
POLICY DEVELOPMENT COMMITTEE MEETING

TUESDAY, JANUARY 30, 2018

6:30 – 8:30 P.M.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Linda Ainsworth

Trustees who are unable to attend the meeting are asked to please notify Pam Smith.

A. Call to Order:

1. Opening Prayer, Mr. Dave Bernier.
2. Approval of Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Minutes of the Policy Committee Meeting held on November 21, 2017.
5. Business Arising from the Minutes.

B. Presentations/Recommended Actions:

1. RA.: Draft Directional Policy # 1300 Student Transportation (Feedback from Website).
Mrs. Isabel Grace, Superintendent of Business and Finance/Facility Services.
2. R.A.: New Draft Administrative Procedure #905 Bomb Threat Procedures.
Mr. Tim Moloney, Superintendent of Learning/Student Success.
3. R.A.: New Draft Administrative Procedure # 507 Disability Management.
Ms. Joan Carragher, Superintendent of Learning, Leadership and Human Resource Services.
4. R.A.: Draft Administrative Procedure #319 (New) Anaphylaxis – Reducing the Risks.
(This will combine Policy/Administrative Procedure #404).
Mrs. Anne Marie Duncan, Superintendent of Learning, Special Education Services.
5. R.A.: Draft Administrative Procedure # 206 (New) Admission to Catholic Schools.
Mrs. Laurie Corrigan, Superintendent of Learning/Information Technologies.
Mrs. Dawn Michie, Superintendent of Learning/Program K-12.

C. Information Items:

D. Next Meeting:

1. Date: Tuesday, April 3, 2018 6:30 p.m. – 8:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

E. Conclusion:

1. Closing Prayer, Mrs. Ruth Ciraulo.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, November 21, 2017 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough

PRESENT

Trustees: Mmes. Linda Ainsworth (Chairperson), Ruth Ciraulo, Christine Dunn.
Michelle Griepsma, Helen McCarthy.
Messrs. Dave Bernier, Dan Demers.

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan,
Dawn Michie.
Messrs. Timothy Moloney.

Regrets: Mmes. Isabel Grace
Messr. Michael Nasello

Recorder: Mrs. Pamela Smith

1. **Call to Order:**

1. Opening Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, called the meeting to order at 6:30 p.m. and asked Mrs. Michelle Griepsma, to lead the Opening Prayer.

2. Approval of the Agenda.

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mrs. Helen McCarthy, that the Policy Committee Agenda dated November 21, 2017 be approved with the amendment that B1 Draft Updated Administrative Procedures Occupational Health and Safety be identified as new # 512.

Carried.

3. Declarations of Conflicts of Interest.

There were no declarations of conflicts of interest.

4. Approval of the Minutes of the Policy Development Committee Meeting held on, October 3, 2017.

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mrs. Helen McCarthy, that the minutes of the October 3, 2017, Policy Development Committee Meeting be approved as presented.

5. Business Arising from the Minutes.

There was no business arising from the minutes.

B. Presentations/Recommended Actions:

1. Draft updated Administrative Procedure – Occupational Health and Safety (New #512).

Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services, presented the updated Administrative Procedure #512 – Occupational Health and Safety and answered questions. Trustees were informed of the changes to the updated Administrative Procedure.

The Occupational Health and Safety Administrative Procedure is very aligned with current legislation and the Occupational Health and Safety Act. This administrative procedure relates to our employees not our students. An annual review of this administrative procedure is required. A Health and Safety report from the Board Joint Health and Safety Committee will be shared biannually with the Board. Ms. Carragher identified the Joint Health and Safety Committee membership and noted that all schools have their own Site Inspection Committee.

Trustees requested the below amendments to the draft document: (red indicates added)

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.
- ADD under Trustee Responsibility
Reviewing the Occupational Health and Safety Administrative Procedure as part of its regular policy and procedures review cycle.

MOTION: Moved by Ms. Christine Dunn, seconded by Mr. Dan Demers, that the current Policy and Administrative Procedure, *P-405 and AP-405 – Occupational Health and Safety* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – #512 Occupational Health and Safety and will be under Directional Policy-#500 Employee Relations.

AND

will be reviewed yearly.

Carried.

2. New Draft Administrative Procedure #320 Supporting Positive Student Behaviour: Safety for All.

This will combine Policy/Administrative Procedure #407 Staff Safety with Student with Special Needs AND Policy/Administrative Procedure #804 Physical Intervention with Students.

Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services, and Mr. Tim Moloney, Superintendent of Learning/Student Success, shared the rationale for combining both policies and administrative procedures. Mrs. Duncan and Mr. Moloney reviewed the Draft Administrative Procedure #320 Supporting Positive Student Behaviour: Safety for All, and answered questions. Appendixes and forms were attached for review and still require some adjustments.

Trustees requested the below amendments to the draft document:

- Under Action Required –request to condense this section as some repetitive language.
- Page Four – #1 Staff and Student Safety: Positive Behaviour Supports, section “C” Safety Plan request to define the period of time. If time would not be consistent depending on the type of incident then it may be better to reference who holds the final determination of how long the time will be, such as the school holds the final decision on time. This change may also impact the Safety Plan Template form that would need updating.

