Director -Legal	46	46	-	0%
Board Leadership Development	6	6	-	0%
Communications	29	29	-	0%
Director	157	169	(12)	(7%)
Director-Comm Events/Partnerships	48	48	-	0%
Human Rights/Equity	100	100	-	0%
Parent Engagement	72	72	-	0%
Parents Reaching Out	53	53	-	0%
Principal Association Fee	20	20	-	0%
Strategic Planning	(59)	(75)	15	(20%)
Student Transportation Exemption	42	42	-	0%
When Faith Meets Pedagogy	24	24	-	0%
YCDSB Theatre Arts	1	1	-	0%
Grand Total	604	736	(133)	(18%)

Table 6.6: Non-Labour Operating Expenses – Director / Associate Director

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
AQ Courses	29	29	-	0%
Graduation Coach Black Students	56	57	(1)	(2%)
Grand Total	85	86	(1)	(1%)

Table 6.7: Non-Labour PPF and Other Grants/Programs Expenses – Director / Associate Director

6.3. Trustee

The financial summaries in this section include the offices of the Trustees.

Trustee Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	164	164	-	0%	12.0	12.0	-
Benefits	11	11	-	0%	-	-	-
Salaries and Benefits Total	175	175	-	0%	12.0	12.0	-
Expenses	316	266	50	19%	-	-	-
Grand Total	491	441	50	11%	12.0	12.0	-

Table 6.8: Total Operating Budget – Trustee

Trustee Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Temporary	5	5	-	0%	2.0	2.0	-
Trustees	170	170	-	0%	10.0	10.0	-
Grand Total	175	175	-	0%	12.0	12.0	-

Table 6.9: Salary and Benefits Operating Details – Trustee

Trustee Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Trustee	114	114	-	0%
Trustee - Other	202	152	50	33%
Grand Total	316	266	50	19%

Table 6.10: Non-Labour Operating Expenses – Trustee

Trustee – Other includes OCSTA fees and Integrity Commissioner budget required by the Ministry and the passing of Bill 98.

6.4. Academic Superintendents and Safe Schools

This sections includes the offices of the six Academic Superintendents and the Elementary & Secondary Safe Schools Program.

Academic Superintendents Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	1,417	1,387	30	2%	12.2	12.0	0.2
Salaries-Discretionary Release Time	2	2	0	1%	-	-	-
Benefits	209	206	3	2%	-	-	-
Salaries and Benefits Total	1,628	1,595	33	2%	12.2	12.0	0.2
Expenses	134	134	-	0%	-	-	-
Grand Total	1,763	1,730	33	2%	12.2	12.0	0.2

Table 6.11: Total Operating Budget – Academic Superintendents

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Expenses	8	8	-	0%
Grand Total	8	8	-	0%

Table 6.12: Total PPF and Other Grants/Programs Budget – Academic Superintendent and Alternative Education

Academic Superintendents Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	581	547	34	6%	6.2	6.0	0.2
Supervisory Officers	1,046	1,047	(1)	(0%)	6.0	6.0	-
Teachers - Supply	2	2	0	1%	-	-	-
Grand Total	1,628	1,595	33	2%	12.2	12.0	0.2

Table 6.13: Salary and Benefits Operating Details – Academic Superintendents

Academic Superintendents Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Academic Superintendent - Area A - Admin	7	7	-	0%
Academic Superintendent - Area A - Other	5	5	-	0%
Academic Superintendent - Area B - Admin	11	11	-	0%
Academic Superintendent - Area B - Other	5	5	-	0%
Academic Superintendent - Area C - Admin	9	9	-	0%
Academic Superintendent - Area C - Other	5	5	-	0%
Academic Superintendent - Area D - Admin	7	7	-	0%
Academic Superintendent - Area D - Other	5	5	-	0%
Academic Superintendent - Area E - Admin	7	7	-	0%
Academic Superintendent - Area E - Other	5	5	-	0%
Academic Superintendent - Area F - Admin	9	9	-	0%
Academic Superintendent - Area F - Other	5	5	-	0%
Bullying Prevention	30	30	-	0%
IB - International Baccalaureate	11	11	-	0%
YSCPC	13	13	-	0%
Grand Total	134	134	-	0%

Table 6.14: Non-Labour Operating Expenditures – Academic Superintendents

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
St Br Andre Cafeteri	8	8	-	0%
Grand Total	8	8	-	0%

Table 6.15: Non-Labour PPF and Other Grants/Programs Budget – Academic Superintendent and Alternative Education

Safe Schools (Elementary) Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Expenses	169	169	-	0%
Grand Total	169	169	-	0%

Table 6.16: Total Operating Budget – Safe Schools (Elementary)

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Safe schools - Elementary	169	169	-	0%
Grand Total	169	169	-	0%

Table 6.17: Non-Labour Operating Expenditures – Safe Schools (Elementary)

Safe Schools (Secondary) and Alternative Education Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	1,119	1,083	36	3%	12.0	12.0	-
Benefits	186	180	6	3%	-	-	-
Salaries and Benefits Total	1,305	1,262	42	3%	12.0	12.0	-
Expenses	683	683	-	0%	-	-	-
Grand Total	1,988	1,946	42	2%	12.0	12.0	-

Table 6.18: Total Operating Budget – Safe Schools (Secondary) and Alternative Education

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Expenses	29	28	0	1%	-	-	-
Grand Total	29	28	0	1%	-	-	-

Table 6.19: Total PPF and Other Grants/Programs Budget – Safe Schools (Secondary) and Alternative Education

Safe Schools (Secondary) and Alternative Education Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	72	42	30	71%	1.0	1.0	-
Principals	156	157	(2)	(1%)	1.0	1.0	-
Psychological Services	124	122	2	1%	1.0	1.0	-
Social Services	193	190	3	1%	2.0	2.0	-
Teachers	758	748	9	1%	7.0	7.0	-
Teachers - Home Instruction	2	2	0	1%	-	-	-
Grand Total	1,305	1,262	42	3%	12.0	12.0	-

Table 6.20: Salaries and Benefits Operating – Safe Schools (Secondary) and Alternative Education

Safe Schools (Secondary) and Alternative Education Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Safe Schools - Secondary	658	658	-	0%
St Luke Catholic Learning Centre	26	26	-	0%
Grand Total	683	683	-	0%

Table 6.21: Non-Labour Operating Expenditures – Safe Schools (Secondary) and Alternative Education

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Health Resources, Training and Supports	29	28	0	1%
Grand Total	29	28	0	1%

Table 6.22: Non-Labour PPF and Other Grants/Programs Expenditures – Safe School (Secondary) and Alternative Education

6.5. Curriculum

The Curriculum budget unit leads schools to support every student to become a successful Catholic graduate, a self-actualized, healthy, happy follower of Christ, who is accomplished in the Ontario curriculum expectations and global competencies and well prepared to lead in the future. Largely through Ministry grants, staff provide teacher in-services & support teachers in:

- the integration of Catholicity into learning throughout the day
- new curriculum from the Ministry, i.e. Mathematics, Kindergarten Program, Health & Phys. Ed., Canadian World Studies courses
- ensuring culturally relevant and responsive pedagogy which reflects our student community
- effective use of technology in the classroom
- new learning pedagogies, i.e. critical thinking questions
- focus on well-being
- the design of new programs
- field testing and sharing new resources and ideas
- New Teacher Induction Program (NTIP): onboarding new teachers to develop the requisite skills and knowledge to be effective teachers in the YCDSB and Ontario

Curriculum areas include:

- STREAM (Science, Technology, Religion, Engineering, Arts & Math) Centres of Excellence will serve as YCDSB teaching and learning hubs with a goal to enhance the learning experiences of students through global-leading STREAM initiatives. Subjects will include Design Thinking, Robotics, Coding, 3D Printing, Virtual Reality, Experiential Learning and Cross-Curricular Learning using Technology.
- Indigenous Education
- French Immersion (FI), English as a Second Language (ESL), French as a Second Language (FSL)
- Religious Education Program
- Outdoor Education
- New curriculum implementation
- Student Success
- Experiential Learning
- Pathways
- Continuing Education – details in Continuing Education Section

Curriculum Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	4,213	4,017	196	5%	40.2	39.9	0.3
Salaries-Discretionary Release Time	443	537	(95)	(18%)	-	-	-
Benefits	626	602	24	4%	-	-	-
Salaries and Benefits Total	5,282	5,157	125	2%	40.2	39.9	0.3
Expenses	4,993	3,182	1,811	57%	-	-	-
Grand Total	10,275	8,339	1,936	23%	40.2	39.9	0.3

Table 6.23: Total Operating Budget – Curriculum

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	3,849	2,042	1,808	89%	37.7	3.6	34.1
Salaries-Discretionary Release Time	80	170	(90)	(53%)	-	-	-
Benefits	651	493	158	32%	-	-	-
Salaries and Benefits Total	4,581	2,704	1,876	69%	37.7	3.6	34.1
Expenses	1,308	761	546	72%	-	-	-
Grand Total	5,888	3,466	2,422	70%	37.7	3.6	34.1

Table 6.24: Total PPF and Other Grants/Programs Budget – Curriculum

Curriculum Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	359	376	(17)	(5%)	5.0	5.0	-
Coordinators & Consultants-Teacher Support	2,653	2,495	158	6%	20.7	19.9	0.8
Department Managers/Supervisors	166	164	2	1%	1.0	1.0	-
Ed Assistants/Intervenors/SSWs/SEWs	237	219	18	8%	3.0	3.0	-
Instructors - Non-certified	41	40	1	1%	-	-	-
Principals	156	157	(2)	(1%)	1.0	1.0	-
Supervisory Officers	172	174	(2)	(1%)	1.0	1.0	-
Teachers	876	817	59	7%	7.0	7.5	(0.5)
Teachers - Supply	443	537	(95)	(18%)	-	-	-
Teachers-Learning Resource/Other School Basec	180	177	2	1%	1.5	1.5	-
Grand Total	5,282	5,157	125	2%	40.2	39.9	0.3

Table 6.25: Salaries and Benefits Operating Details – Curriculum

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	28	103	(75)	(73%)	-	0.5	(0.5)
Continuing Education Teachers	-	1,711	(1,711)	(100%)	-	-	-
Coordinators & Consultants-Teacher Support	290	370	(81)	(22%)	2.3	3.1	(0.8)
Instructors - Non-certified	38	-	38	0%	-	-	-
Teachers	4,142	229	3,913	1710%	35.4	-	35.4
Teachers - Supply	83	192	(109)	(57%)	-	-	-
Teachers-Learning Resource/Other School Basec	-	99	(99)	(100%)	-	-	-
Grand Total	4,581	2,704	1,876	69%	37.7	3.6	34.1

Table 6.26: Salaries and Benefits PPF and Other Grants/Programs Details – Curriculum

Curriculum Non-Labour Budget:

(\$ 000's)	2023-24	2022-23	Change	Change
	EST	RE	\$	%
Arts/Music Program	96	96	-	0%
Athletic Indoor & General Fees	99	99	-	0%
Athletic Outdoor Education-Central	378	378	-	0%
Athletics Outdoor Education-School	76	76	-	0%
Co-op expenses	25	25	-	0%
Curriculum - General	48	27	21	75%
Curriculum and Assess Impl	-	56	(56)	(100%)
Curriculum General Licences	40	40	-	0%
Curriculum Sr Administration	7	7	-	0%
Demographic Data Gathering	39	-	39	0%
E Learning	17	17	-	0%
Equity	5	5	-	0%
ESL - Central	1	-	1	0%
ESL - Elementary	3	1	1	101%
Experiential Learning	78	78	-	0%
French Immersion	103	103	-	0%
FSL	-	2	(2)	(100%)
FSL Areas on Intervention	75	75	(0)	(1%)
Indigenous Studies	2,046	232	1,814	782%
Learning and Innovation for Teachers	30	30	-	0%
MISA	53	53	-	0%
NTIP	118	138	(20)	(14%)
Phys Ed - Elementary	0	0	-	0%
Religion	464	504	(40)	(8%)
SHSM	580	526	54	10%
STREAM Program	304	304	-	0%
Student Success Expense	289	289	-	0%
Support Student Events	3	3	-	0%
Technology Enabled Learning	2	2	-	0%
Textbooks & Research for Schools	15	15	-	0%
Grand Total	4,993	3,182	1,811	57%

Table 6.27: Non-Labour Operating Expenditures – Curriculum

(1) The increase in expenses includes a Ministry required provision for the Supplemental Amount in the Board Action Plan and is offset by an increase in revenue.

(\$ 000's)	2023-24	2022-23	Change	Change
	EST	RE	\$	%
Arts Camp	38	-	38	0%
Demographic Data Gathering (IBDC)	-	36	(36)	(100%)
De-Streaming Implementation Supports	29	16	13	82%
Dual Credit Accelerated	18	18	-	0%
Dual Credit Project	100	100	-	0%
Dual Credit SWAC	30	30	-	0%
Early Reading Enhancements	247	-	247	0%
Entrepreneurship Education Pilot Projects	22	30	(8)	(26%)
Experiential Learning for Guidance Teacher	56	-	56	0%
Licenses for Reading Intervention	225	-	225	0%
OYAP	134	169	(35)	(21%)
Skills Trade Bursary Program	17	17	-	0%
Spec High Skills	-	54	(54)	(100%)
Tutoring Supports	-	100	(100)	(100%)
Math Recovery Plan: Lead, Facilitator and Tools	392	191	201	105%
Grand Total	1,308	761	546	72%

Table 6.28: Non-Labour PPF and Other Grants/Programs Expenditures – Curriculum

6.6. Continuing Education

Continuing Education Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	8,820	8,705	116	1%	175.4	175.4	-
Benefits	1,963	1,936	27	1%	-	-	-
Salaries and Benefits Total	10,783	10,641	142	1%	175.4	175.4	-
Expenses	602	602	-	0%	-	-	-
Grand Total	11,386	11,243	142	1%	175.4	175.4	-

Table 6.29: Total Operating Budget – Continuing Education

Continuing Education Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Students	44	45	(0)	(1%)	-	-	-
Admin Support, Technical & Spec-Temporary	217	219	(2)	(1%)	6.7	6.7	-
Administration Support Staff	337	331	6	2%	4.2	4.2	-
Continuing Education Teachers	3,180	3,211	(31)	(1%)	57.4	57.4	-
Custodians-Overtime	100	101	(1)	(1%)	-	-	-
Department Managers/Supervisors	149	147	2	1%	1.0	1.0	-
Instructors - Non-certified	6,260	6,087	174	3%	102.3	102.3	-
Principals	455	460	(4)	(1%)	3.3	3.3	-
Vice-Principals	40	40	(0)	(1%)	0.6	0.6	-
Grand Total	10,783	10,641	142	1%	175.4	175.4	-

Table 6.30: Salaries and Benefits Operating Details – Continuing Education

Continuing Education Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
ACE Central Office	60	60	-	0%
Credit Summer	6	6	-	0%
ESL Day Programs	460	460	-	0%
General Interest Elementary	1	1	-	0%
International Lang - Evening/Afternoon	1	1	-	0%
International Lang - Extended Day	37	37	-	0%
International Lang - Saturday Morning	25	25	-	0%
International Lang - Summer	1	1	-	0%
Remedial - Elem After School	1	1	-	0%
Remedial - Sec After School	2	2	-	0%
Remedial - Skills Dev Summer 7/8	1	1	-	0%
Remedial (Math & Literacy Hmwk)	3	3	-	0%
Saturday Credit Program	1	1	-	0%
Sirius Stars Summer	2	2	-	0%
Grand Total	602	602	-	0%

Table 6.31: Non-Labour Operating Expenditures – Continuing Education

6.7. Student Services

Student Services includes the following service units/departments: Psychology, Behaviour Resource, PACE, Physical Management, Speech Language, Attendance Counselling, Children's Treatment Network, SEA, ABA Specialists, and Special Programs. Student Services is committed to providing consistent, accountable and focused quality service in response to identified needs of students through direct and effective intervention and building capacity of staff.

Anticipated Challenges in the 2023-2024 School Year:

- Continuing to honour our commitment to students and families as outlined in the YCDSB and Student Services Vision, Mission, and Value statement.
- Meeting the complex needs of an increased number of special education students has become increasingly challenging due to the pandemic and other compounding factors.
- Learning loss and regression of student skills/concepts mastered due to pandemic interruptions to learning.
- Demands of developing a robust response to the Right to Read Inquiry and de-streaming of grade 9 courses.
- State of mental health and well-being for staff and students.

Students Accessing Supports

Total Students	2023-24	2022-23
Students Accessing Special Education Supports Elementary and Secondary	6,982	7,582
Students Accessing EA/EI Support Elementary and Secondary	1,308	1,273

Note: *Due to the ongoing Special Education Referral Process, it is anticipated that the projected number for the upcoming school year will increase by approximately 10%.

Student Services Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	75,882	71,252	4,629	6%	969.7	988.9	(19.2)
Salaries-Discretionary Release Time	140	139	2	1%	-	-	-
Benefits	15,995	15,384	611	4%	-	-	-
Salaries and Benefits Total	92,017	86,775	5,242	6%	969.7	988.9	(19.2)
Expenses	2,606	2,682	(76)	(3%)	-	-	-
Grand Total	94,623	89,457	5,166	6%	969.7	988.9	(19.2)

Table 6.32: Total Operating Budget – Student Services

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	594	503	91	18%	8.3	7.4	0.9
Benefits	135	102	34	33%	-	-	-
Salaries and Benefits Total	729	605	124	21%	8.3	7.4	0.9
Expenses	539	506	34	7%	-	-	-
Grand Total	1,268	1,110	158	14%	8.3	7.4	0.9

Table 6.33: Total PPF and Other Grants/Programs Budget – Student Services

Student Services Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	505	564	(59)	(10%)	7.0	8.0	(1.0)
Attendance Counselors	310	313	(3)	(1%)	3.0	3.0	-
Coordinators & Consultants-Teacher Support	1,922	1,819	104	6%	15.0	14.5	0.5
Department Managers/Supervisors	581	572	9	2%	4.0	4.0	-
Early Childhood Educators-Supply	2	-	2	0%	-	-	-
Ed Assistants/Intervenors/SSWs/SEWs	38,397	32,739	5,658	17%	549.5	549.5	-
Educational Assistants - Discretionary Hours	200	404	(204)	(50%)	-	-	-
Educational Assistants - Supply	4,763	3,765	998	26%	-	-	-
Other Professional & Para-professional	1,660	1,365	295	22%	14.0	11.0	3.0
Principals	49	-	49	0%	-	-	-
Psychological Services	1,650	1,994	(343)	(17%)	14.1	19.1	(5.0)
Social Services	3,250	3,515	(266)	(8%)	31.5	35.0	(3.5)
Speech Services	2,282	2,415	(132)	(5%)	20.2	22.2	(2.0)
Supervisory Officers	174	174	-	0%	1.0	1.0	-
Teachers	2,895	3,204	(309)	(10%)	24.7	27.7	(3.0)
Teachers - Department Head	1,922	1,895	27	1%	16.0	16.0	-
Teachers - Supply	971	1,056	(86)	(8%)	-	-	-
Teachers-Learning Resource/Other School Base	30,024	30,525	(502)	(2%)	264.7	272.9	(8.2)
Technicians - Student Support	459	454	5	1%	5.0	5.0	-
Grand Total	92,017	86,775	5,242	6%	969.7	988.9	(19.2)

Table 6.34: Salaries and Benefits Operating Details – Student Services

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	27	0	27	21456%	0.6	-	0.6
Coordinators & Consultants-Teacher Support	-	42	(42)	(100%)	-	-	-
Department Managers/Supervisors	1	1	-	0%	-	-	-
Early Childhood Educators-Supply	2	2	-	0%	-	-	-
Ed Assistants/Intervenors/SSWs/SEWs	3	3	-	0%	-	-	-
Educational Assistants - Supply	60	60	-	0%	-	-	-
Other Professional & Para-professional	327	260	67	26%	4.3	4.0	0.3
Principals	8	8	-	0%	-	-	-
Speech Services	292	219	73	33%	3.4	3.4	-
Teachers	1	1	-	0%	-	-	-
Teachers - Department Head	3	3	-	0%	-	-	-
Teachers - Supply	0	0	-	0%	-	-	-
Teachers-Learning Resource/Other School Base	5	5	-	0%	-	-	-
Grand Total	729	605	124	21%	8.3	7.4	0.9

Table 6.35: Salaries and Benefits PPF and Other Grants/Programs Details – Student Services

	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Educational Assistants (EA)	441.5	441.5	-
Educational Intervenor (EI)	80.0	80.0	-
Student Support Worker (SSW)	11.0	11.0	-
Specialized Educational Worker (SEW)	17.0	17.0	-
TOTAL	549.5	549.5	-

Table 6.36: Breakdown of Educational Assistants FTE

Student Services Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
After School Schools Development	11	11	-	0%
Attendance Counselling	12	12	-	0%
BEA Funds	90	71	19	27%
Behaviour Management Sys Training	14	14	-	0%
Chief Psychologist Admin	6	6	-	0%
Childcare	2	2	-	0%
Life skills - Secondary	73	73	-	0%
Mental Health	260	254	5	2%
PACE - Elementary	24	24	-	0%
PDD/Other Conctrct Staff	96	131	(35)	(27%)
Psych Tools/Resource	75	75	-	0%
Rose of Sharon	3	3	-	0%
SEA Claims	1,617	1,617	-	0%
Special Ed - Audiologist	29	29	-	0%
Special Ed - Elementary	13	13	-	0%
Special Ed - Elementary Programs	24	24	-	0%
Special Ed - General	10	10	-	0%
Special ed - Hearing	8	8	-	0%
Special Ed - Inservices/PD	3	3	-	0%
Special Ed - Language	7	7	-	0%
Special Ed - Other	56	92	(36)	(39%)
Special Ed - Programs	34	34	-	0%
Special Ed - Psychology	3	3	-	0%
Special Ed - Secondary	4	4	-	0%
Special Ed - Secondary Programs	8	8	-	0%
Special Ed - Speech/Language Resource	9	9	-	0%
Special Ed - Technology	30	30	-	0%
Special ed - Vision	3	3	-	0%
Student Services Sr Administration	10	10	-	0%
Support for Student Serv and Well-being	62	92	(30)	(33%)
York Hills Chld's Program	3	3	-	0%
York Hills OLL Chld's Program	3	3	-	0%
York Hills OLL Youth Program	3	3	-	0%
York Hills Youth Program	3	3	-	0%
Grand Total	2,606	2,682	(76)	(3%)

Table 6.37: Non-Labour Operating Expenditures – Student Services

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Children Treatment Network	31	85	(53)	(63%)
Dev Disabilities Pilot-Student Transitions	-	25	(25)	(100%)
Early Intervention Math for Spec Ed Needs	-	113	(113)	(100%)
Prof Assessments & Systematic Reading Prog	175	283	(108)	(38%)
Summer Mental Health Supports	231	-	231	0%
Summer Spec Ed Support	102	-	102	0%
Grand Total	539	506	34	7%

Table 6.38: Non-Labour PPF and Other Grants/Programs Expenditures – Student Services

6.8. Finance, Regional Internal Audit Team and Other

The Finance department is responsible for end-to-end financial activities from procurement and to payments by the Board to vendors, Trustees and employees. The Finance department includes Accounting (Accounts Payable and Receivable), Budget, Payroll, Purchasing, Treasury, Risk Management and Capital Budgeting.

York Catholic District School Board is the host board for the Regional Internal Audit Team (RIAT) which serves six member boards in the GTA region: York Catholic District School Board, York Region District School Board, Toronto Catholic District School Board, Toronto District School Board, Dufferin Peel Catholic District School Board and Peel District School Board. RIAT is fully funded by the Ministry of Education and functions independently.

Finance Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	2,464	2,381	83	4%	26.1	26.1	-
Benefits	603	581	21	4%	-	-	-
Salaries and Benefits Total	3,067	2,962	105	4%	26.1	26.1	-
Expenses	1,888	1,888	-	0%	-	-	-
Grand Total	4,955	4,850	105	2%	26.1	26.1	-

Table 6.39: Total Operating Budget – Finance Department

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Expenses	200	150	50	33%	-	-	-
Grand Total	200	150	50	33%	-	-	-

Table 6.40: Total PPF and Other Grants/Programs Budget – Finance Department

Finance Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Students	25	25	0	1%	-	-	-
Admin Support, Technical & Spec-Temporary	22	22	0	1%	-	-	-
Administration Support Staff	1,621	1,575	46	3%	17.1	17.1	-
Department Managers/Supervisors	1,181	1,123	58	5%	8.0	8.0	-
Supervisory Officers	218	218	-	0%	1.0	1.0	-
Grand Total	3,067	2,962	105	4%	26.1	26.1	-

Table 6.41: Salaries and Benefits Operating Details – Finance Department

Finance Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Accounting/Financial Services	59	59	-	0%
Budget & Financial Rptg	20	20	-	0%
Business Services	16	16	-	0%
Cafeteria	56	56	-	0%
Insurance Claims/Board	59	59	-	0%
Insurance Premium/Rebate	1,638	1,638	-	0%
Payroll	26	26	-	0%
Purchasing	15	15	-	0%
Grand Total	1,888	1,888	-	0%

Table 6.42: Non-Labour Operating Expenditures – Finance Department

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Food for Learning	200	150	50	33%
Grand Total	200	150	50	33%

Table 6.43: Non-Labour PPF and Other Grants/Programs Expenditures – Finance Department

Regional Internal Audit Team Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	626	617	9	1%	5.0	5.0	-
Benefits	143	142	1	1%	-	-	-
Salaries and Benefits Total	768	758	10	1%	5.0	5.0	-
Expenses	427	893	(465)	(52%)	-	-	-
Grand Total	1,196	1,651	(455)	(28%)	5.0	5.0	-

Table 6.44: Total Operating Budget – Regional Internal Audit Team

Regional Internal Audit Team Salaries and Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Department Managers/Supervisors	768	758	10	1%	5.0	5.0	-
Grand Total	768	758	10	1%	5.0	5.0	-

Table 6.45: Salaries and Benefits Operating – Regional Internal Audit Team

Regional Internal Audit Team Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Regional Internal Audit Team	343	343	-	0%
Regional Internal Audit Team-Boards	85	550	(465)	(85%)
Grand Total	427	893	(465)	(52%)

Table 6.46: Non-Labour Operating Details – Regional Internal Audit Team

Other Total Budget:

(\$ 000's)	2023-24	2022-23	Change	Change	2023-24	2022-23	Change
	EST	RE	\$	%	EST FTE	RE FTE	FTE
Salaries	(936)	(660)	(275)	42%	(3.0)	-	(3.0)
Benefits	(221)	(160)	(61)	39%	-	-	-
Salaries and Benefits Total	(1,157)	(820)	(337)	41%	(3.0)	-	(3.0)
Expenses	(1,285)	(1,292)	7	(1%)	-	-	-
Grand Total	(2,442)	(2,112)	(330)	16%	(3.0)	-	(3.0)

Table 6.47: Total Operating Budget – Other

(\$ 000's)	2023-24	2022-23	Change	Change
	EST	RE	\$	%
Expenses	-	17	(17)	(100%)
Grand Total	-	17	(17)	(100%)

Table 6.48: Total Operating Budget – Other

Other includes legal and audit fees, minor TCA allocation, interest on Ministry accounts receivable, recovery from YRDSB for the transportation consortium and PSAB compliance entries.

6.9. Human Resources & International Education

The Human Resources Department is comprised of Academic Services, Support Services, Benefits Employee Relations, Freedom of Information & Privacy and Health & Wellness as well as International Education working in partnership with Planning and Admissions. HR-Administration includes legal expenses, professional fees, labour bargaining expenses and recruitment.

Human Resources Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	3,910	3,917	(7)	(0%)	43.7	43.7	-
Salaries-Discretionary Release Time	12	8	4	44%	-	-	-
Benefits	915	915	0	0%	-	-	-
Salaries and Benefits Total	4,837	4,840	(3)	(0%)	43.7	43.7	-
Expenses	1,153	975	178	18%	-	-	-
Grand Total	5,989	5,815	175	3%	43.7	43.7	-

Table 6.49: Total Operating Budget – Human Resources

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	17	17	-	0%	-	-	-
Salaries and Benefits Total	17	17	-	0%	-	-	-
Expenses	3	3	-	0%	-	-	-
Grand Total	20	20	-	0%	-	-	-

Table 6.50: Total PPF and Other Grants/Programs Budget – Human Resources

Human Resources Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	3,038	2,940	98	3%	32.0	32.0	-
Department Managers/Supervisors	1,045	1,032	14	1%	7.0	7.0	-
Ed Assistants/Intervenors/SSWs/SEWs	56	56	(1)	(1%)	0.9	0.9	-
Educational Assistants - Supply	23	21	1	6%	-	-	-
Instructors - Non-certified	10	10	(0)	(1%)	-	-	-
Principals	312	315	(3)	(1%)	2.0	2.0	-
Supervisory Officers	179	179	-	0%	0.8	0.8	-
Teacher on Secondment	81	80	1	1%	1.0	1.0	-
Teachers - Supply	94	89	5	5%	-	-	-
Teachers-Learning Resource/Other School Based	-	118	(118)	(100%)	-	-	-
Grand Total	4,837	4,840	(3)	(0%)	43.7	43.7	-

Table 6.51: Salaries and Benefits Operating Details – Human Resources

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Teachers	17	17	-	0%
Grand Total	17	17	-	0%

Table 6.52: Salaries and Benefits PPF and Other Grants/Programs Details – Human Resources

Human Resources Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Accommodation - Health & Safety	130	115	15	13%
Benefits	4	21	(18)	(83%)
Employee Health & Safety	199	112	87	78%
Employee Wellness Program	49	49	-	0%
H&S Ergonomics	-	15	(15)	(100%)
HR - Board Training	-	10	(10)	(100%)
HR Superintendent	7	7	-	0%
HR-Administration	371	554	(182)	(33%)
HR-Employee Relations	392	91	301	331%
Grand Total	1,153	975	178	18%

Table 6.53: Non-Labour Operating Expenditures – Human Resources

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Practice Teaching	3	3	-	0%
Grand Total	3	3	-	0%

Table 6.54: Non-Labour PPF and Other Grants/Programs Expenditures – Human Resources

International Education Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	163	161	2	1%	1.7	1.7	-
Benefits	38	37	0	1%	-	-	-
Salaries and Benefits Total	201	198	3	1%	1.7	1.7	-
Expenses	125	135	(10)	(7%)	-	-	-
Grand Total	326	333	(7)	(2%)	1.7	1.7	-

Table 6.55: Total Operating Budget – International Education

International Education Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	79	75	4	5%	1.0	1.0	-
Principals	78	79	(1)	(1%)	0.5	0.5	-
Supervisory Officers	44	45	(0)	(1%)	0.2	0.2	-
Grand Total	201	198	3	1%	1.7	1.7	-

Table 6.56: Salaries and Benefits Operating Details – International Education

International Education Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
International Education	125	135	(10)	(7%)
Grand Total	125	135	(10)	(7%)

Table 6.57: Non-Labour Operating Expenditures – International Education

6.10. Information Systems

The Information Systems department includes the following teams: Network & Infrastructure Team, Software, Database & Web Application Team and Customer Service & School Learning Team. The budget includes licensing and fees for Internet/Broadband, VOIP, Firewall/Security, SAP license fees, Edsembli, Smart Find Express, Google G-Suite Enterprise, IEP (Individual Education Planner), School Messenger and other software programs, licenses, services and maintenance contracts.