Safety plans are no longer required where the school team has evidence that the unsafe behaviours no longer exist. The evidence would show a period of time without any incident of unsafe behaviour with the potential to cause a risk of injury to self and/or others. This decision is supported by the behaviour data tracking. Parents/Guardians must be consulted regarding the removal of a safety plan. When a safety plan is no longer required, school personnel should update the information in SEOS on Form 32b.

- Page Eight – Section 4 Admission of students with a Current Pattern of Unsafe Behaviour, section B-From Outside the Board, bullet three sub bullet 6 the acronym FBA needs to be identified as – Functional Behaviour Assessment.
 - An FBA;
- Page Ten – Staff Absences - Add Teacher in Charge (TIC). The Teacher in Charge should have knowledge and resources when in that position. Principals should leave plans/expectations for TICs.
- Page Seventeen – Responsibilities – Under Principals are Responsible for:
 - Establishing and communicating clear processes for the development, review and communication of safety plans;

ADD reference providing parents with timely information and ensure parents that supports are in place or add as new bullet.

ADD reference to inform and collaborate with parents on behavior supports.

- On HR 5 appendix g should there be a reference to employment other than our Board and should there be a reference to workman compensation.

- Add Bill 168 to references

MOTION: Moved by Mr. Dan Demers, seconded by Mrs. Helen McCarthy, that the current Policy and Administrative procedure, *P-407 and AP-407 – Staff Safety with Students with Special Needs* **AND** *P-804 and AP-804 Physical Intervention with Students* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – **#320 Supporting Positive Student Behaviour: Safety for All** and will be under Directional Policy-#300 Student Achievement and Well-Being.

Carried.

C. Information Items: No Items.

D. Next Meeting:

1. Tuesday, January 30, 2018 6:30-8:30 p.m.
2. Selection of Member for Opening Prayer – Mr. Dave Bernier
3. Selection of Member for Closing Prayer – Mrs. Ruth Ciraulo

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, asked Mrs. Helen McCarthy to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Mr. Dan Demers, seconded by Mr. Dave Bernier, that the meeting adjourn at 7:43 p.m.

Carried.

Linda Ainsworth
Committee Chairperson
pls

Michael Nasello
Director of Education

BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	DIRECTIONAL POLICY NUMBER
STUDENT TRANSPORTATION	1300

DRAFT AS OF 2017-10-17

TITLE OF DIRECTIONAL POLICY:

STUDENT TRANSPORTATION

DATE APPROVED:

X

PROJECTED REVIEW DATE:

X

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the safe, efficient and effective transportation of eligible students to and from school.

PURPOSE:

Parents are responsible for ensuring their children attend school, and transportation to school is ultimately the responsibility of parents. Under the Education Act, transportation services may be provided by a school board and in those circumstances, the Board of Trustees is responsible for setting the parameters for providing transportation services, including determining the eligibility criteria and establishing other transportation related parameters. This directional policy will be supported by the establishment of administrative procedures that reflect responsive and responsible allocation of transportation services that adhere to relevant legislation and regulations, and ensures the safe, efficient and effective transportation of eligible students.

The administrative procedures and practices that emerge from this directional policy will clearly identify the Board's procedural requirements regarding eligibility for transportation, appeal processes, student safety, route operation, safety and conduct on school buses, reporting on bus accidents and other transportation matters.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Student Transportation Directional Policy supports our Vision for Achieving Excellence in Catholic Education.

This Vision calls the Board to these Strategic Priorities:

**RESPONSIBILITIES:**

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic community supported by the Multi-Year Strategic Plan
- setting direction and policy that governs the PVNC Catholic District School Board
- assigning responsibility to the Director of Education for operationalizing and managing the Student Transportation Directional Policy and associated administrative procedures.
- monitoring and holding the Director of Education accountable respecting the adherence, implementation and operational details of the Student Transportation Directional Policy.

- establishing the parameters to which the implementation of the Student Transportation Directional Policy and resulting administrative procedures will apply.
- adhering to the transportation consortium joint agreement outlining Board of Trustees responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).

The Director of Education is responsible for:

- providing leadership regarding adherence, implementation and operational details in the Student Transportation Directional Policy and associated administrative procedures.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Student Transportation Directional Policy.
- aligning human and financial resources with the Board priorities and by demonstrating professionalism and accountability for high standards of practice in all Board operations.
- adhering to the transportation consortium joint agreement outlining Director of Education responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).

Superintendent of Business and Finance is responsible for:

- collaboratively leading the development of the administrative procedures and practices aligned with the Student Transportation Directional Policy.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Student Transportation Directional Policy.
- working collaboratively with the Director and Superintendents, Principals and Vice-Principals, and the Transportation Authority to build capacity of staff in their knowledge and understanding of the Student Transportation Directional Policy and associated administrative procedures.
- adhering to the transportation consortium joint agreement outlining responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).
- working collaboratively with co-terminous school boards, the Transportation Authority, and parents with respect to resolving issues and concerns related to transportation services and agreements, and implementation of associated transportation procedures.

Superintendents are responsible for:

- providing leadership and support for Principal/Vice-Principals, Executive/Administrative Assistants and staff in their knowledge, understanding, implementation and adherence to the Student Transportation Directional Policy and associated administrative procedures.

Principals, Vice-Principals are responsible for:

- providing leadership, management and support for the members of their schools and departments in the knowledge, understanding, implementation and adherence of the Student Transportation Directional Policy and associated administrative procedures.
- working collaboratively with parents, the Transportation Authority and Board administration in implementing the administrative procedures.