Information Systems Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	5,143	4,962	180	4%	60.0	59.0	1.0
Benefits	1,309	1,267	42	3%	-	-	-
Salaries and Benefits Total	6,452	6,229	222	4%	60.0	59.0	1.0
Expenses	5,151	4,992	159	3%	-	-	-
Grand Total	11,603	11,222	381	3%	60.0	59.0	1.0

Table 6.58: Total Operating Budget – Information Systems

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Expenses	-	708	(708)	(100%)	-	-	-
Grand Total	-	708	(708)	(100%)	-	-	-

Table 6.59: Total PPF and Other Grants/Programs Budget – Information Systems

Information Systems Salaries & Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Overtime	8	8	(0)	(1%)	-	-	-
Admin Support, Technical & Spec-Students	8	8	(0)	(1%)	-	-	-
Admin Support, Technical & Spec-Temporary	11	-	11	0%	-	-	-
Administration Support Staff	1,315	1,328	(13)	(1%)	13.0	13.0	-
Department Managers/Supervisors	1,247	1,113	134	12%	9.0	8.0	1.0
Supervisory Officers	202	202	-	0%	1.0	1.0	-
Technicians - Student Support	3,661	3,570	91	3%	37.0	37.0	-
Grand Total	6,452	6,229	222	4%	60.0	59.0	1.0

Table 6.60: Salaries and Benefits Operating Detail – Information Systems

Information Systems Salaries & Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
21st Century Learning	18	16	3	18%
Application Systems	607	617	(11)	(2%)
Customer Support System	3	5	(2)	(41%)
Information Systems	4,500	4,330	170	4%
Network & Infrastructure	9	8	1	6%
SEA - Info Systems	4	4	-	0%
Software, DB & Web Apps	2	4	(1)	(36%)
Sr CIO Administration	8	8	-	0%
Grand Total	5,151	4,992	159	3%

Table 6.61: Non-Labour Operating Expenditures – Information Systems

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Connectivity and Schools Program Intake	-	708	(708)	(100%)
Grand Total	-	708	(708)	(100%)

Table 6.62: Non-Labour PPF and Other Grants/Programs Budget – Information Systems

6.11. Planning and Operations

The Planning and Operations department includes the following units: Planning and Operations: Planning Services, Student Transportation Services of York Region, Office Services, and Admissions and Enrolment.

Transportation consortium expenses are shared equally between YCDSB and York Region DSB. Recoveries are reflected in the Other section under the Finance (Table 6.46).

Planning and Operations (without Transportation) Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	1,867	1,770	97	5%	24.5	24.5	-
Benefits	481	462	19	4%	-	-	-
Salaries and Benefits Total	2,348	2,231	116	5%	24.5	24.5	-
Expenses	449	490	(41)	(8%)	-	-	-
Grand Total	2,797	2,721	75	3%	24.5	24.5	-

Table 6.63: Total Operating Budget excluding Transportation – Planning and Operations

Planning and Operations (without Transportation) Salaries and Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Temporary	17	-	17	0%	-	-	-
Administration Support Staff	1,455	1,378	77	6%	17.5	17.5	-
Department Managers/Supervisors	443	437	6	1%	3.0	3.0	-
Supervisory Officers	213	215	(2)	(1%)	1.0	1.0	-
Technicians & Specialists-Custodians	81	62	20	32%	1.00	1.00	-
Technicians & Specialists-Non-Instructional	139	140	(1)	(1%)	2.00	2.00	-
Grand Total	2,348	2,231	116	5%	24.5	24.5	-

Table 6.64: Salaries and Benefits Details – Planning and Operations

Planning and Operations (without Transportation) Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Admissions	8	8	(0)	(3%)
Community Planning & Partnerships	25	63	(38)	(60%)
Courier	51	43	8	20%
Office Services	27	27	0	1%
Planning	35	72	(37)	(51%)
Planning & Operations Admin	3	3	-	0%
Printing	3	2	1	42%
Sr Cont Planning & Operations	10	10	-	0%
Visa Agency Fees	232	240	(8)	(3%)
Warehouse	55	22	33	146%
Grand Total	449	490	(41)	(8%)

Table 6.65: Non-Labour Expenditures – Planning and Operations

Transportation Consortium Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	1,203	1,227	(25)	(2%)	15.0	16.0	(1.0)
Benefits	312	319	(7)	(2%)	-	-	-
Salaries and Benefits Total	1,515	1,547	(32)	(2%)	15.0	16.0	(1.0)
Expenses	20,847	21,083	(236)	(1%)	-	-	-
Grand Total	22,362	22,630	(268)	(1%)	15.0	16.0	(1.0)

Table 6.66: Total Operating Budget – Transportation Consortium

Transportation Consortium Salaries and Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Administration Support Staff	1,231	1,186	45	4%	13.0	13.0	-
Department Managers/Supervisors	284	248	35	14%	2.0	2.0	-
Technicians - Student Support	-	112	(112)	(100%)	-	1.0	(1.0)
Grand Total	1,515	1,547	(32)	(2%)	15.0	16.0	(1.0)

Table 6.67: Salaries and Benefits Operating Details – Transportation Consortium

Transportation Consortium Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Transportation	20,847	21,083	(236)	(1%)
Grand Total	20,847	21,083	(236)	(1%)

Table 6.68: Non-Labour Operating Expenditures – Transportation Consortium

6.12. Facilities Services & Plant

Through effective communication, planning and use of resources, the Facilities Services & Plant department is responsible for ensuring a clean, safe, comfortable and healthy environment for our students, staff and communities.

The Facilities Services & Plant department encompasses three service units: Facilities, Capital Asset & Renewal and Maintenance, Energy & Environmental Services. All units collaborate in the strategic planning and delivery of Plant services.

Facilities Services & Plant Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	28,756	28,801	(45)	(0%)	487.0	508.0	(21.0)
Benefits	7,951	7,968	(17)	(0%)	-	-	-
Salaries and Benefits Total	36,707	36,769	(62)	(0%)	487.0	508.0	(21.0)
Expenses	20,201	22,701	(2,500)	(11%)	-	-	-
Grand Total	56,908	59,469	(2,562)	(4%)	487.0	508.0	(21.0)

Table 6.69: Total Operating Budget – Facilities Services & Plant

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Expenses	-	438	(438)	(100%)
Grand Total	-	438	(438)	(100%)

Table 6.70: Total PPF and Other Grants/Programs Budget – Facilities Services & Plant

Facilities Services & Plant Salaries and Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Overtime	41	42	(0)	(1%)	-	-	-
Admin Support, Technical & Spec-Students	20	21	(0)	(1%)	-	-	-
Administration Support Staff	2,477	2,331	146	6%	29.0	30.0	(1.0)
Custodians-Overtime	594	599	(6)	(1%)	-	-	-
Custodians-Temporary Assistants	1	1,011	(1,010)	(100%)	-	-	-
Department Managers/Supervisors	451	441	9	2%	4.0	4.0	-
Supervisory Officers	192	194	(2)	(1%)	1.0	1.0	-
Technicians & Specialists-Custodians	30,117	29,418	699	2%	423.0	443.0	(20.0)
Technicians & Specialists-Non-Instructional	2,814	2,712	102	4%	30.0	30.0	-
Grand Total	36,707	36,769	(62)	(0%)	487.0	508.0	(21.0)

Table 6.71: Salaries and Benefits Operating Details – Facilities Services & Plant

Facilities Services & Plant Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Capital & Asset Renewal	28	14	14	95%
Community Use of Schools	72	72	-	0%
Draperies & Furniture Purchase	30	30	-	0%
Energy	10,275	11,258	(983)	(9%)
Facilities Contracts	4,983	5,999	(1,016)	(17%)
Facilities/Caretaking	434	418	16	4%
Leased Schools	250	250	-	0%
Maintenance - Child Care	22	22	-	0%
Maintenance - Transfer to Capital	(500)	(500)	-	0%
Maintenance Services	4,208	4,717	(508)	(11%)
Plant - Administration	42	42	-	0%
Recycling	340	360	(20)	(6%)
Solar Energy	7	9	(3)	(26%)
Sr Cont Plant & Accommodation	11	11	-	0%
Grand Total	20,201	22,701	(2,500)	(11%)

Table 6.72: Non-Labour Operating Expenditures – Plant and Accommodation

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
ICIP - Ventilation	-	438	(438)	(100%)
Grand Total	-	438	(438)	(100%)

Table 6.73: Non-Labour PPF and Other Grants/Programs Budget – Plant and Accommodation

6.13. Regular Day

Regular Day primarily includes budgets for school based instructional classroom staff and resources.

Regular Day Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	301,076	299,319	1,757	1%	3,255.8	3,339.1	(83.3)
Salaries-Discretionary Release Time	101	100	1	1%	-	-	-
Benefits	42,797	43,035	(239)	(1%)	-	-	-
Salaries and Benefits Total	343,974	342,454	1,519	0%	3,255.8	3,339.1	(83.3)
Expenses	133	129	4	3%	-	-	-
Grand Total	344,107	342,583	1,523	0%	3,255.8	3,339.1	(83.3)

Table 6.74: Total Operating Budget – Regular Day

Regular Day Salaries and Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Early Childhood Educators	11,563	9,525	2,037	21%	159.0	163.0	(4.0)
Early Childhood Educators-Supply	731	772	(41)	(5%)	-	-	-
Ed Assistants/Intervenors/SSWs/SEWs	115	78	37	47%	1.5	1.5	-
Instructors - Non-certified	47	47	(0)	(1%)	0.8	0.8	-
Noon Hour Supervisors	2,237	1,497	740	49%	353.0	383.0	(30.0)
Teachers	262,948	263,203	(255)	(0%)	2,291.9	2,340.8	(49.0)
Teachers - Department Head	22,739	21,775	965	4%	191.0	185.0	6.0
Teachers - Home Instruction	265	261	4	1%	-	-	-
Teachers - Supply	15,715	17,330	(1,615)	(9%)	-	-	-
Teachers-Learning Resource/Other School Based	25,933	26,373	(440)	(2%)	235.2	241.5	(6.3)
Technicians - Student Support	1,520	1,441	79	5%	23.5	23.5	-
Technicians - Student Support-Temporary	162	151	10	7%	-	-	-
Grand Total	343,974	342,454	1,519	0%	3,255.8	3,339.1	(83.3)

Table 6.75: Salaries and Benefits Operating Details – Regular Day

Regular Day Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
All Secondary Schools	6	6	1	9%
Arts/Music	6	6	(0)	(7%)
Co-op Education	20	20	-	0%
ESL - Elementary	10	10	-	0%
FSL	20	20	-	0%
Guidance	1	1	-	0%
Guidance - Elementry	5	5	-	0%
Phys Ed - Elementary	12	12	(0)	(0%)
RNEF	53	49	4	8%
Grand Total	133	129	4	3%

Table 6.76: Non-Labour Operating Expenditures – Regular Day

6.14. School Administration

School administration encompasses budgets for school-based administration/leadership staff and resources.

School Administration Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Salaries	34,711	33,493	1,218	4%	422.1	424.7	(2.6)
Benefits	6,106	5,997	109	2%	-	-	-
Salaries and Benefits Total	40,817	39,490	1,328	3%	422.1	424.7	(2.6)
Expenses	327	429	(102)	(24%)	-	-	-
Grand Total	41,144	39,918	1,226	3%	422.1	424.7	(2.6)

Table 6.77: Total Operating Budget – School Administration

School Administration Salaries and Benefits Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %	2023-24 EST FTE	2022-23 RE FTE	Change FTE
Admin Support, Technical & Spec-Temporary	1,059	1,070	(10)	(1%)	-	-	-
Administration Support Staff	15,050	14,063	987	7%	212.1	213.7	(1.6)
Noon Hour Supervisors	481	322	159	49%	52.0	57.0	(5.0)
Principals	15,512	15,884	(371)	(2%)	102.0	101.0	1.0
Teachers - Department Head - Allowance	1,131	1,143	(11)	(1%)	-	-	-
Vice-Principals	7,584	7,009	575	8%	56.0	53.0	3.0
Grand Total	40,817	39,490	1,328	3%	422.1	424.7	(2.6)

Table 6.78: Salaries and Benefits Operating Details – School Administration

School Administration Non-Labour Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
All Elementary Schools	241	287	(46)	(16%)
All Secondary Schools	86	141	(55)	(39%)
Grand Total	327	429	(102)	(24%)

Table 6.79: Non-Labour Operating Expenditures – School Administration

6.15. School GSB

School General School Budget (GSB) Total Budget:

(\$ 000's)	2023-24 EST	2022-23 RE	Change \$	Change %
Expenses	6,919	6,615	304	5%
Grand Total	6,919	6,615	304	5%

Table 6.80: General School Budgets

York Catholic District School Board

2023-24 Estimates Salaries, Benefits & FTE Summary

June 20, 2023



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Introduction

The tables in this report provides salary and benefits and Full Time Equivalent (FTE) budgets for the 2023-24 Estimates.

The Ministry has updated the salary benchmarks and other funding elements to reflect the ratified CUPE central collective agreement and a labour provision for other groups. A labour provision of \$8.8M is included in the Board's budgeted expenses for 2023-24 and is reflected in the tables in this report.

Employee Salary, Benefits and Full Time Equivalent (FTE) Summary

Employee Groups	Full Time Equivalent (FTE)				Budget (\$000's)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
Principals	102.0	103.0	1.0	1%	16,041	15,668	(373)	(2%)
Vice Principals	53.4	56.0	2.6	5%	7,064	7,584	520	7%
Seconded Principals - Central	5.0	5.0	-	0%	824	780	(44)	(5%)
Elementary Teachers	1,966.0	1,907.6	(58.4)	(3%)	221,283	218,805	(2,478)	(1%)
Secondary Teachers	1,130.4	1,127.8	(2.6)	(0%)	126,892	128,919	2,027	2%
Coordinators and Add'l Teaching Staff	37.9	38.7	0.8	2%	4,671	4,877	206	4%
Total Academic Staff	3,294.7	3,238.1	(56.6)	(2%)	376,775	376,633	(142)	(0%)
Classroom Support Staff	1,320.5	1,274.7	(45.8)	(3%)	60,054	68,508	8,454	14%
Non-Classroom Support Staff	909.4	881.8	(27.6)	(3%)	68,581	70,593	2,012	3%
Total Support Staff	2,229.9	2,156.5	(73.4)	(3%)	128,635	139,101	10,466	8%
SUBTOTAL	5,524.6	5,394.6	(130.0)	(2%)	505,410	515,734	10,324	2%
PPF, Other Grants and Programs	14.0	49.2	35.2	251%	1,283	5,505	4,222	329%
Continuing Education Staff	175.4	175.4	-	0%	10,641	10,783	142	1%
Other Salaries & Benefits (Non-FTE)	-	-	-		30,524	26,253	(4,271)	(14%)
TOTAL SALARIES & BENEFITS	5,714.0	5,619.2	(94.8)	(2%)	547,858	558,275	10,417	2%

Academic Staff FTE Details

Employee Groups	Full Time Equivalent (FTE)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
ACADEMIC STAFF				
Principals				
Elementary	85.5	86.0	0.5	1%
Secondary	14.5	14.0	(0.5)	(3%)
Combined Schools	1.0	2.0	1.0	100%
Alternative Education & Safe Schools	1.0	1.0	-	0%
Subtotal Principals	102.0	103.0	1.0	1%
Vice Principals				
Elementary	16.0	19.0	3.0	19%
Secondary	37.0	37.0	-	0%
Graduation Coach	0.4	-	(0.4)	(100%)
Subtotal Vice Principals	53.4	56.0	2.6	5%
Seconded Principals - Central	5.0	5.0	-	0%
Total Principals and Vice Principals	160.4	164.0	3.6	2%
Elementary Teachers				
Classroom - Kindergarten to Grade 8	1,347.5	1,319.6	(28.0)	(2%)
Specialty Teachers (Phys. Ed., Music, FSL)	288.0	282.5	(5.5)	(2%)
Teacher Librarians	46.5	40.0	(6.5)	(14%)
Pathway Careers Teacher (PCT)	8.0	9.0	1.0	13%
STREAM Centre	6.0	6.0	-	0%
English Second Language (ESL)	34.0	34.0	-	0%
Remote Teachers / Virtual School	13.5	-	(13.5)	(100%)
Subtotal Elementary Teachers	1,743.5	1,691.1	(52.5)	(3%)
Special Education Elementary Teachers				
Core Resource	163.5	162.0	(1.5)	(1%)
Itinerant Literacy Intensive Support Teacher	23.0	20.0	(3.0)	(13%)
Section 23	2.0	2.0	-	0%
Hearing (Itinerant)	8.0	6.5	(1.5)	(19%)
Subtotal Special Education Elementary Teachers	196.5	190.5	(6.0)	(3%)
Elementary Self-Contained Classes				
Program for Academic and Creative Extension (PACE)	17.0	17.0	-	0%
Transition Diagnostic (TD) Centre	1.0	1.0	-	0%
Autism Spectrum Disorder (ASD) Centre	6.0	6.0	-	0%
Hearing Centre (HC)	2.0	2.0	-	0%
Subtotal Elementary Self-Contained Classes	26.0	26.0	-	0%
Subtotal Elementary Special Education Teachers	222.5	216.5	(6.0)	(3%)
Subtotal Elementary Teachers	1,966.0	1,907.6	(58.5)	(3%)