Staff are responsible for:

- working collaboratively with colleagues to successfully implement the Student Transportation Directional Policy.
- adhering to the administrative procedures that support the Student Transportation Directional Policy.
- being proactive and self-directed in building their knowledge and understanding of the Student Transportation Directional Policy and associated procedures.

Transportation Authority is responsible for:

- implementing the parameters of the Student Transportation Directional Policy and the administrative procedures that support the Student Transportation Directional Policy.
- working collaboratively with parents, schools and administration in implementing the administrative procedures.

PROGRESS INDICATORS:

- achieving compliance with the Education Act and various regulations with respect to accountability measures
- approval of annual budgets in compliance with the Education Act
- sound application and management of financial systems and internal controls
- meeting regular timelines for financial and operational reporting
- regular monitoring of service provider performance, including safety data.

DEFINITIONS:

Transportation Authority:

For the jurisdictions of the Board in Peterborough, Northumberland and Clarington, the transportation authority is Student Transportation Services of Central Ontario, through its Chief Administrative Office. Additional information is available at www.stsco.ca

For City of Kawartha Lakes, the transportation authority is Trillium Lakelands District School Board through its Transportation Supervisor. Additional information is available at www.tldsb.on.ca

REFERENCES:

- Education Act and Regulations

DRAFT

PARAMETERS

Eligibility Distances for Transportation

Students will be eligible for transportation services if their primary residence is more than the eligibility distance noted below by the shortest direct walking route as measured by the Transportation Authority (by publicly maintained road and/or walkway) from the school that the primary residence is within the catchment area for:

Grades JK-3	1.0 km
Grades 4-8	1.6 km
Grades 9-12	3.2 km

Effective September 1, 2018

Grades JK-SK	1.0 km
Grades 1-8	1.6 km
Grades 9-12	3.2 km

Board administration may develop an administrative procedure that provides for the guidelines to support this parameter, including method of measurement, and provide for specific circumstances outlining exceptions/exemptions to this parameter

Students eligible for transportation according to the eligibility distances noted above will be assigned to a bus stop location according to the following bus stop location distance guidelines, as measured by the Transportation Authority:

Grades JK-3	1.0 km
Grades 4-8	1.0 km
Grades 9-12	1.6 km

Students eligible for transportation services may be assigned to an existing stop regardless of the distance if a safe bus stop location cannot be established within the distances applicable to bus stop locations as noted above.

Notwithstanding the distances outlined above, transportation may be provided for students requiring specialized programs. Transportation shall only be provided while the student is enrolled in the specialized program. Determination of which programs are deemed 'specialized' and eligible for transportation rests with Board administration.

Out-of Boundary Students

Each school shall have a defined attendance boundary. A student's primary residence in relation to a defined attendance boundary determines the designated school for a student. Under certain circumstances, permission may be granted to a student to attend a school outside their defined attendance boundary (see Administrative Procedure 808 – Transfer of Students Out of Designated Boundaries). Transportation for out-of-boundary/out-of-board students is ultimately the responsibility of the parent(s) or guardian(s).

Notwithstanding the above, Board administration may develop an administrative procedure that provides for the guidelines to support this parameter and provide for specific circumstances outlining exceptions/exemptions to this parameter.

Transportation To and From School from a Child Care Facility or Babysitter Address

Transportation service may be provided to and from school from a child care facility or a babysitter address provided the service can be accommodated using an existing single bus route both morning and afternoon within the current route network.

The child care facility or the babysitter address must be within the school catchment boundary of the school to which the student attends.

Board administration may develop an administrative procedure that provides for the guidelines to support this parameter and provide for specific circumstances outlining exceptions/exemptions to this parameter.

Transportation for Medical Reasons

Transportation may be provided for students that would not otherwise be eligible for transportation services where there is a medical condition or a short-term disability that precludes the student from walking and where the parent/guardian is unable to transport the student.

Board administration may develop an administrative procedure that provides for the guidelines to support this parameter and provide for specific procedures.

Length of Time on Buses

It is expected that the Transportation Authority will design bus routes such that the length of time a student would spend riding the bus from their home or pick up point to the school in which attendance area they reside, would not be longer than the following:

Junior Kindergarten to Grade six (6): one hour

Grade Seven (7) to Grade Twelve (12): one hour and thirty minutes.

There may, however, be exceptions should the student opt to attend a school outside of their regular attendance area, if there is no school in the immediate area and students must travel to the nearest school facility, or if the attendance area is a significant geographic area.

ADMINISTRATIVE PROCEDURE

Administrative Procedure Section

Bomb Threat
Procedures

Administrative Procedure Number

AP-905 (NEW)

Directional Policy

Safe and Accepting Schools - 900

TITLE OF ADMINISTRATIVE PROCEDURE:
Bomb Threat Procedures

DATE APPROVED:

Draft

PROJECTED REVIEW DATE:

DIRECTIONAL POLICY ALIGNMENT:
Safe and Accepting Schools

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED/GUIDELINES:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to providing a safe learning and working environment for all students and staff. This administrative procedures will support the consistent planning and response across all PVNCCDSB schools and board buildings in the event that a bomb threat is received, an explosive device is discovered, or an explosive incident takes place.

The Ministry of Education mandates that:

1. all publicly funded school boards in Ontario must establish a bomb threat policy to ensure the development and implementation of individual school plans; and
2. each board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- Reviewing this Administrative Procedure to ensure its alignment with the Safe and Accepting Schools Directional Policy.

The Director of Education is responsible for:

- Establishing and implementing a multi-year strategic plan which reflect the Safe and Accepting Schools Directional Policy, under which this administrative procedure falls;
- Overseeing the implementation of the Bomb Threat Administrative Procedures; and
- Informing Trustees of a bomb threat response that results in a full or partial evacuation, either by email or phone, as soon as possible.

The Superintendent Responsible for Emergency Preparedness is responsible for:

- Collecting and reviewing, annually, the Emergency Response plans, which will include a Bomb Threat Plan for each Board facility.

The Superintendent of Business/Finance and Plant is responsible for:

- Ensuring updated floor plans exist for every board facility, using consistent colour coding, and are provided to the administrator at each site;
- Ensuring the clear identification of each building/portable, on all sides of the building, with a building identifier, such as a number. All exterior doors shall be clearly identified, such as doors A, B, C, etc.;
- Ensuring all rooms within the building are clearly marked with room numbers; and
- Ensuring all facilities have adequate operational PA systems capable of being activated outside.

The Superintendent of Safe Schools is responsible for:

- Ensuring implementation and training takes place for all employees at all Board sites;
- Ensuring any communication/policies or administrative procedures relating to bomb threats, including bomb threat plans, include the consistent use of terminology (see definitions); and
- Ensuring the Director of Education is notified of any and all incidents involving a bomb threat or explosive/incendiary device.

The Principal/Manager is responsible for:

- Developing a site specific Bomb Threat Plan (Appendix A);
- Ensuring all bomb threat information is complete and that the plan is attached and submitted with the Emergency Response Manual Renewal/Update Report (E.R.1);
- Ensuring staff and students receive training;
- The safety and well-being of staff and students during a bomb threat;
- Working closely, and co-operatively, with Police Services, and
- Contacting the Family of Schools Superintendent and reporting any bomb threat or explosive/incendiary device incident, as soon as it is safe to do so.

Facility Assessment and Physical Security

- Ensuring all emergency exits are kept clear from obstructions;
- Providing for the regular inspection of all first aid and firefighting equipment;
- Ensuring all interior/exterior and auxiliary lighting is adequate and in good working order; and
- Providing for controlled access to critical areas in the facility (ie. the main office, electrical/mechanical rooms).

Medically Fragile and/or Students with Special Needs

- Sharing detailed emergency plans with emergency personnel that prioritize the evacuation of students who are medically fragile, have special needs and/or other considerations.

Floor Plans

- Co-operating with Plant Department to ensure floor plans exist for the facility, using consistent colour coding;
- Providing hard copies of floor plans, and electronic copies, if possible, to Police Services;
- Identifying command post locations (normally main office), including alternate command post, and a third off-site command post (in the event that neither the main or alternate post locations are available);
- Identifying off-site evacuation locations, and include with copies of the floor plans; and
- Posting floor plans throughout the facility, at least in every classroom and at every entry point to the facility. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

Identification of Rooms, Building and Facility Access

- Planning with Police Services, in advance, how Police Services will gain access to the facility in the event of a bomb threat; and
- Providing up to date floor plans and facility master keys for emergency services responders who may be involved in any type of search of the premises.

Bomb Threat Intake Procedures

“According to the RCMP, most bomb threats are made over the telephone by anonymous callers. Some are received in the mail or by other means, but these methods are rare. In each case, the communication should be taken seriously. School staff in positions that make them most likely to receive bomb threats should be identified in school plans and should receive training in proper procedures.”

Police/School Board Protocol (2016), Page 45

- Identifying school staff most likely to receive a bomb threat;
- Ensuring those staff members identified as most likely to receive a bomb threat, receive training to properly record precise information during a bomb threat call. Information to record should include as much of the following detail as possible:
 - Date
 - Time
 - Duration of call
 - Phone line called
 - Exact wording of threat
 - What time will “bomb” explode?
 - Where is it?
 - What does it look like?
 - Why did you place a bomb?
 - What is your name?
 - Identifying characteristics – gender, voice, speech, diction, manners
 - Background noises heard during the call
 - Estimated age of caller
 - Was the voice familiar?
 - Did the caller seem to be familiar with the area?
- Providing a checklist of information to assist with recording the information (Bomb Threat Intake Checklist - Appendix B).

Initial and Ongoing Assessment Procedures

“One of the most challenging aspects of a bomb threat incident is the initial assessment of the threat and the accompanying decisions about whether to authorize a visual scan and/or an evacuation. Many bomb threats are hoaxes intended to disrupt school exams or daily classes. Hasty decisions to evacuate or to initiate a high-profile emergency response may encourage further incidents. However, the safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information.”