Employee Groups	Full Time Equivalent (FTE)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
ACADEMIC STAFF				
Secondary Teachers				
Grades 9-12	925.8	920.9	(4.9)	(1%)
E-Learning	5.0	21.7	16.7	334%
Library	15.0	15.0	-	0%
Guidance	34.0	34.0	-	0%
Chaplains	15.0	15.0	-	0%
English Second Language (ESL)	18.5	16.2	(2.3)	(12%)
Alternative Education	7.0	7.0	-	0%
Virtual School	7.0	-	(7.0)	(100%)
Subtotal Secondary Teachers	1,027.3	1,029.8	2.5	0%
Special Programs (Approved by Motion)				
Advanced Placement	2.7	2.7	-	0%
International Baccalaureate	2.0	2.0	-	0%
High-Performance Athlete	1.3	2.0	0.7	50%
Regional Arts Program	1.0	1.0	-	0%
Northern Initiative	3.5	3.5	-	0%
Subtotal Special Programs	10.5	11.2	0.7	6%
Subtotal Secondary Teachers (Exc. Special Ed.)	1,037.8	1,041.0	3.1	0%
Special Education Secondary Teachers				
Core Resources	34.3	28.1	(6.2)	(18%)
Learning Strategies (GLE)	9.3	9.3	-	0%
Tutorial	5.0	5.0	-	0%
Work Experience	5.7	5.7	-	0%
Ed. Support(ES)/Functional Life Skills(FSL)/Social Comm(SC)	28.1	28.1	-	0%
Vision	1.0	1.0	-	0%
Section 23	3.0	3.0	-	0%
Subtotal Special Education Secondary Teachers	86.4	80.2	(6.2)	(7%)
Special Education Self-Contained Classes				
Program for Academic and Creative Extension (PACE)	2.7	2.7	-	0%
Autism Spectrum Disorder (ASD) Centre	3.0	3.0	-	0%
Hearing Centre (HC)	0.5	1.0	0.5	100%
Subtotal Special Education Self-Contained Classes	6.2	6.7	0.5	8%
Total Special Education Secondary Teachers	92.6	86.9	(5.7)	(6%)
Subtotal Secondary Teachers	1,130.4	1,127.8	(2.6)	(0%)

Employee Groups	Full Time Equivalent (FTE)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
ACADEMIC STAFF				
Consultants, Coordinators and Addt'l Teaching Staff				
Coordinators	2.0	2.0	-	0%
Consultants	16.4	17.2	0.8	5%
Special Education Coordinators	3.0	2.5	(0.5)	(17%)
Special Education Consultants	11.5	12.5	1.0	9%
Mental Health Instructional Program Lead	1.0	1.0	-	0%
Special Programs Teachers	0.5	0.5	-	0%
Central ESL Resource Staff	2.5	2.0	(0.5)	(20%)
Health & Safety Officer	1.0	1.0	-	0%
Subtotal Consultants, Coordinators and Addt'l Teaching Staff	37.9	38.7	0.8	2%
Total Teaching	3,134.3	3,074.1	(60.2)	(2%)
TOTAL ACADEMIC STAFF	3,294.7	3,238.1	(56.6)	(2%)

Support Staff FTE Details

Employee Groups	Full Time Equivalent (FTE)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
SUPPORT STAFF				
Teacher Assistants				
Educational Assistant (EA)	441.5	441.5	-	0%
Educational Intervenor (EI)	80.0	80.0	-	0%
Student Support Worker (SSW)	11.0	11.0	-	0%
Specialized Educational Worker (SEW)	17.0	17.0	-	0%
Designated H&S /School Support (EA)	1.7	1.7	-	0%
Food Services (EA)	1.5	1.5	-	0%
Subtotal Teacher Assistants	552.7	552.7	-	0%
Black Graduation Coach	-	0.2	0.2	0%
Designated Early Childhood Educator	163.0	159.0	(4.0)	(2%)
Professional / Paraprofessional				
Behaviour Resource (Social Services)	26.0	22.5	(3.5)	(13%)
Behaviour Resource (Social Services) - Alternative Education	2.0	2.0	-	0%
Speech Pathologist	20.2	16.2	(4.0)	(20%)
Psychological Services	19.1	14.1	(5.0)	(26%)
Psychological Services - Alternative Ed / Safe Schools	1.0	1.0	-	0%
Technicians - Student Support	33.0	33.0	-	0%
SEA Claims Management	9.0	13.5	4.5	50%
SEA Computer and Other Technical Services	4.0	4.0	-	0%
Library Technician - Central Catalogers	3.0	3.0	-	0%
Library Technician	23.5	23.5	-	0%
Courier Drivers	3.0	3.0	-	0%
Lunchtime Supervisors (Classroom and Office Support)	440.0	405.0	(35.0)	(8%)
Attendance Counselors	3.0	3.0	-	0%
Social Services - Mental Health	9.0	9.0	-	0%
Physiotherapist/Occupational Therapist/ABA	9.0	10.0	1.0	11%
Subtotal Professional / Paraprofessional	604.8	562.8	(42.0)	(7%)
Subtotal Classroom Support Staff	1,320.5	1,274.7	(45.8)	(3%)

Other Staff FTE Details

Employee Groups	Full Time Equivalent (FTE)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
SUPPORT STAFF				
School Administration Clerical/Secretarial	214.7	213.1	(1.6)	(1%)
Administration and Governance				
Trustees	10.0	10.0	-	0%
Student Trustees	2.0	2.0	-	0%
Director & Supervisory Officers	15.0	15.0	-	0%
Managerial/Professional	31.1	31.1	-	0%
Administration Support	103.6	99.6	(4.0)	(4%)
Regional Internal Audit Team (RIAT)	5.0	5.0	-	0%
Subtotal Administration and Governance	166.7	162.7	(4.0)	(2%)
Pupil Transportation Consortium ⁽¹⁾				
Managerial/Professional	2.0	2.0	-	0%
Administration Support	13.0	13.0	-	0%
Technicians	1.0	-	(1.0)	(100%)
Subtotal Pupil Transportation Consortium	16.0	15.0	(1.0)	(6%)
School Operations				
Managerial/Professional	6.0	6.0	-	0%
Administration Support	33.0	32.0	(1.0)	(3%)
Custodial	443.0	423.0	(20.0)	(5%)
Maintenance	30.0	30.0	-	0%
Subtotal School Operations	512.0	491.0	(21.0)	(4%)
Subtotal Non-Classroom Support Staff	909.4	881.8	(27.6)	(3%)
TOTAL SUPPORT STAFF	2,229.9	2,156.5	(73.4)	(3%)

(1) 50% recovered from York Region District School Board

Employee Groups	Full Time Equivalent (FTE)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
PPF, Other Grants and Programs				
AQ Coordinator	0.5	0.5	-	0%
Graduation Coach	1.6	1.8	0.2	13%
Consultants	3.1	2.3	(0.8)	(26%)
Teachers - Literacy	-	10.0	10.0	0%
Teachers - Support De-streaming	-	24.0	24.0	0%
Teachers - Math Recovery	-	1.4	1.4	0%
Support Staff	8.8	9.2	0.4	5%
Total PPF, Other Grants and Programs	14.0	49.2	35.2	251%
Continuing Education Staff	175.4	175.4	-	0%
TOTAL ALL STAFF	5,714.0	5,619.2	(94.8)	246%

Appendix 1: Support Staff Costing

This table excludes Supply and Non-FTE Salaries and Benefits.

Employee Groups	Budget (\$000s)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
SUPPORT STAFF				
Teacher Assistants				
Educational Assistant (EA)	26,237	30,811	4,574	17%
Educational Intervenor (EI)	4,754	5,583	829	17%
Student Support Worker (SSW)	729	780	51	7%
Specialized Educational Worker (SEW)	1,013	1,192	179	18%
Designated H&S /School Support (EA)	154	153	(1)	(0%)
Food Services (EA)	78	115	37	47%
Subtotal Teacher Assistants	32,965	38,634	5,668	17%
Black Graduation Coach	-	27	27	0%
Designated Early Childhood Educator	9,525	11,563	2,038	21%
Professional / Paraprofessional				
Behaviour Resource (Social Services)	2,467	2,172	(295)	(12%)
Behaviour Resource (Social Services) - Alternative Education	190	193	3	1%
Speech Pathologist	2,183	1,868	(315)	(14%)
Psychological Services	1,994	1,651	(343)	(17%)
Psychological Services - Alternative Ed / Safe Schools	122	124	2	1%
Technicians - Student Support	3,193	3,278	86	3%
SEA Claims Management	880	1,336	457	52%
SEA Computer and Other Technical Services	377	382	5	1%
Library Technician - Central Catalogers	219	237	18	8%
Library Technician	1,441	1,520	79	5%
Courier Drivers	202	220	19	9%
Lunchtime Supervisors (Classroom and Office Support)	1,820	2,718	899	49%
Attendance Counselors	313	310	(3)	(1%)
Social Services - Mental Health	1,015	1,045	30	3%
Physiotherapist/Occupational Therapist/ABA	1,148	1,231	82	7%
Subtotal Professional / Paraprofessional	17,564	18,285	722	4%
Subtotal Classroom Support Staff	60,054	68,508	8,454	14%

Employee Groups	Budget (\$000s)			
	2022-23 Revised Estimates	2023-24 Estimates	Change	Change (%)
SUPPORT STAFF				
School Administration Clerical/Secretarial	14,106	15,122	1,017	7%
Administration and Governance				
Trustees	170	170	-	0%
Student Trustees	5	5	-	0%
Director & Supervisory Officers	2,920	2,913	(7)	(0%)
Managerial/Professional	4,415	4,566	151	3%
Administration Support	9,163	8,961	(202)	(2%)
Regional Internal Audit Team (RIAT)	758	768	10	1%
Subtotal Administration and Governance	17,432	17,384	(48)	(0%)
Pupil Transportation				
Managerial/Professional	248	284	35	14%
Administration Support	1,186	1,231	45	4%
Technicians	112	-	(112)	(100%)
Subtotal Pupil Transportation	1,547	1,515	(32)	(2%)
School Operations				
Managerial/Professional	731	744	13	2%
Administration Support	2,636	2,897	261	10%
Custodial	29,418	30,117	699	2%
Maintenance	2,712	2,814	102	4%
Subtotal School Operations	35,497	36,572	1,075	3%
Subtotal Non-Classroom Support Staff	68,581	70,593	2,012	3%
TOTAL SUPPORT STAFF	128,635	139,101	10,466	8%

Appendix 2: FTE and Budget by Department

Category	Full Time Equivalent (FTE)			FTE and Non-FTE Budget (\$000's)		
	2022-23 Revised Estimates	2023-24 Estimates	Change	2022-23 Revised Estimates	2023-24 Estimates	Change
Director	10.0	9.8	(0.2)	1,420	1,431	11
Associate Director	5.0	4.0	(1.0)	848	799	(49)
Trustee	12.0	12.0	-	175	175	-
Academic Superintendents	12.0	12.2	0.2	1,595	1,628	33
Secondary Safe Schools	12.0	12.0	-	1,262	1,305	43
Curriculum	43.5	77.9	34.4	7,861	9,862	2,001
Continuing Education	175.3	175.3	-	10,641	10,783	142
Student Services	996.3	978.0	(18.3)	87,380	92,746	5,366
Finance	26.1	26.1	-	2,962	3,065	103
Regional Internal Audit Team (RIAT)	5.0	5.0	-	758	768	10
Human Resources	43.7	43.7	-	4,857	4,854	(3)
International Education	1.7	1.7	-	198	201	3
Information Systems	59.0	60.0	1.0	6,229	6,452	223
Planning / Operations	24.5	24.5	-	2,231	2,348	117
Planning / Operations - Transportation	16.0	15.0	(1.0)	1,547	1,515	(32)
Plant	508.0	487.0	(21.0)	36,769	36,707	(62)
Regular Day	3,339.2	3,255.9	(83.3)	342,454	343,974	1,520
School Administration	424.7	422.1	(2.6)	39,490	40,817	1,327
Other Including Transportation Recoveries	-	(3.0)	(3.0)	(819)	(1,155)	(336)
TOTAL	5,714.0	5,619.2	(94.8)	547,858	558,275	10,417

Appendix 3: Priorities & Partnerships Funds, Other Grants and Programs

			Full Time Equivalent (FTE)		
Category	Budget Unit	Name of Grant	2022-23 Revised Estimates	2023-24 Estimates	Change
PPF	Director	Human Rights and Equity Advisor	0.9	0.9	-
PPF	Director	Graduation Coach Program	1.6	1.8	0.2
PPF	Curriculum	De-Streaming Staff to Support Transition to High School	0.5	24.0	23.5
PPF	Curriculum	Education Staff to Support Reading Interventions	-	10.0	10.0
PPF	Curriculum	Math Strategy Renewal	1.6	-	(1.6)
PPF	Curriculum	Math Recovery Plan: Lead, Facilitator and Tools	-	2.7	2.7
Other Ministry	Curriculum	Ontario Youth Apprenticeship Program (OYAP)	1.5	1.0	(0.5)
Non-Ministry	Student Services	Children's Treatment Network (CTN)	7.4	8.3	0.9
YCDSB Program	Associate Director	AQ Courses	0.5	0.5	-
TOTAL PPF, OTHER GRANTS AND PROGRAMS			14.0	49.2	35.2

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 20, 2023

RE: Semi-Annual Development Circulation Report
January 2023 – June 2023

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with a summary of major development applications received during the period of January 2023 – June 2023.

The report includes a summary of new development applications exceeding 100 low density and 250 high density units, as well as reporting of all development within Urban Growth Centres. In addition, the report highlights Administration's involvement in various land use planning processes such as secondary plans, block and precinct plans and other land use studies undertaken from January 2023 – June 2023. There have been no residential Minister's Zoning Orders issued by the province for this reporting period.

Of the 20 new development applications received since the last report of January 2023, 17 development applications meet the threshold for inclusion in this report. A summary of 17 development applications received and a map identifying their location are included as appendices to this report.

BACKGROUND

The semi-annual development report was established in 2009 with the intent of informing the Board of significant development activity within York Region. The report includes all low/medium density applications proposing 100 units or more, and any high density applications proposing 250 units or more (Table 1 and Map 1).

In an effort to provide increased transparency, Administration has included two additional summaries: Table 2 includes information specific to all development within the Urban Growth Centres regardless of the number of units proposed; and Table 3 summarizes other land use studies which have been active over the past 6 months.

Official plans, secondary plans and block plans with a site designation will continue to come to the Board individually as they are received.

DEVELOPMENT ACTIVITY FROM JANUARY 2023 TO JUNE 2023

Of the 20 new development applications received since the last report of January 2023, 17 plans meet the established thresholds for inclusion in the Semi-Annual Development Report (Table 1). None of the remaining 3 applications were located within an Urban Growth Centre (Table 2).

OTHER LAND USE PLANNING STUDIES

Administration continues to be involved in a number of ongoing land use planning activities and studies, including secondary plans, block plans, Ontario Land Tribunal (OLT) matters, and other land use studies. Table 3 provides a summary of the broader land use planning exercises that Administration has participated in during the January 2023 - June 2023 reporting period.. Administration will continue to participate in these studies, along with other studies currently underway and provide the Board with further updates as required. No action from the Board is required at this time.

MINISTER’S ZONING ORDERS (MZOs and eMZOs)

Over the January 2023 – June 2023 reporting period, there have been no new residential MZOs or eMZOs granted by the Province in York Region. Administration will continue to monitor the long term accommodation impact of MZOs granted throughout York Region and provide further updates to the Board as required.

SUMMARY

This report and attached tables provides Trustees with a summary of major applications processed by Administration, and reviewed in the context of accommodation needs, during the time period of January 2023 – June 2023. Additional details on various secondary plans and other planning processes that Administration has participated in over the January 2023 – June 2023 timeframe have been included for Trustee review. The next Semi-Annual Development Report will be provided in January 2024.

LIST OF ATTACHMENTS:

- | | |
|------------|--|
| 1. Table 1 | <u>Development Applications Over 100 Low Density and 250 High Density Units</u> |
| 2. Table 2 | <u>Development Applications within Urban Growth Centres</u> |
| 3. Table 3 | <u>Summary of Recent Planning Studies Participated in by Planning Services Staff</u> |
| 4. Map 1 | <u>Location Map of Semi-Annual Development Applications</u> |
| 5. Map 2 | <u>Location Map of Planning Study Areas and MZOs</u> |

Prepared By:	Monika Sadler, Co-op Student Planner and Project Analyst and Karyn McAlpine-Tran, Senior Planner
Submitted By:	Tom Pechkovsky, Coordinating Manager of Planning & Operations
Endorsed By:	Dom Scuglia, Director of Education & Jennifer Sarna, Associate Director

Semi-Annual Development Report

Table 1

Development Applications over 100 low density and 250 high density units

January 2023- June 2023

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Townhouse / Stacked	Condo / Apt						
1	OPA(V)-23001	ZBA, OPA	6-Feb-23	Vaughan (Ward 1)	Angela Saggese	0	0	3,047	2029	No	Blessed Trinity	St. Joan of Arc	91	21
2	19T-23E01	ZBA, SPA	14-Feb-23	East Gwillimbury (Ward 2)	Theresa McNicol	217	134	0	2029	No	Our Lady of Good Counsel	Sacred Heart	21	8
3	Z(V)-23001	OPA, ZBA, SPA	27-Feb-23	Vaughan (Ward 4)	Angela Grella/ Jennifer Wigston	0	0	840	2029	No	Our Lady of the Rosary	St. Elizabeth	25	6
4	OPA(M)-23111529	OPA, ZBA	8-Mar-23	Markham (Ward 1)	Carol Cotton	0	0	437	2029	No	St. Rene Goupil-St. Luke	St. Robert	4	2
5	OPA(V)-22012	OPA, ZBA	8-Mar-23	Vaughan (Ward 5)	Angela Grella/ Jennifer Wigston	0	0	1,085	2030	No	Blessed Scalabrini	St. Elizabeth	33	8
6	OPA(R)-23001	OPA, ZBA	21-Mar-23	Richmond Hill (Ward 4)	Maria lafrate/ Joseph DiMeo	0	0	265	2027	No	St. Mary Immaculate	St. Theresa of Lisieux	5	3
7	OPA(R)-23002	OPA, ZBA	30-Mar-23	Richmond Hill (Ward 5)	Maria lafrate/ Joseph DiMeo	0	0	403	2030	No	St. Joseph (Richmond Hill)	Our Lady Queen of the World	7	5
8	OPA(M)-23114260	OPA	30-Mar-23	Markham (Ward 8)	Frank Alexander	0	0	618	2028	No	St. Francis Xavier	Father Michael McGivney	10	7
9	OPA(R)-230004	OPA, ZBA	18-Apr-23	Richmond Hill (Ward 5)	Maria lafrate/ Joseph DiMeo	0	0	341	2028	No	St. Anne	St. Theresa of Lisieux	6	4
10	OPA(V)-23002	OPA, ZBA	25-Apr-23	Vaughan (Ward 4)	Angela Grella/ Jennifer Wigston	0	0	1,370	2031	No	Our Lady of the Rosary	St. Elizabeth	20	44
11	OPA(V)-23004	OPA, ZBA	27-Apr-23	Vaughan (Ward 4)	Angela Grella/ Jennifer Wigston	0	0	350	2028	No	Our Lady of the Rosary	St. Elizabeth	5	11
12	OPA(M)-23118112	OPA	2-May-23	Markham (Ward 3)	Carol Cotton	0	0	2,650	2032	No	St. John XXIII	St. Augustine	44	30
13	SP(V)-23018	SPA	3-May-23	Vaughan (Ward 4)	Angela Grella/ Jennifer Wigston	0	0	878	2026	No	Our Lady of the Rosary	St. Elizabeth	13	29
14	OPA(R)-230003	OPA	9-May-23	Richmond Hill (Ward 6)	Maria lafrate/ Joseph DiMeo	0	0	3,460	2032	No	Christ the King	St. Robert	62	41
15	OPA(V)-23003	OPA, ZBA	11-May-23	Vaughan (Ward 3)	Angela Grella/ Jennifer Wigston	0	0	460	2029	No	St. Mary of the Angels	St. Jean de Brebeuf	14	3
16	OPA(M)-23118558	OPA, ZBA	31-May-23	Markham (Ward 3)	Carol Cotton	0	0	769	2032	No	St. John XXIII	St. Augustine	13	9
17	OPA(V)-23006	OPA	6-Jun-23	Vaughan (Ward 4)	Angela Grella/ Jennifer Wigston	0	0	1,625	2032	No	Our Lady of the Rosary	St. Elizabeth	24	53

NOTES:

OPA: Official Plan Amendment - ZBA: Zoning Bylaw Amendment - SUDB: Draft Plan of Subdivision Application - SPA: Site Plan Application

Semi-Annual Development Report

Table 2

Development Applications within Urban Growth Centres (Regardless of unit count)

Plans highlighted in yellow are duplicated on Table 1.

Markham Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
12	OPA(M)-23118112	OPA	2-May-23	Markham (Ward 3)	Carol Cotton	0	0	2,650	2032	No	St. John XXIII	St. Augustine	44	30
16	OPA(M)-23118558	OPA, ZBA	31-May-23	Markham (Ward 3)	Carol Cotton	0	0	769	2032	No	St. John XXIII	St. Augustine	13	9

Richmond Hill Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Langstaff Gateway Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Vaughan Metropolitan Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
3	Z(V)-23001	OPA, ZBA, SPA	27-Feb-23	Vaughan (Ward 4)	Angela Grella/Jennifer Wigston	0	0	840	2029	No	Our Lady of the Rosary	St. Elizabeth	25	6
10	OPA(V)-23002	OPA, ZBA	25-Apr-23	Vaughan (Ward 4)	Angela Grella/Jennifer Wigston	0	0	1,370	2031	No	Our Lady of the Rosary	St. Elizabeth	20	44

Newmarket Urban Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Semi Annual Development Report

Recent Planning Studies Attended/Participated in by Planning Services staff

January 2023 - June 2023

Table 3

Map ID	Planning Study Name	Municipality (Ward)	Trustee	Status / Type	Recent Activity	Estimated new units ¹	Elementary School / Secondary Schools	Designated School Sites
A	Block 27 Block Plan	Vaughan Ward 1	Angela Saggese	Draft Block Plan	On January 18, 2023, Board staff met with City of Vaughan Planning staff and other school boards regarding the final location of all public service amenities in the secondary plan area. Talks are ongoing.	Approximately 3,794 low rise and low-rise mixed use res. Units.	St. Raphael the Archangel / St. Joan of Arc	2 elementary
B	Block 60E Block Plan	Vaughan Ward 2	Michaela Barbieri	Draft Block Plan	A revised block plan was submitted on March 1, 2023 that identifies YCDSB's request for a 2.6 ha school site located on Street A, south of Street D. YCDSB Staff are generally satisfied with the proposed location of the school site.	998 low/medium density units	St. Stephen / Holy Cross	1 elementary
C	Block 55NW Block Plan	Vaughan Ward 1	Angela Saggese	Draft Block Plan	A revised block plan was circulated on May 5, 2023 and continues to not show the location of a designated secondary school site as part of the plan. YCDSB staff have been in discussions with the City of Vaughan and the developer on this matter.	754 low/medium density units	Pope Francis / Triple feeder - Holy Cross/St. Jean de Brebeuf / Father Bressani	1 secondary
D	Richmond Hill Official Plan Update - East Beaver Creek and Hwy 7	Richmond Hill Ward	Maria Iafrate / Joseph DiMeo	Official Plan	The City of Richmond Hill is in the process of updating their Official Plan which in part, will consider converting portions of the employment designations of the East Beaver Creek and Hwy 7 area to support a mix of uses. As identified on Map 1 (No. 14), Administration received a development application within this area which proposes 3,460 residential units as part of a larger mixed-use development. Administration will be in discussions with the City and continue to monitor the progression of the review and its impact on the accommodation students within the area over the coming months.	TBD	Christ the King/St. Robert	TBD





NOTES:

1. Unit totals are subject to change

Location of Development Applications

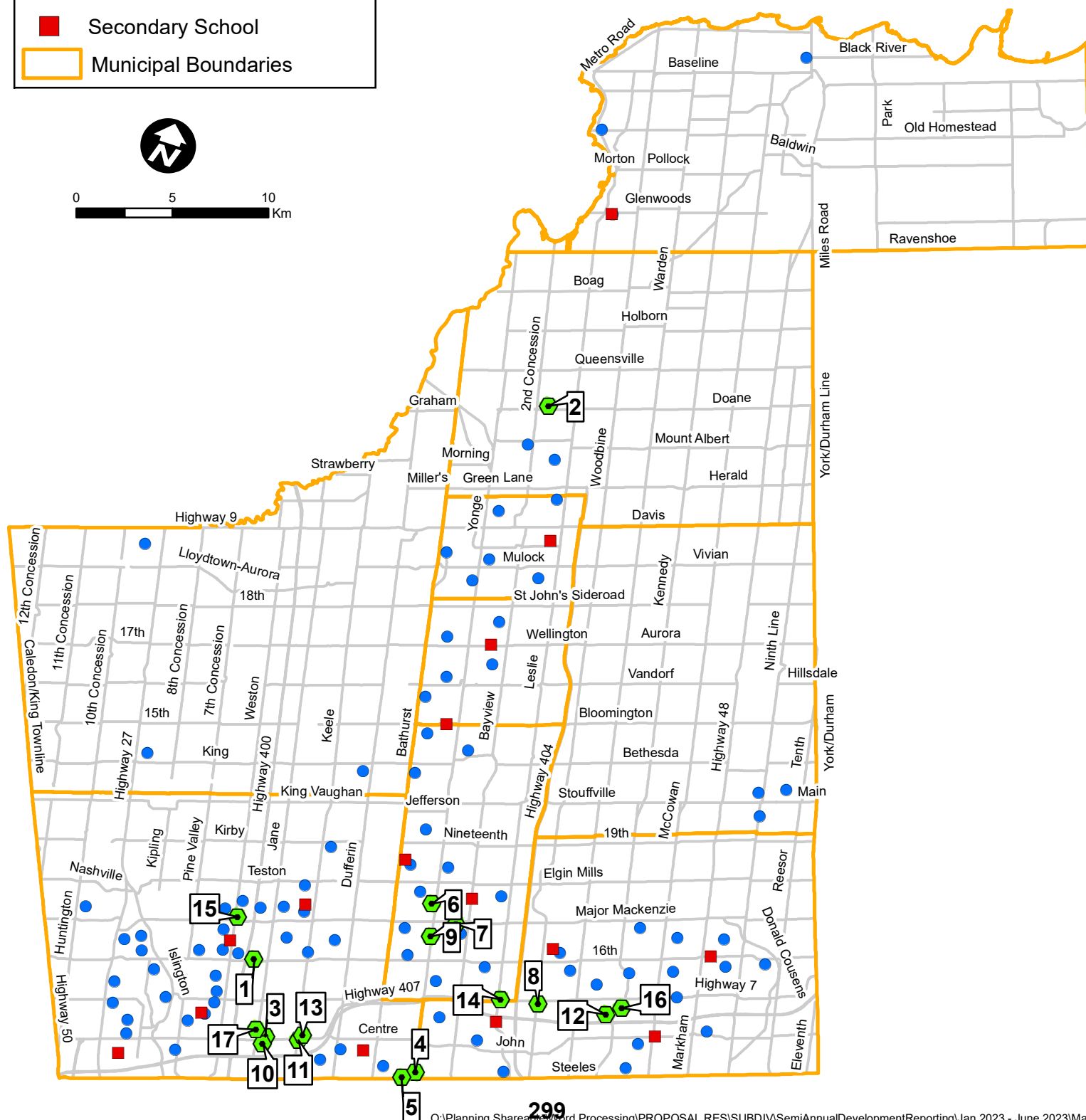
Planning Services Unit

Legend

-  Development Applications
-  Elementary School
-  Secondary School
-  Municipal Boundaries



0 5 10 Km



Location of New Residential MZO's and Recently Active Land Use Planning Studies for the January 2023 to June 2023 Reporting Period

Map 2

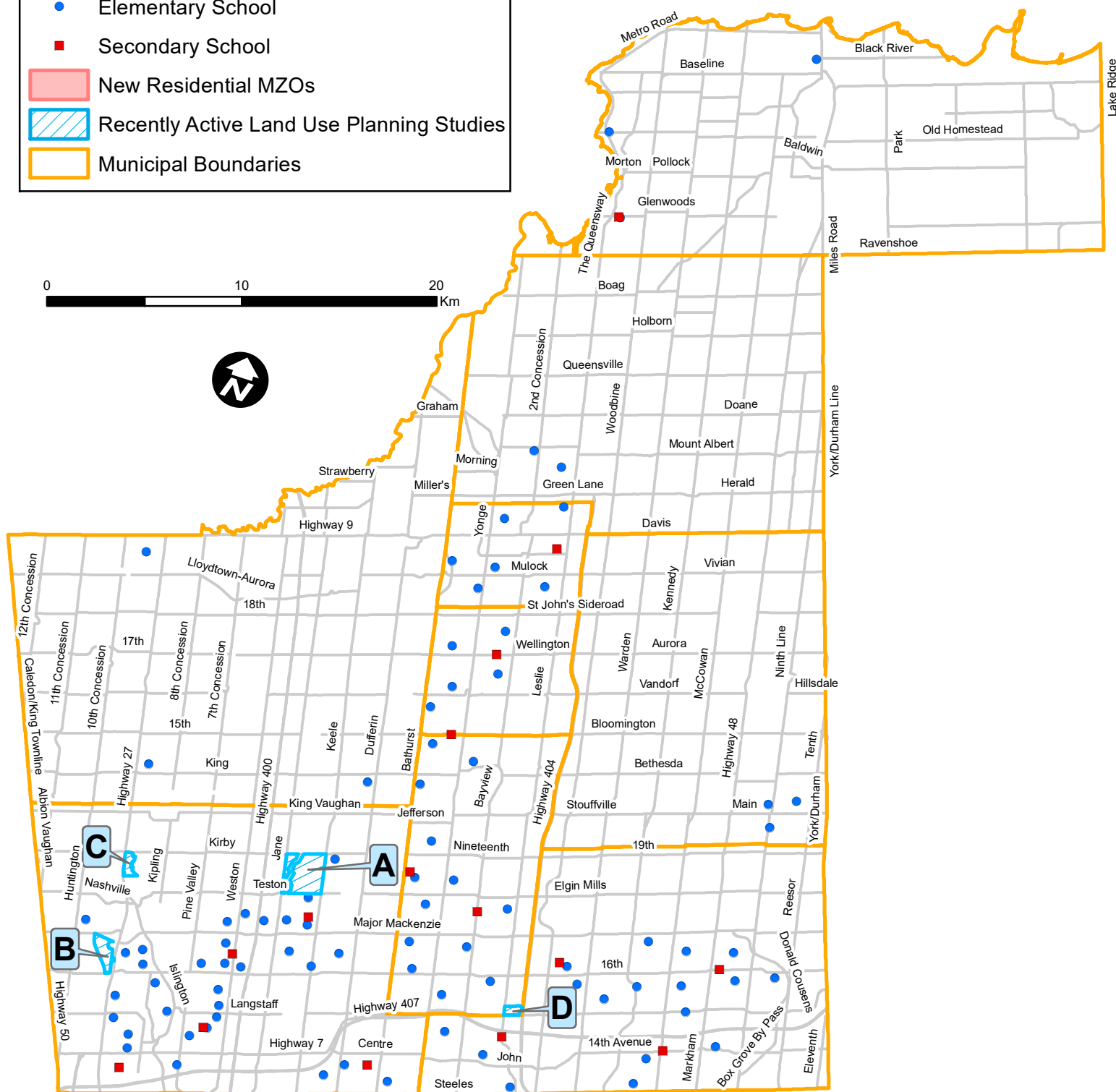
Planning Services Unit

Legend

Legend

- Elementary School
- Secondary School
- New Residential MZO's
- Recently Active Land Use Planning Studies
- Municipal Boundaries

0 10 20 Km



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: June 20, 2023
SUBJECT: Non-Transportation Zone Area Review: Holy Name CES, Our Lady of Fatima CES

Executive Summary:

This report intends to advise the Board of Trustees of changes to the non-transportation zones (NTZ) for Holy Name CES and Our Lady of Fatima CES.