Police/School Board Protocol (2016), Page 47

- Conducting initial assessment. To assist with the assessment, consider:
 - the information recorded on the bomb threat checklist (see "Bomb Threat Intake Checklist", Appendix B);
 - any other notes made by the call taker;
 - activities taking place in the school at the time of the threat (ie. examinations);
 - whether a specific location for a bomb was stated or the entire school was threatened;
 - whether the threat was specific to the current time or a future time/date;
 - any recent negative incidents involving a student, staff member, or anyone else connected with the school;
 - whether there have been any other recent bomb threats or hoaxes;
 - the likelihood of anyone having the opportunity to place a bomb in the stated location; and
 - whether a suspicious device/package has been located.
- Determining the need for a visual scan;
- Determining the need for an evacuation (partial or full);
- Notifying Police Services, and providing the information (checklist) collected; and
- Conducting ongoing assessment.

Procedures Following the Location of a Suspicious Device/Package

*The object is not to be touched or moved and should be contained immediately.

- Isolation/containment of the device/package, ensuring that it is not touched;
- Immediately communicating the discovery to Police Services and Fire Services;
- Immediate re-evaluation of any evacuation decisions in light of the discovery; and
- Taking direction from Police Services and Fire Services.

Procedures Following an Explosives Incident

- Immediately evacuate the area around the explosion scene (a minimum of 360 degree clearance) and direct evacuees to designated evacuation location;
- Contacting Police Services, Fire Services, and Emergency Medical Services;
- Providing, or directing, emergency first aid to any persons injured in the incident; and
- Ensuring there is no re-entry, until deemed it is safe to do so by Police Services.

Evacuation Procedures

- Plan for the evacuation of *Medically Fragile and/or Students with Special Needs*;
- Determining the need for a partial or full evacuation;
- Announcing the evacuation, using clear, concise language;
- Ensuring the evacuation is quiet, conducted in a systematic way; and
- Ensuring that evacuees are to bring all personal belongings that are in the immediate area.

Child Care and Other Facility Occupants

- Ensuring the appropriate staff from organizations sharing facilities are included in the development and implementation of bomb threat procedures; and
- Including these organizations in relevant aspects of planning, training, and drills, whenever possible.

Re-entry Procedures

- Ending an evacuation in consultation with the on-scene Police Services incident commander.
- Communicating, or delegating the responsibility to communicate, the end of the partial or full evacuation. This may be a general announcement or room by room/group by group communication.

Training and Drills

“Fire drills have long been accepted as an important and effective tool in preparing staff and students for procedures to be followed in the event a fire breaks out in a school. As with fire drills, drills and education related to evacuation following a bomb threat or explosives incident can help maintain order in the event of an incident. Such drills can be held as part of a school’s emergency evacuation drills.”

Police/School Board Protocol (2016), Page 57

- Training all staff, including part-time, and itinerant;
- Ensuring students receive adequate training – ie. training could be provided to secondary students via an assembly – elementary students may be trained by classroom teacher;
- Setting the date(s) for training and drills during each school year;
- Determining the type of drill and whether to involve Police Services;
- Making Police, Fire, and Emergency Medical Services (EMS) aware of drills and training dates and inviting them to participate, when appropriate;
- Overseeing the drill with Police Services support/assistance;
- Notifying the Family of Schools Superintendent and the Manager of Communications of the impending drill, when appropriate; and
- Providing staff, students, and parents with some warning of an impending bomb threat response related drill.

Communication with Parents/Guardians/Community

- Ensuring written communication is sent to all parents/guardians, the same day or the following day, in all instances of a bomb threat related response that resulted in a partial or full evacuation; and
- In consultation with the FOS Superintendent, Superintendent of Safe Schools, and Manager of Communication, initiating a Synrevoice message to all parents and guardians.

School Recovery Following a Bomb Threat

- Organizing a debriefing session with Police Services and staff;
- Requesting/providing for board support staff to be present to support staff and students; and
- Updating the bomb threat plan, if necessary.

Plan Review

- Reviewing annually; and
- Tracking the review of the plan.

Staff are responsible for:

- The safety and well-being of the students during a bomb threat situation;
- Supporting student training;
- Posting the colour coded floor plan in their classrooms;
- Conducting a visual scan of their immediate surroundings upon request from the principal;
- Providing information to students about procedures to follow during an evacuation;
- In the event of a bomb threat evacuation:
 - checking the washroom(s) for students, if it is safe to do so;
 - accessing all emergency medications, for those students requiring it;
 - following the direction of the principal (or designate) and Police Services.
- Reporting, to the Principal, any knowledge of:
 - suspicious devices/packages*;
 - an explosives incident; or
 - a bomb threat.

*note – suspicious devices/packages must not be moved.

Manager of Communications is responsible for:

- Working with Police Services to develop a plan which includes how to communicate with media, parents and the community during a crisis;
- Co-operating with Police Services;
- Communicating with media; and
- Preparing communication for parents/guardians.

Students are responsible for:

- Being familiar with the plan;
- Responding quickly to direction during a crisis situation;
- Refraining from using any electronic devices during a crisis situation; and
- Sharing, with school staff, information of anyone or anything that may be associated with or result in a bomb threat situation.

Parents are responsible for:

- Ensuring contact information is kept up to date so they can easily be reached by staff in the event of an emergency;
- Following direction as outlined by the school Principal and Police Services Service; and
- Reinforcing with their children their responsibility to follow directions during a crisis and the importance of sharing, with school staff, information of anyone or anything that may be associated with or result in a bomb threat situation.

DEFINITIONS:

Bomb Threat – a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death or injuries, whether or not such a device actually exists.