Background:

Student Transportation Services (STS) is a joint venture between the Catholic and Public school boards in York Region. The mandate of STS is to provide safe, efficient and on time transportation for all eligible students. Eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level as follows:

- Junior Kindergarten to Grade 3 – a student whose residence is more than 1.2 KMs from their home school are eligible for Board-provided transportation.
- Grades 4 to 8 - a student whose residence is more than 1.6 KMs from their home school is eligible for Board-provided transportation.

STS reviews community changes and the impact on the school specific NTZs which is used to determine eligibility for board-provided transportation.

Holy Name CES:

Community development in King City has resulted in sidewalk additions and the extension of Lavender Valley Road. As a result, STS has amended the NTZs for all grades to determine eligibility. Figure 1 below displays the current and revised NTZs. The shaded polygons in the maps indicate areas where board-provided transportation is not provided.

Figure 1: Holy Name CES non-transportation zone maps

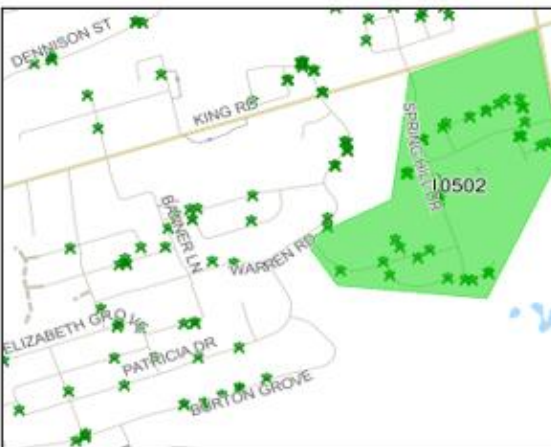
Current JK-3 NTZ



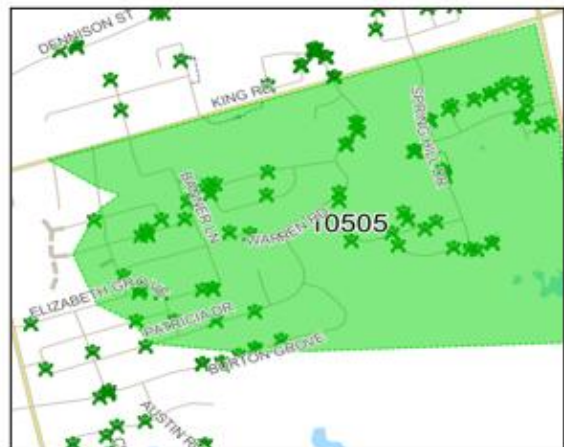
Revised JK-3 NTZ



Current Gr. 4-8 NTZ



Revised Gr. 4-8 NTZ



Based on this year's enrolment data, the change in the NTZ will result in a change of eligibility for approximately 45 students, impacting 8 routes and an estimated reduction of cost of \$26,959.46.

Our Lady of Fatima CES:

Due to the presences of crossing guard services within the community, STS has amended the NTZs for all grades. Figure 2 below displays the current and revised NTZs. The shaded polygons in the maps indicate areas where board-provided transportation is not provided.

Figure 2: Our Lady of Fatima CES non-transportation zone maps

Current JK-3 NTZ



Revised JK-3 NTZ



Current Gr. 4-8 NTZ



Revised Gr. 4-8 NTZ



Based on this year's enrolment data, the change in the NTZs will result in a change of eligibility for approximately 102 students, impacting 9 routes and an estimated reduction of cost of \$64,918.19.

Implementation:

In the June 7, 2023 report to Corporate Services regarding a similar removal Administration identified the plan for communication and timing. This report assumes the same approach with implementation of the new NTZs being applicable September 1, 2024.

Summary:

STS, in accordance with its mandate, regularly reviews NTZs to ensure consistent and equitable application of the board's transportation policy. The NTZ revisions in this report will result in an eligibility change for ~150 students and an estimated cost reduction of ~\$91,000.

Prepared and Submitted by:
Endorsed by:

Tom Pechkovsky, Coordinating Manager of Planning and Operations
Domenic Scuglia, Director of Education & Jennifer Sarna, Associate Director

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 20, 2023

RE: Restructuring of the ASD classes and Implementation of the Pilot ASD Itinerant Teacher Role

EXECUTIVE SUMMARY:

The purpose of this report is to provide Trustees with a plan of action to support ASD students in the FDK classes at their home school by reallocating the ASD class teaching staff to the pilot role of ASD Itinerant Teachers within a three year plan.

BACKGROUND:

We feel improvements to our current delivery model are essential in order to provide equitable and inclusive programs for all ASD students in FDK, and respectfully propose that the ASD/Kindergarten program be restructured over three years, and teaching staff allocated to this program instead be used for the ASD Itinerant Teachers. Increasing barriers such as the, servicing only a small number of the students entering our schools, difficulty with generalization of skills at the transition to home school, issues with lengthy transportation of the young students as well as the changes in the system compel us to consider a more effective delivery model for ASD Kindergarten students.

This proposal includes the closing of four ASD classes and implementation of 4 *ASD Itinerant Teacher* positions in year one (2024-2025) while three ASD classes will continue to operate. The ASD Itinerant Teachers will provide direct support to the student in home schools and will model programs and strategies for Special Education and Classroom teachers and Educational Assistants. This implementation would not incur any new costs for staffing.

Guiding Principles:

- Elimination of the transition at the end of Kindergarten.
- Increased likelihood of the child's generalization of skills to familiar staff.
- Increased likelihood of forming connections with peers in their local community.
- Reduced unnecessary stress brought on student due to lengthy transportation arrangements
- Availability of the ASD Itinerant Teachers to all ASD students in FDK and timely response to the system needs.
- Capacity building of the staff at the home school which results in consistent support for the child as they move into older grades.

The Student Services Team consulted with stakeholders. Presentations were provided and all groups were invited to provide questions and comments:

- System Senior Leadership Team: March 20, 2023
- Special Education Advisory Committee: April 12, 2023
- Student Services Management Team: April 20, 2023
- Autism Spectrum Disorder Teachers: April 25, 2023
- Parents/Guardians and Trustees: April 27, 2023
- Elementary School Principals: May 10, 2023

The following documents capture questions and responses related to this proposal.

Trustees ([Appendix 1](#))

Parent/Guardians ([Appendix 2](#))

Principals ([Appendix 3](#))

ASD Teachers ([Appendix 4](#))

NEXT STEPS:

Over the course of three years the restructure of the ASD classes will look as follows:

School Year	Action
2023-2024	<ul style="list-style-type: none"> ● ASD Centres will remain open; ● ASD Centres at St. Emily, St. Nicholas, St. Julia Billiard, Notre Dame, Padre Pio, San Lorenzo and Holy Jubilee will support SKs in second year and JKs for one year.
2024-2025	<ul style="list-style-type: none"> ● ASD Centres to move to the ASD Itinerant role as a project: Padre Pio, Holy Jubilee, Notre Dame, San Lorenzo ● ASD Centres to remain open St. Julia Billiard, St. Nicholas, St.Emily
Spring 2025	<ul style="list-style-type: none"> ● Data on ASD Itinerant Role shared with stakeholders.
2025-2026	<ul style="list-style-type: none"> ● To be determined based on data collection and consultation process.

SUMMARY:

At the heart of Special Education is the meaningful and authentic inclusion of students with diverse and unique needs. We've highlighted guiding principles to inform our decisions and actions: honouring education as a human right, promoting student success at YCDSB in the context of an evolving educational landscape, ensuring equitable and timely access to interventions, placing students' mental health and well-being at the forefront of our decisions. In removing barriers, we can provide a more equitable access to specialized support for all ASD students in Kindergarten, while also ensuring modeling of strategies to all school staff.

The new proposed role of the ASD Itinerant Teacher will ensure more appropriate support to ASD kindergarten students while providing a timely response to changing system needs. We respectfully recommend implementation of changes as outlined in the proposal. We believe these changes, if implemented, would support YCDSB endeavours to offer better and more equitable support to students while building the skill level of all teachers.

Prepared and Submitted By: Diana Candido, Superintendent of Learning: Exceptional Learners
Endorsed By: Domenic Scuglia, Director of YCDSB

Theresa McNicol:

How will the ASD student be supported in a regular class? What supports will be in place for the home room teacher?

The classroom teacher will be supported by the ASD Itinerant teacher that is a big part of what the Itinerant teacher will be doing but it is also the APT/Special Education Teacher. We call our special education teachers core resource teachers and the reason we call them that is because they are a resource for our classroom teachers. Those will be the added layers of support for the teacher and Angie, the team and I have many ideas for the upcoming school year and how to release our FDK teachers and how to support them with their learning so we have some great ideas for supporting them and training them as we move along.

Maria Iafrate:

What is the board's stance on maintaining an international language program that is evident to be geared to one specific population of students (Italian heritage), and which is not inclusive of the diverse communities we have in the YCDSB?

AND

Is the board prepared to reconsider the value of this program and reallocation of funds and resources to continue to support the ASD Program and other more important and value add curriculum?

Diana: The board is now going through the budgeting process and your voice has been heard and has been brought to the director's attention and I encourage you to reach out to Associate Director Jen Sarna or our Director Domenic Scuglia as we continue to work through the budgeting process.

Maria: The Italian language program was funded by The Italian government as well as the provincial government through their heritage language. These funds have no relation to our spec Ed and if canceled would not be transferred to this or any other areas of learning.

This appendix has been transcribed from the parent meeting on April 27, 2023

Will parents not have a chance to speak or ask their questions live during the meeting? Why was this not done in a Google Meet format or something similar to allow for better interaction?

As the week progressed with the many phone calls and emails that were coming into our offices, we really were concerned about the number of people that our Google meet could serve and so we are here now in this setting as I'm not aware of how many are attending at this time but I certainly hope that we have many of you here and this is why we moved to YouTube stream.

1) Why are JK students being (asked to leave) the ASD centre class versus phasing out the program as those in SK exit and not adding JK in next year. These kids are already struggling with transitioning

We have pivoted to keep these centres open another year in order to keep our commitment and promise to our first year students to complete their time in the ASD centre. So all current JK students will be able to complete their second year in the centres for the next school year. We will be offering JK students a one-year commitment with the possibility of a second year in order to fill all seven centres for the 2023-2024 school year. This is communicated to the parents.

2) With these cuts what other changes are happening to the support for ASD students in the classroom and not just at kindergarten level.

We are very proud of the work that we've done in the implementation of our APT, Alternate Placement Teacher, in our elementary schools. The APT's are special education teachers who are dedicating their programming for students with high needs who are on alternate programs. For example, the APT would offer a program in a small setting in order to address student specific needs. The APT classroom is fully equipped with all the necessary materials for alternative programming e.g., functional literacy and functional numeracy. In addition, some of our students in older grades, who are identified as autistic, are fully integrated in their grade classrooms accessing Ontario curriculum but they may require

support with self-regulation and socialization with peers etc. They are welcomed in our APT classrooms for that specific work. We must carefully use assessment and data to determine the programming that they require and the APT model does just that. It provides very specific programming for students in all grades. Some students stay in the APT classroom for up to 50 percent of the day if needed and they are integrating much more seamlessly because they are doing the work that they need to do in terms of literacy, numeracy skills for daily living and independence.

3) How is the new model supposed to help the kids? School to school consults to classroom teachers with an already large workload does not help students.

You have shared that the board is sending (teachers) for training at the Geneva Centre who will then be dispersed across the JK/SK classrooms.

2) How much is the board investing in this training? AND

3) What does the board constitute as being fully trained and how will they measure their readiness to be placed in the classroom and performance thereafter?

The Geneva Centre has been providing training to the school boards in the province for over a number of years. Specific training that we are referring to is called RBT and that training is actually a certification program that has 20 modules that teachers have to complete and it also has a practical component. This training has been offered for the past three years. We have a number of teachers who completed the training. This year we were fortunate enough to receive more funding and we were able to provide training and make it mandatory for all our 70 Alternate Program Teachers. They are all in the process of completing this training this month with the final day of the live session where they are actually learning to put all the knowledge together in a practical sense. We're very proud of the work that we're doing when it comes to training. We know that it is necessary but we also know the barriers that we face to releasing teachers during the work day so they can attend and do this training. I'd like to commend the team in finding creative ways to get our teachers out here at the board or virtually. We were also able to provide the STAR Program that is evidence informed and created for

students with ASD. The program is provided in most of our APT classrooms and it has been successful as it provides consistency and accountability. In 2023/24 school year the STAR Program will be implemented in all of our Elementary schools.

Furthermore, the board has also shared that there will be 1 ASD teacher in the classroom for 2.5 hours a week, which would surely represent less direct support that is currently in place in the ASD Community Classroom Program. Please explain how going from having full day support 5 days a week to 2.5 hours a week is not less support?

As outlined in the schedule that was shared in the presentation, ASD Itinerant teacher would be in a classroom for up to two days a week , however, that is additional support that is provided on top of the classroom and APT teachers. We are providing a layered support approach where students are integrated in their homeschools for FDK and receiving daily support from the APT teacher that offers the small setting classroom experience based on the child's IEP and also the EAs who work very closely with our teachers to support programming. The ASD Itinerant teacher will bring their expertise in order to support all school staff members and ensure the appropriate programming for the child. That added layer of modeling and coaching, we believe will be very beneficial for all of the students in their care. The ASD Itinerant teacher and school staff will work as a team. We all know that team approach is very positive and very successful so in effect our students that come into FDK will have multi layers of support. This model is very similar to the ASD class as students also integrate in the FDK classroom.

In addition to these questions, in terms of outcomes is the board prepared to share the data which has helped to inform the decision to end the program and that would demonstrate clear supportive analysis that there is no disadvantage or difference between students that have participated in the ASD program vs those who have not.

We continue to look at the importance of collect data and will certainly be sharing our findings with all stakeholders in the spring of 2025 in terms of how the ASD Itinerant model is going and what we're seeing in 3 remaining ASD FDK centres. This data will be used to inform the future direction of the program.

Why create more obstacles for students who are already at a disadvantage and require a more focused environment equipped with the proper support and access, rather than incorporating them into a classroom of 25+ students, one teacher and occasional EA support.

Students in the regular FDK classroom are supported by the FDK teacher working in tandem with the APT. The EA support is assigned based on the needs of the student and needs of the school and is available to the student on daily bases. As you have seen in our presentation this evening the ASD itinerant teacher is the additional support that we are planing to put in place. We missed to mention another important layer of support and that is the involvement of our ASD board team that is made up of our multidisciplinary team members, many of you know them. They will continue to be an added layer of support for all of our students. It is important to remember that the ASD program opportunity was only offered to about 14 percent of the students who come to us through early intervention services and typically we would already have all classrooms filled and any student who registers after April or students who get diagnosed later on are not even considered for the program. I addition, our board area is quite large and we have some students in the areas such as Georgina schools who actually have to stay in the taxi for an hour to get to the classroom that's in Newmarket so they are in a much different position than the students who fortunately have the classroom in their home school.

How is this creating an environment that is supportive of their learning, safety and development? AND

How is this supportive of the educators who will have to balance needs and learning of all in the classroom? (AND)

Is it not the board's responsibility and duty to create and ensure the highest level of learning and support are provided vs. a watered down version?

I would say that this is not a watered down version but rather we have put a lot of thought into how we will use our resources best and in an equitable fashion to support all of the students across the board. We've done this in many of our programs already. Our ISA centres were restructured into the itinerant literacy program where our students with LD and reading difficulties are meeting with

itinerant literacy teachers. We have pivoted from our ISA teacher servicing 8 students to one ILIT teacher seeing 40 students a year and the data shows incredible growth in reading. You may say that you know difficulties with literacy and ASD are very different and that is true, however, our minds are always on looking at equitable access and how we can support our teams. So when we talk about safety and we talk about being prepared, we feel that we are doing that work with our training as we've demonstrated this evening. We are also aware that the training is not always enough, we want to support our teachers and our education workers with hands-on coaching from our ASD itinerants and we believe that our new model will provide that. This model will ensure that the staff will build better understanding of the student and the use of assessment in order to provide the appropriate programming. To collect ongoing data and use it to inform programming with the ultimate goal of building independence. For this reason, our job is to start very slowly but very carefully preparing students on the spectrum to become independent and to integrate with their peers. I have had the opportunity and the privilege of being a special education teacher and a principal and I know that the model works. I have seen students graduate grade 8 with fulsome and wonderful friendships that continue outside the school. To conclude we are not offering watering down program but rather we are offering critical thought on what we have in place now and how we use our resources to reach out to more of our students and we believe that this definitely can work. We also want to tell you that of course the ASD centre for FDK was a lovely program and is very positive in many ways, however we've shared the barriers with you this evening. We'd like to address those barriers and provide a different way of support for our students in FDK. YCDSB believes in integration and we are very proud of our integration model and I just want to remind everyone that the purpose of the ASD classroom was to prepare students for integration and independence, that goal did not change.

What is the board's stance on maintaining an international language program that is evident to be geared to one specific population of students (Italian heritage), and which is not inclusive of the diverse communities we have in the YCDSB?

AND

Is the board prepared to reconsider the value of this program and reallocation of funds and resources to continue to support the ASD Program and other more important and value add curriculum?

Diana: The board is now going through the budgeting process and your voice has been heard and has been brought to the director's attention and I encourage you to reach out to Associate Director Jen Sarna or our Director Domenic Scuglia as we continue to work through the budgeting process.

Maria: The Italian language program was funded by The Italian government as well as the provincial government through their heritage language. These funds have no relation to our spec Ed and if canceled would not be transferred to this or any other areas of learning.

How will this new structure afford the children the assistance they require and have a right to on the days the ASD teacher is not at the school?

As we've demonstrated this evening in our presentation, the ASD Itinerant teacher would be present for parts of the week but the daily support to the child would be provided by the FDK and the APT teacher so the child will have access to a special education program daily and depending on the student's needs. The APT support may start off as 50,60 percent and slowly move down to 10 percent as the child adjusts and can be fully integrated in FDK and again if the child requires further time it may not happen until grade 1 or grade 2. We will keep supporting that child as best we can so any amount of integration can be achieved.

How will the classroom teachers be equipped to assist toilet needs? violent or behavioural needs? Eating assistance? Flight risk requirements? Non-verbal communication? Emotional regulation breaks? Stimming Breaks? (AND)

Will they be required to take classes this summer to better educate and inform themselves on teaching children with autism/special needs?

What are you as an educational system going to implement and mandate to ensure the ASD child's comfort and safety in the regular classroom?

Thank you for identifying some of the needs of our complex learners. As you know we have our ASD- MDT team that goes into schools and classrooms and support students who demonstrating various needs. For example our occupational therapists will go into a classroom setting, observe always with parent's permission, and provide support, model for our teachers and education workers.

Along with that the APT/special education teacher in the school will also have a program to support the building of those skills. ASD Itinerant adds that layer of further support. They would be there in the classroom modeling for the teacher exactly what an OT provided and ensure modeling and coaching of implementation; that's the key. That's the piece that we would really want to support because we build the capacity of the staff which benefits the students especially as they move along from grade to grade.

What are the primary reasons for the restructuring? From the last board meeting, a member said it wasn't due to budget cuts. It is also difficult to believe that it's due to students finding the transition to Grade 1 challenging, as there are steps that could be taken to assist them

The restructuring of the ASD Centre is not about cuts. We are not cutting the ASD teachers roles. We are not cutting our educational assistants or educational intervenors. We're restructuring and redirecting their role and addressing the needs of those students who are not considered for an ASD Center. YCDSB provides an integrated model so our belief is that children have a right to be integrated in their classroom setting in their home schools. However, that does not mean that our children are expected to be in a classroom all day everyday and struggle with classroom routines or even classroom subjects. We really look at the child in terms of their needs and their learning styles etc. and we have added that layer of the APT model now where those children are being serviced by an APT that is specialized in the area of literacy and numeracy. Some students are on alternate functional programs and then integrated into the classroom for the other parts of the day. It is our job to figure that out and to tailor the appropriate program. What is key is that our children have a right to be integrated into their community, into their classroom so that when they leave our system they are ready for a job, they are ready to continue working and maybe even living independently and having friendships and having a purpose. Our goal is to provide equitable support to all students regardless of their needs and regardless of where they live in the region. We are finding that the classrooms at present do not provide equal access to all students or even just equal opportunities to access those classrooms.

I would like to know if there will be a way for parents to provide input or suggestions on how the program should look moving forward? I have several ideas that I believe will be very beneficial and helpful

Thank you. We always value input. Angie and I both have had so many incredible conversations with parents and grandparents and advocates. We have taken so much from those conversations so we welcome your input hence why we ask you at the end of this presentation on that google form that we shared to provide any further input, ideas or suggestions. We want you to know that we are listening and that your voice is heard. Thank you for that.

Will the ASD itinerant teachers oversee just JKs and SKs or all grade levels beginning in 2024?

For the beginning of 2024-2025 that's when it will begin in 2024-2025. It will be for our Kindergarten students.

Will we be receiving the slide deck shared during this presentation to look back on following the presentation?

Absolutely, we will be sharing the slide deck with you and with all stakeholders; our teachers, our ASD centre teachers and the principals of those schools as well. So yes indeed we'll share them with you.

How will the ASD student be supported in a regular class? What supports will be in place for the home room teacher?

The classroom teacher will be supported by the ASD Itinerant teacher that is a big part of what the Itinerant teacher will be doing but it is also the APT/Special Education Teacher. We call our special education teachers core resource teachers and the reason we call them that is because they are a resource for our classroom teachers. Those will be the added layers of support for the teacher and Angie, the team and I have many ideas for the upcoming school year and how to release our FDK teachers and how to support them with their learning so we have some great ideas for supporting them and training them as we move along.

Does this mean that all students with ASD at a school will be placed in one kinder class so that they can all access the APT teacher at the same time for the mornings they are available? Will this not make the classroom potentially more challenging throughout the days of the week when the APT teacher is not available? Especially given the large size of FDK classes?

Thank you for the opportunity to clarify. The APT teacher is in the school everyday so an alternative placement teacher who is a special education teacher is the Spec Ed teacher in that school every day. They will have a designated room and I thank my partners for making sure we have an APT room in schools. They will set up that classroom very much as our ASD centres are now. A very inviting, lots of resources, technology etc. and that is a stationary room. For example, if you have 2 kindergarten classrooms, 4 students with ASD. It does not mean that all 4 will go to that APT at the same time again we need to really look at the needs and the profile of every learner and determine whether or not they're ready for a small group of 4. Maybe it's a small group of 2 building towards 4 so again that is a choice made at the local level. Our APTs will determine along with their teams on what integration works but they would have access to APT daily and again they may be going at the same time or they may be going at other times. It's something that is determined at the local school level.

Why are you canceling the program at all? This program should be expanded to more schools. The program should also add itinerant teachers for students starting in grade 1

Thank you for that suggestion. It's an important point you make and the suggestion is a valid one. I think Angie touched on that when she talked about equitable access. Our model is not a segregated model here at York Catholic. We do not have community classes. We have actually looked at some of our centres and dismantled them only to offer more equitable access so I'll give you an example when we look at our stream centres, I think we have 6 in our board but all of our students have access to the stream centers for example so the question is what do we do or what do we put in place so that all of our children who come into our schools with a diagnosis of autism that they all have access and opportunity. That's something to think about for sure and I thank you for that suggestion.

Will or does every elementary school in our board have an APT classroom available to students? What will the ratio be in the APT classroom?

60 plus schools currently have an APT designated role. Many of our smaller schools just have a special education teacher. I want to clarify that an APT is a special education teacher. Spec Ed teachers program for students on alternative programs. Those students that will be following functional literacy and numeracy courses for example. Then they'll also support our LD, MID learners etc. Most of them have an APT. Many of our APTs work closely with the special education teacher. They look at how they can share the different programs. To the other questions about the ratio, for an APT or Spec Ed teacher servicing students that are on alternative programs or who require self-regulation, skill building, help with daily skills, independence that is again a local level decision. The school will make that decision. They're usually small groupings and it will depend. For example, I've visited many APT schools where the APT teacher is working with a small group of 2 and doing some bin work and then we have our EAs supporting programming with 2 or 3 other students at another centre in the classroom and it's really a wonderful sight. The teacher is there to support the students and then we have our EAs in the APT room supporting programming with their students and then we have our classroom teachers.

How about you keep the programs and have students commit to the school beyond SK where they are attending for the ASD program. This means they will have an ASD expert teacher on site all the time along with the two ASD EA's available to regular classroom teachers at all times.

There is no reason why this cannot occur or why the program cannot be expended to have both the small group ASD teachers and the itinerant teacher

Our model is an integration model. York Catholic has supported that for decades. We support the integration of students and the withdrawal based on their explicit needs. Again we do not offer community segregated classes until the secondary level where we do have our functional life classes and our Autism classrooms for students who really struggle with integration but in our elementary schools where the children are just starting their journey, we really want to give them the time they need by accessing daily APT work so that we can determine whether or not they can build skills to be integrated. We do not feel that segregating them so early is an answer to long term development of independence, daily living, work skills, etc. That is our model here at York Catholic .

Can you clarify which location will run ASD classes next school year?

All of the current ASD classes will function and will be running fully for the 23-24 school year. Next year they will all remain open. It is our proposal to start the ASD Itinerant role in the following school year which is 2024-2025 at which time St. Nicholas, St. Emily and St. Julia Billiard will remain open while the other 4 will switch and pivot to an ASD Itinerant role. At the time we will collect the data. We will provide opportunities for consultation and make a decision in the spring of 2025.

You have provided zero stats as to why you are changing the program for future children. A majority of children transiting from sk to grade 1 have challenges. What research has been conducted to show that your new proposed model is more beneficial to children with ASD?

That is a good question in terms of collecting data and providing evidence. What the team and I have looked at and which has driven us to consider a different model is the fact that 21 out of 87 students are only provided with this opportunity. All of those children should be provided with an opportunity for

robust support. We believe that by shifting to an ASD Itinerant role along with what we already have put in place as of this past year which is the APT classroom, we've achieved that. The success of the APT program in schools like for example Guardian Angels has really proven that our students get the best service by being integrated for part of the day and then receiving explicit support in the APT classroom. We believe that pivoting to that model is more equitable in terms of access for all of our students.

I would suggest that at some point on the PA Days that there is mandatory ASD course taught for all teachers to assist them with dealing with children who have ASD in a more positive and productive manner

Thank you so much for this very important comment. The topics of PA days are scheduled and mandated by our ministry. There are so many topics that we cover. We are always looking at how to train teachers. I do want to say to you that we've taken the opportunity of all of our PA days to provide robust training for our EAs/ELs and this upcoming year we have some excellent training for our education workers and we're looking at training for our FDK teachers as well along with the other work that we're doing. I thank you for that comment. We would love that air time on a PA day for sure and we will continue to advocate so thank you.

Can you clarify if the ASD itinerant teacher Works one-on-one or in a small group of kindergarten students or are they there to train the classroom teacher and support staff with strategies. It seems like the itinerant will have a lot of ground to cover in a short time. Also can a classroom teacher effectively implement the strategies they have been provided when handling large class sizes?

The ASD itinerant teacher role will be to support the children with autism in the FDK classroom. What that will mean is that with their expertise they are looking at the assessment piece, the diagnostic piece the observational piece, dialoguing with the teacher and the DECE and the education worker in the classroom to determine what programming is needed; how much APT time is needed daily so that ASD Itinerant teacher will be working with those specific students. In doing so, the kindergarten teacher and the team in the classroom, who've already met with the ASD itinerant teacher and the APT teacher will learn. We all know that consultation is not enough. While the ASD itinerant teacher is working with the child in the classroom, that's where the learning happens and I do believe that's

also a piece for the APT classroom the ASD itinerant teacher will follow that child into the APT room as well so they are working with those students that will be their role and in so doing we hope that will provide the modeling that the school staff will find beneficial.

Will students be grouped based on needs or a variety of different needs in the APT classroom all at once?

The APT teacher, as we mentioned earlier, will create a schedule to see all the students that they support. They will be supporting students either individually or in small groups in bigger groups depending on the skill that is being taught and depending on the level of the functioning of the student. Groupings will definitely be created by the level of functioning but they will also take the age of the student into consideration because sometimes a child that's in senior kindergarten can have social skills needs as well as the child in grade six but the approach and way of teaching those skills will be very different than the students will be coming again depending on what skill is being taught if the teacher is working with the student using the STAR program teaching literacy and numeracy this will typically be working with one student maybe two students but if they are teaching social skills then group is going to more likely be more like five or six students again of the similar needs. Also keeping in mind that the APT teacher also has educational assistance in the room, sometimes working together with them to support a bigger group or maybe working next to them at another table making sure that the students have opportunity to practice skills that have been taught by the classroom teacher.

How do you decide how long a child is with the APT teacher and if they needed to be there at a time when they weren't supposed to? Would they still have access?

The APT teacher again will be looking at the child's needs and the individual educational plan is the driving force. It's going to depend on what goals the student needs to work on. What's being expected from what what's the plan basically what is the plan saying that the child needs to learn and then based on the expectations on the IEP apt teacher will be creating schedules and creating blocks of the time when they see students so it's really going to be fluid very similar to how it works now with the ASD classroom and the full day kindergarten room it really depends a child will go into the regular classroom when they are ready they will come to the APT teacher when they need to work on specific skills and then again we have

educational assistants who are supporting in both settings and now we are proposing additional layer of the ASD itinerant teacher who will be again supporting student in all settings depending on what goals the student is working on.

This parent is very grateful for the support their child has received thus far in the program and they appreciate the descriptive feedback they get on a daily basis from the classroom teacher and support staff. When my child has a bad day and has required extra time to self-regulate I have always been informed and this has helped me understand how my child's day at school is going. I am worried there won't be time to inform parents of daily occurrences or to address them as effectively with this new model.

Thank you for that question. We have in most of our classrooms and pretty much with all of our students with ASD we use something that's called a home communication book and that's I believe what you are referring to so that's done for most of our students. Classroom teacher in collaboration with the educational assistant and special education teacher will write important messages. We also try to teach students from early age to participate in the communication book themselves we may be using pictures and then we will be encouraging students to share with the parents what do they do in the specific class, specific activity or something that they really enjoyed at school or sometimes if there are issues around the behaviors or some other needs then teacher will write a little note to the parent so that you know what's happening and parents will write note around something how the child sleep do they literal did they have perhaps pain or cough or anything like that. so that exists beyond ASD classrooms.

What happens when a student's having a bad day and the ASD itinerant is not there and the classroom teacher can't assist even with strategies because they have a class full of students? Will they be sent to the APT even if it is not their time? If a student escalates, where do they go in the school?

It depends definitely again. I want to repeat from the presentation that the classroom teacher is not the only one in charge of the student. We have educational assistance, special education teacher and administrators in the school who very often are called to the room if there is a crisis or maybe not crisis but a situation where the child needs additional support. We also have in many schools something that's called a crisis response team. This is a team of Educators that's made up of special education teachers, administrators,

educational assistants and other people in the school who will be able to assist in those situations but then we also look at how we can teach the child and that's the role of the APT teacher. Once the situation is dealt with once the child is calm or maybe even the next day is then looking at the strategies and how we can teach the child to perhaps approach the situation a little bit differently in the future. It's again like Diana said earlier it's a team approach. It's never one single person that's left alone with the child. Often the APT room offers a calming area. The APT classroom will provide a space that will be private for the child. Oftentimes the child will use that space to self-regulate on their own; that's our goal and so they will have spaces that are safe and private for them when needed.

I have a statement from trustee lafrate about the Italian language program that it was funded by the Italian government and the provincial government through their Heritage language These funds have no relation to special education and if canceled would not be transferred to other areas of learning.

How was the decision made or how are decisions made around who gets a support worker with them and how fast can an EA or EI be assigned if you have kids coming in that aren't on early facilitation?