Incendiary Device – any firebomb or device designed or specifically adapted to cause physical harm to persons or property by means of fire, and consisting of an incendiary substance or agency and a means to ignite it.

PROGRESS INDICATORS:

- All Board sites have bomb threat plans included in their Emergency Response Plans, which reflect this Administrative Procedure, as per Ministry mandate;
- Staff and emergency services personnel work together to manage bomb threat situations effectively;
- There is a consistent approach across the Board with respect to bomb threat planning; and
- Consistent bomb threat response practices and procedures will be in place in all PVNCCDSB schools and Board buildings.

REFERENCES:

- [Police Services/School Board Protocol \(2016\)](#)
- [Provincial Model for a Local Police Services/School Board Protocol, 2015](#)

BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

Disability Management

ADMINISTRATIVE PROCEDURE
NUMBER

507

Directional Policy

Employee Relations - 500

Draft

TITLE OF ADMINISTRATIVE PROCEDURE:

Disability Management

DATE APPROVED: January 30, 2018

PROJECTED REVIEW DATE: 2023

DIRECTIONAL POLICY ALIGNMENT: Employee Relations

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:**1.0 Background**

All employees will be treated with fairness, consistency, respect and compassion. The Board's Disability Management Procedure is an integrated partnership among employees, supervisors/administrators, union representatives, and health care providers that support employees who cannot remain at work or return to work. The Procedure provides direction for the management of long-term absences from work.

Employees are expected to take an active and responsible role in their own medical care so that well-being can be maintained and absences from work minimized.

The Board will make every reasonable effort to keep employees in the workplace and to return employees to work safely and quickly. This will be accomplished through communicating before, during, and after an employee's absence and offering suitable modified work (see AP - 530 Accommodation).

Participation in the Disability Management Procedure is a requirement for all employees of the Board.

2.0 Purpose of the Program

The Disability Management Administrative Procedure is in place to provide employees when they are unable to attend work due to personal illness or injury. The Board will endeavour to support and keep employees at work through the accommodation process (see AP 530 - Accommodation). When accommodation is not possible, the Procedure provides eligible employees with access to sick leave and short term leave disability leave (STLDP) while they recover.

Relevant Collective Agreements and Terms and Conditions of Employment also provide information related to sick leave/STLDP, accommodation and return to work.

The process of disability management begins when an employee becomes disabled, injured or ill. At this point the employee may or may not be required to be absent from work. The program will endeavor to minimize an employee's absence from work through providing support to employees where needed, ensuring employees are receiving appropriate care and treatment, and providing accommodations.

Situations not eligible for sick leave/STLDP, such as the illness of a family member or certain medical procedures may qualify for other types of leave.

3.0 Confidential Medical Information

In order to qualify for sick leave payments a nature of illness statement, and relevant functional abilities information is within the employer's required documentation.

Inquiry as to function and further assessment, contact with Human Resource Services or the Wellness Coordinator or designate is not considered private medical information.

It is not appropriate for any employee to ask for confidential medical information, nor is it required that the employee reveal or discuss confidential information / details of their treatment plan. However, some medical issues (e.g. the effects of medications, medical conditions) can impact an employee's fitness to perform various tasks, their safety, the safety of students, or others. The employee, Wellness Coordinator and/or the Supervisor, and need to be aware of this issue and manage it responsibly to avoid placing the employee, or others in the workplace, at risk.

The completed medical documentation will be sent directly to the Board's Wellness Coordinator or designate within the agreed upon time frame. The medical can be provided via e-mail or fax machine.

Failure to provide the required medical within the agreed to time frame may result in a suspension or denial of sick leave benefits pursuant to relevant Collective Agreements or Term and Conditions of Employment.

4.0 Planned Absences from Work

Often an employee may know in advance of an absence from work and/or may know approximately how long he/she may be absent from work. In a case such as this, the following steps will take place.

When an employee is expected to be absent from work for five (5) days or greater and he/she is aware of said absence (i.e. a pre-planned procedure/surgery), he/she will immediately call his/her supervisor and call the Board's Wellness Coordinator or designate to advise him/her of the anticipated first date of absence and advise his/her supervisor.

The Wellness Coordinator or designate will provide the employee with direction on what medical documentation (as per Collective Agreements if applicable) is required to support the ongoing absence from work. The employee and the Wellness Coordinator or designate will agree to a reasonable time frame for the employee to provide the medical documentation.

If a medical procedure is planned the Wellness Coordinator or designate may require the requisite medical documentation be provided before the medical procedure or after the medical procedure, depending on the nature of the procedure.

The employee shall have the required medical documentation completed by his/her doctor/ most appropriate medical practitioner (this may be an alternate designated practitioner including Nurse Practitioner, Physiotherapist and/or treating specialist) as agreed to by the Wellness Coordinator or designate. The employee will also provide his/her doctor with a standard letter which outlines the Board's ability and willingness to accommodate.

5.0 Ongoing Absences from Work

When an employee is off work on a day-to-day basis, he/she must report his/her absence as outlined in Administrative Procedure 506 – Reporting Absences from Work.

If an absence extends to five (5) consecutive days or greater, the employee must notify the Board's Wellness Coordinator or designate and supervisor via telephone to advise them of his/her ongoing absence from work. The Wellness Coordinator or designate will provide the employee with direction on what medical documentation is required to support the ongoing absence from work. An employee will have ten (10) days from the first date of absence to provide the medical documentation. If this is not possible, alternate arrangements may be made.

The employee shall have the required medical documentation completed by his/her doctor/ most appropriate medical practitioner (this may be an alternate designated practitioner including Nurse Practitioner, Physiotherapist and/or treating specialist) as agreed to by the Wellness Coordinator or designate. The employee will also provide his/her doctor with a standard letter which outlines the Board's ability and willingness to accommodate.

When an employee is off work, reasonable follow up requests and reasonable periodic updates, may be required. Regular and ongoing communication with the Board's Wellness Coordinator or designate is required. The Wellness Coordinator or designate determines the frequency of communication with the employee and obtains further clarification, as needed.

After receipt of the initial medical documentation, the Board may require reasonable follow-up in the form of new medical documentation, pursuant to the relevant Collective Agreement or Terms and Conditions of Employment. The frequency of when the Board will require updated medical documentation is based on a number of factors which include but are not limited to:

- nature of illness;
- pre-planned absence (i.e. surgery);

- length of absence;
- current functional abilities, limitations and restrictions.

The Board, when seeking reasonable updates on medical documentation, may require the medical documentation be submitted from the medical practitioner most relevant to the nature of illness.

The supervisor will help to monitor the progress of any employee returning to regular or modified duties following an injury or illness and will routinely follow-up with the worker to ensure that the worker is complying with any restrictions and or limitations that have been assigned.

As a decision guide, communication will be more frequent when:

- it helps keep the employee connected to the workplace in a positive way;
- the duration of the absence is unclear;
- support is required which the Board can provide or arrange. eg. Employee & Family Assistance Program or outside community health services and programs;
- discussion is required concerning the employee's return to work, including modified work or workplace accommodation;
- a significant treatment milestone is approaching.

6.0 Return to Work

When an employee is ready to return to work following a long-term absence, with or without accommodation, a return to work meeting may occur. Relevant stakeholders, including but not limited to, the employee, the supervisor, the union representative (if applicable), and other Board staff may request a return to meeting and may be required to attend.

The purpose of this meeting will be to ensure all parties understand the employee's needs, address all workplace barriers, and share relevant information.

Should accommodation be required during to facilitate a return to work, see Administrative Procedure 530 - Accommodation for further details.

7.0 Long-Term Disability

Should an employee not be able to return to work and have access to a long-term disability benefit, the Board's Wellness Coordinator or designate will advise the employee of when he/she should apply and provide relevant information.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Disability Management Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.

Superintendents are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting absences from work.

Principals, Vice-Principals, Managers and Supervisors are responsible for:

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting absences from work.
- Informing the Wellness Coordinator or designate by phone and/or e-mail of employees who are absent for 5 days consecutively.
- Maintaining regular contact and offering support to employees while they are absent from work to help ensure safe and timely return to work occurs.
- Approving leave requests and verifying absences in SmartFind Express in a timely fashion.
- Monitoring the progress of any employee returning to regular or modified duties following an injury or illness and routinely following-up with the worker and Wellness Coordinator to ensure that the worker is complying with any restrictions and or limitations that have been identified and that accommodations are in place.
- Arranging supply coverage if required as per the Accommodation or Return to Work Plan and submitting appropriate notification to Human Resource Services.

Staff are responsible for:

- Co-operating in his or her timely and safe return to work.
- Call his/her supervisor and the Wellness Coordinator or designate to advise of his/her absence from work for absence of five (5) consecutive days or greater.
- Obtaining medical attention, and ensuring the timely completion and return of the medical certificate by their treating physician and/or forwarding the medical

certificate to the Wellness Coordinator or designate. To expedite the process, employees may access The Loop to obtain a copy of the relevant medical certificate and return to the Wellness Coordinator or designate.

- Ensuring they are familiar with the appropriate software programs so leaves can be reported and requested (i.e. SmartFind Express, the Hub).
- Attempting to have regular attendance at work, by taking an active and responsible role in their own rehabilitation, in attending scheduled therapy and follow-up medical appointments - with consideration to the hours of work and ability to schedule outside of work hours when possible per AP 506 - Reporting Absences.
- Working safely within limitations and restrictions.
- Maintaining reasonable communication with the Wellness Coordinator or designate.

The Wellness Coordinator or designate are responsible for:

- Contacting the worker as soon as possible after the injury occurs/ illness is reported and maintaining reasonable communication throughout the period of the worker's recovery.
- Collecting and assessing information on abilities and limitations & restrictions in an effort to engage the employee in the return-to-work process.
- Evaluating and identifying any workplace barriers and providing strategies to resolve workplace barriers.
- Attempting to provide suitable employment that is available and consistent with the worker's functional abilities.
- Communicating with the Board, union and supervisor such information as the Board may request concerning the worker's return to work.
- Coordinating with the appropriate Human Resources Officer so that vacancies can be filled where required.

PROGRESS INDICATORS:

Reporting of Absences, Tracking of Sick Leave/Short Term Leave Disability Plan, Long Term Disability

DEFINITIONS:

Disability - As per the Ontario Human Rights Code, a disability is defined as any of the following:

- Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, including, but not limited to, diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- A condition of mental impairment or a developmental disability.
- A learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- A mental disorder.
- An injury or disability for which benefits were claimed or received under the Workplace Safety and Insurance Act.