We have a process in which we decide how many educational assistant hours are assigned to school. It's based on the formula that looks at the needs of the school and needs of the students coming into the school and then scheduling of educational assistant is the local level decision so the school team made up of administrator, special education teacher, apt classroom teacher will collaboratively decide or create a schedule in order to support students again keeping in mind that we have all those people we have classroom teacher special education teacher educational assistant so the schedule works in a way that they all support students at different times in the groups or individually and then how fast we can provide additional support whenever we have new students coming in, new to the board, we do have funds that we can provide temporary support until we again look at the formula and look at the needs of the school. So what Angie's referring to here is we have different classifications of Education workers. We have our specialized education workers and we have our student support workers, for example. Those two particular staff groups are temporary added supports. They come into the school; a specialized education worker would come in to support

the child and the team until we can allocate Staffing adjustments as per Collective agreements.

Thank you for making the decision to extend the program and allow students who started it to complete the full two years. It was a big decision for our family and we appreciate the opportunity to have our child remain in the program and in a classroom she loves and enjoys every day.

I understand and can appreciate the comment on equity for all students. Unfortunately not all ASD students are the same therefore it can't be Equitable for some children who will always need more resources and help than others. The other issue I see with the APT is how many children are there at once. How will we keep our children safe from older children or children that may be aggressive? How can you guarantee our child does not regress or pick up the bad habits from the other classroom?

Well I'd like to state that you know in kindergarten they're integrated with their peers and so there may be behavioral issues there that are not necessarily tied to any diagnosis. So children are exposed to those behaviors from the start really and so when they start grade one and they're out for recess for example the same exposure exists. I would say that as Educators we do everything we can to make sure that our students are safe, however even with all of those safety nets in place, there are still those risks where our children pick up other behaviors or they're frightened by certain behaviors and then we support that. We support with recess skills we support with lunch skills when Angie shared the schedule with you very important for our ASD itinerant to be there for lunch at recess. There's lots of skill building and support there and in terms of groupings in the APT class they are always very small groupings and again if you have an aggressive student there are minds on to how you know we support that student as well as the students that are non-aggressive or who require quiet settings. So again I would encourage parents who have those concerns to share them with the classroom teachers, the APT teachers, the ASD teams and the principals of course. If you have those concerns but again as they grow we want them to be able to adapt and to be able to have the skills they need to deal with those sometimes frightening situations and we do understand that children with autism have more challenges or different challenges and that's where the expertise will certainly come into play. AC- if I can just add a comment around Equity. I think it's

important to understand that some students are not even considered for the classroom as I mentioned earlier we typically place students in the classroom around end of April beginning of May so any student that comes to us later on is not considered and then also we have emerging needs some students who may look needy at this time but there may be needs later on in September, October or later on in January and those students do not have opportunity to go into the classroom but with the ASD itinerant teacher we would be able to put that itinerant teacher in the school that needed support.

There there's a little bit more about the Italian program so I wonder if you could just once again let parents know where they can direct questions about that thank you Ellen yes I certainly encourage parents um who have been making have been sharing those points um with um again our associate director or our director in terms of how you feel about that funding as that's outside of our purview

One final question to clarify is the APT room open to all students with special needs in the school from JK to grade 8?

Yes so the APT is the alternate placement teacher so that would mean any student that requires support on an alternate program. For example students that require functional literacy and numeracy so they would come in for both math and language some of our students follow the academic stream very well but they need support with social skills for example so they would come in once a day and have lessons on social skills, practice social skills etc. It is open to any student in the school from FDK to grade 8 that requires that support but of course our AP teachers are very well aware that they will not combine an FDK JK with a grade 8 student so they're very mindful on how to schedule and that's where we have also we don't just have ASD itinerant teachers we have our special education Consultants that support our schools with scheduling and programming so our APTs reach out to us all the time so we support them with planning programming etc and sometimes too depending on the student needs they will carve out time for one-on-one with particular students who require just that very intensive one-on-one support.

That's all so it I don't know if you're going to keep the form opened or if you'd like to comment on that.

Thank you so much Ellen for doing that job for us very well this evening and I want to thank you all who are watching this evening for your questions. We are going to leave that Google form open. We'll probably give it a day or two and then that will provide you because you know you may be thinking of things after this presentation so please do populate the Google form even if you have some comments we welcome those and suggestions. Angie and I and the team will be taking your questions and responding to those and we will be posting our presentation and the questions on our website so you will have access to that. You've asked us to send you the presentation so we'll send that to you in PDF form. Again we would like to thank you for your attendance this evening and for all of your questions and suggestions again. We can only be better with your input and your advocacy so thank you. God bless and we look forward to seeing you again when we have all of the data that we will share with you.

Take care

Principal Q&A; ASD Class Restructure:

1. Typically how long will the itinerant ASD teacher be assigned to a school?

The ASD Itinerant teacher will be assigned to a school for a quarter of a term with the possibility of extending the assignment if needed

2. How many itinerant ASD teachers will there be ? How will their placement in schools be equitable?

There will be 4 teachers that will be assigned to schools based on the school and system needs.

ASD Teachers Q&A: ASD Class restructuring:

1. Will it be determined at the beginning of the year which schools would get support and when this support would be expected through the year?
[We will start with the assignments for September to November giving priority to the students leaving centers. We will then monitor the implementation and new needs in order to determine the next groups.](#)
2. I am really concerned about the idea of 16 schools (4 for half term). Is there any wiggle room or discussion about this? I am not sure how effective I would be with this amount of schools in a short period of time. Would we be able to reconfigure the timeline of this roll out?
[The schools will be assigned for a quarter of a term. However, if the ASD Itinerant teacher and/or school require more time to consolidate the program and strategies, we would consider the extension of the involvement.](#)
3. Is there flexibility in scheduling? Visiting 4 schools for half a term would only allow for maybe 20-25 half days. This doesn't allow enough time to learn the student profile, try strategies, implement and show success so that teachers can continue what has been implemented. Also, with this model, some schools won't receive support until mid-April which doesn't set the students up for a successful year
[The process will be fluid and based on the needs of the school and system needs. The APT teacher will be the main teacher for the student so the ASD Itinerant will be an additional resource.](#)
4. What do the boundaries look like for each teacher?
[All schools will be grouped in 4 regions and each teacher will be assigned schools from 2-3 regions in order to provide flexibility to the system e.g. region may be more needy at any point in time.](#)
5. Where can the ASD teacher store resources/supplies for daily use?
[We will have spaces available for teachers to store materials and resources in order to use them as needed for modeling and demonstration.](#)
6. Will the asd teacher have a dedicated space to work with students?
[The expectation for ASD Itinerant teachers is to model and support implementation in any school setting alongside relevant staff.](#)
7. What data collection would be required of the asd teacher?
[Student data will involve direct support to the teacher; data about the role will be requested; and Pre and Post data using a Classroom Readiness checklist](#)
8. Do ASD itinerants schedule prep time in their daily schedule?
[Yes, as per collective agreements.](#)
9. Do ASD itinerants cover duty at their school? If so, would they be expected to do a duty on lunch or is that travel time?
[No, the ASD Itinerant teacher is not assigned for duty. However, they may be expected to model strategies during recess.](#)

10. Will asd teachers be provided with technology (laptop) to use between schools. Also materials required to make resources (printer, laminator, pouches, Velcro, etc)
Yes, they will be able to keep their current laptop in the ASD class and we will do an inventory of the resources and materials in order to provide everything that is needed.
11. How will groupings in schools with larger number of FDK students work? For example, Pope Francis has 120 new JKs starting in September. Is there a max for how many students per group?
As stated earlier, assignments will be based on need and flexibility.
12. Where will we be working with students once in the school? Do we have our own space?
ASD Itinerants will be supporting student and modeling strategies to different staff members in the Special Ed Classroom and/or FDK class as well as any other space that the student is going to e.g. GYM, Library.
13. What exactly are we responsible for when working with the students?
Ensuring the programming and strategies implemented are meeting the needs of the students and staff is implementing it properly.
14. Are we responsible for writing any reports, IEPs, etc?
IEP and Report card are the responsibility of the Special Education and Classroom Teachers, however, ASD Itinerant teachers will keep a log of involvement and summarize via a discharge report and also collect data.
15. What does the flex day look like? What does it entail?
Planning, preparing materials, consulting with ASD team, extra visits as needed, training.
16. How much time will be allotted for travel? Will the 2 schools we are scheduled at for the day be factored in?
The assigned schools will be geographically close especially two schools that will be visited in the same day.
17. Is support only for FDK ASD students (with diagnosis) or is it possible that other students that may benefit from the strategies could be included in school groupings?
ASD Itinerant teachers will be assigned to students with an ASD diagnosis and/or students in the Social Communication Program, formally identified and/or supported on the SE5.
18. The role was presented to begin with 4 teachers in the first year, and grow to 7 teachers for the second year. Is there a chance that the number of teachers required for the second year will get reduced to less than 7 teachers?
The plan of the implementation will be reviewed after the first year based on the data collected.
19. Will there be training provided for the new position ?
There will be the initial and ongoing training provided, especially for teachers that were on leave and missed training that was provided in the last two years.
20. How many students will be on our roster? Is there a min or max per term?
The number of the students will be based on the school and system needs and will be reflected in

flexible and fluid assignments.

21. What is the timeline like per school that we go to? Is it 4 schools per 1/2 term? (I.E. a new set of schools every 2-3 months)

Yes, however, there will be flexibility in determining the assignments based on school and system needs.

22. Is our role more to work with the ASD kindergarten students? Or are we working with the teachers to model and/or set up strategies/resources?

It's both, the goal is to support students while building the capacity of staff.

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Diana Candido, Superintendent of Education: Exceptional Learners

Date: June 20, 2023

Report: Funding for One Year Student Services Positions

EXECUTIVE SUMMARY:

YCDSB Student Services has experienced a decline in funding for several years due to decreasing overall student enrolment and Ministry of Education funding models that have not changed. As a result, several cuts to the Student Services staff have been addressed. In order to continue meeting the needs of our special education students, other funding sources may be accessed to hire one year positions.

BACKGROUND INFORMATION:

Short Term Staffing: Children's Treatment Network (CTN) Grant

YCDSB is a hosting partner of the Children's Treatment Network (CTN). As a hosting partner, CTN provides YCDSB with an annual budget and YCDSB recruits and manages staff who deliver services in accordance with CTN requirements. As part of our hosting arrangement/partnership agreement, YCDSB is required to monitor staff productivity statistics and to prepare a number of monthly reports for CTN. In recognition of the costs related to this work, CTN provides the YCDSB budget to cover “support costs”, including costs related to the use of administrative assistants.

Short Term Staffing: SEA Grant

The Special Equipment Amount (SEA) provides annual funding to Ontario DSBs to assist with the costs associated with ensuring students with special education needs receive the equipment/technology essential in order for them to access curriculum and attend school. In addition to costs associated with purchasing and maintaining equipment, the SEA grant permits DSBs to use SEA funds to cover staffing costs required for the successful implementation and use of this equipment, as long as boards do not create new full time equivalent (FTE) positions. Historically, YCDSB has carried a significant annual surplus forward in the SEA budget.

In the Spring of 2022, recognizing the need for enhanced training and support for educators supporting students using SEA equipment, Student Services obtained approval from the Ministry of Education for the creation of new, temporary positions (SLP, CDA and OT) using surplus funds in the YCDSB SEA Grant budget.

SUMMARY

Based on the positive impact those temporary positions have had on our students, additional short term FTE will be added for 2023/24 school year bringing the total FTE to be covered by the SEA Grant to the following:

- 1.0 FTE SLP position
- 3.0 FTE CDA positions
- 3.0 FTE OT positions
- 1.0 FTE OTA position
- 0.5 FTE Hearing Consultant Position

CTN budget for the following:

- YCDSB will use funds arising from the CTN hosting partnership to cover costs associated with a new 0.6 FTE administrative assistant position.

Prepared by:	Diana Candido, Superintendent, Exceptional Learners
Reviewed and Submitted by:	Michael Gray, Superintendent of Human Resources
Endorsed by:	Domenic Scuglia, Director of Education;Jennifer Sarna,Associate Director

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: International Education Department

Date: June 20, 2023

Report: International Education- Semester Abroad Program 2024

EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Trustees with information regarding the re-introduction and re-envisioning of the Semester Abroad Program for secondary students.

BACKGROUND INFORMATION:

For the first semester in each school year from 2005 to 2012, the Board, in partnership with Centro Scuola, offered secondary students in Grades 10 and 11 with the opportunity to study in Italy where teachers delivered four (4) courses from the Ontario curriculum in Italy. Students and staff lived in a dormitory and classes would run out of rooms that were rented in a local school.

SUMMARY:

As part of the strategic vision for expanding program offerings, the International Education Department will be re-introducing a similar opportunity to secondary students but alternatively, in Angers, France within the Bretagne region of the country. Currently, six (6) York Catholic high schools offer French Immersion programming for students. All secondary students are required to take Grade 9 French in order to graduate from high school.

Offering this program in France provides students the opportunity to improve their fluency and proficiency in French and promotes and supports York Catholic's French immersion and French language programs. According to the Ministry of Education's *Strategy for K-12 International Education in Ontario*, an internationalized learning environment will allow students to build intercultural friendships and networks that will continue beyond their school years. This program also aligns with the *Framework for French as a Second Language in Ontario Schools*, which recognizes that English-French bilingualism is an economic and cultural asset both within Canada and abroad.

In partnership with Mobiliteen, an approved recruitment service provider for the International Education Program, students would attend classes in Mongazon College et Lycee, Angers, France with credit courses being taught by YCDSB teachers. Mobiliteen would find host families with whom the students would live, within the community.

Students would integrate with the local high school students at lunch, and during other organized activities. Furthermore, students and staff would have access to the school facilities, including the library, gymnasium and cafeteria. This program would offer students the ability to earn credits, while also improving their French fluency and proficiency through the homestay experience; thereby improving cross-cultural communication and critical thinking skills.

In September 2023, the Principal of International Education, along with the Director of Education, who is able to legally bind the Board for partnerships, will attend Mongazon College et Lycee, Angers, France to meet with school personnel and finalize a partnership agreement.

The details of the semester abroad program, including the cost for each student will be finalized during the 2023-24 school year. The cost to each student will include, but is not limited to: travel, homestay accommodation, educational excursions and personal spending money. Staff will update the Board of Trustees on the details of the program in the Fall 2023.

On behalf of the International Education Program team, staff wish to express its sincere appreciation and gratitude for the strategic and intentional focus on the International Education Program over the last three years. Your support has allowed for a plethora of growth activities which have laid the foundation for sustainable, long-term expansion and success. The team thanks the Board of Trustees for their continued support and that of the senior administrative team.

Prepared by: Michael Gray, Superintendent of Human Resources & International Education; and
Iolanda Faraone, Principal, International Education.

Reviewed & Submitted by: Michael Gray, Superintendent of Human Resources & International Education.

Endorsed by: Domenic Scuglia, Director of Education; and Jennifer Sarna, Associate Director of Education.



Pope Francis

AUGUST 2023

TRUSTEE SERVICES

September 2023

Sept 4—Labour Day
 Sept 5—First Day of School
 Sept 12—Policy Review 6:30 pm
 Sept 18—OCSTA Fall Regional Mtg
 Sept 18—SEAC 7pm
 Sept 19—Executive Public 3pm
 Sept 19—Executive Private 4pm
 Sept 19—Audit Cmte (Public) 4:30 pm
 Sept 19—Audit Cmte (Private) 5:30 pm
 Sept 22—E/S PA Day
 Sept 25—YCPIC 7pm
 Sept 26—Committee of the Whole 6:30 pm
 Sept 26 —Regular Board 7:30pm
 Sept 30—National Day of Truth & Reconciliation

*Long warm days....
 The pace of life slows...
 A time for picnics
 and rest in the shade...
 Lord,
 Help me to rest awhile
 in the cooling shade
 of Your presence.*

*Slow down my restless heart and
 fill me with gentle
 compassion for all
 Your people.
 Amen.*

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7 SIMCOE DAY HOLIDAY	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 Exec (Public) 3pm Exec (Private) 4pm	24	25	26
27	28	29 Director's Council 6:30 pm Mass 7:30 pm Regular Board 9:00 pm CTW	30	31		