Disability Management File - An individual's file which contains confidential medical documentation related to an employee's disability. This file is kept separate from their personnel file and is secured within the Disability Management office.

LTO- Long term Occasional - Long term supply assignment - in reference to assignment of a worker CUPE- 12 days or longer supply Teaching assignments 12 days or longer

Long-Term Absence – Any absence which is 5 consecutive days or greater.

Medical Certificate – The designated template for employees to provide medical information related to their absence greater than five (5) consecutive days.

REFERENCES:

[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)

Cover Letter for Accommodated work availability

[Non-Teaching Employees Medical Certificate](#)

[OECTA/ OTBU Medical Certificate](#)

[AP 506 - Reporting Absences](#)

AP 530 - Accommodated Work



BOARD ADMINISTRATIVE PROCEDURE

Administrative Procedure

**Anaphylaxis:
Reducing the Risks**

Administrative Procedure Number

**319 (NEW)
404 (OLD)**

Directional Policy

Student Achievement and Well-Being #300

TITLE OF ADMINISTRATIVE PROCEDURE:

Anaphylaxis: Reducing the Risks

DATE APPROVED:

2018

PROJECTED REVIEW DATE:

2023

DIRECTIONAL POLICY ALIGNMENT:

Student Achievement and Well-being

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

LEAD: Broaden and provide for training and resources to support well-being for all students and staff.

Draft



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board that all students and staff have a right to safe and healthy learning and work environments. There are individuals who have life-threatening, anaphylactic allergies. Anaphylaxis management is a shared responsibility among the individuals with life-threatening, anaphylactic allergies, parents, and the entire school or workplace community.

PPM 161: *Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools*, states that any policy developed to support students with life-threatening allergies should have as its goals:

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

While it is impossible to create a risk-free environment, students, staff and parents/guardians can take important steps to minimize potentially fatal allergic reactions. There are key factors to consider in providing a safe, caring, supportive and inclusive environment for individuals living with life-threatening allergies. According to Bill 3, *Sabrina's Law*, 2005, school boards are expected to:

1. develop awareness in the school/workplace community about the management of allergens;
2. establish avoidance strategies to reduce the risk of exposure to allergens;
3. provide training on addressing life-threatening allergies; and
4. develop and communicate a Plan of Care for each individual living with life-threatening allergies.

In the case of an emergency related to anaphylaxis, school staff should refer to the student's individualized Plan of Care, and the following steps should be taken:

1. Stay calm.
2. Give epinephrine auto-injector (e.g., EpiPen®) at the first sign of a known or suspected anaphylactic reaction.
3. Dial 9-1-1. Students must go to the hospital, even if symptoms are mild or have stopped, as the reaction could get worse or come back.
4. Give a second dose of epinephrine as early as 5 minutes after the first dose if there is no improvement in symptoms,
5. Inform the emergency contact, as outlined in the student's Plan of Care.

Since anaphylaxis can be life-threatening, it must always be considered a medical emergency and treated promptly. If an individual, particularly a child, appears to be having an anaphylactic reaction, but staff is not sure, it is better to err on the side of caution and use epinephrine. The drug will not cause harm if given unnecessarily to normally healthy people, including children, and side effects are generally mild.

According to 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."

These Administrative Procedures provide direction to students, staff, parents, and the school/workplace community in understanding and fulfilling the Board's responsibilities under *Sabrina's Law* and PPM 161.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

1. reviewing this administrative procedure to ensure its alignment with the Student Achievement and Well-being Directional Policy;
2. reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

1. ensuring that the Student Achievement and Well-Being Directional Policy, and all Administrative Procedures supporting it, are in line with, and expressive of, the PVNC Multi-year Strategic Plan: Vision, Mission and Strategic Priorities;
2. overseeing implementation of the Anaphylaxis: Reducing the Risks Administrative Procedure.

The Superintendent with responsibility for Healthy Schools is responsible for:

1. ensuring training resources on prevalent medical conditions are available to all PVNC schools on an annual basis, particularly through the PVNC Safe Schools Training website portal. The scope of training should include the following:
 - strategies for preventing risk of student exposure to triggers and causative agents;
 - strategies for supporting inclusion and participation in school;
 - recognition of symptoms of a medical incident and a medical emergency;
 - medical incident response and medical emergency response;
 - documentation procedures;
2. raising awareness with all PVNC staff of Board administrative procedures on prevalent medical conditions;
3. raising awareness with all PVNC staff of the range of evidence-based resources that provide information on various aspects of prevalent medical conditions;
4. subject to relevant privacy legislation, and for the purposes of informing cyclical policy review, developing a process to collect data regularly, including, but not limited to, data on the number of students with prevalent medical conditions at each school, on the number of occurrences of medical incidents and medical emergencies, as well as on the circumstances surrounding these events.

The Superintendent with responsibility for Transportation and for Purchasing is responsible for:

1. ensuring that transportation contracts include provisions for driver training on allergy avoidance strategies, emergency procedures, and awareness of students at risk on their routes;
2. ensuring that school principals are aware that a Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A (see Appendix A) is completed for each student with a life-threatening medical condition, and that a copy of this form must be provided to the student's transportation provider;
3. ensuring that cafeteria and catering contracts are written to include provisions to address anaphylaxis including staff training, reducing the availability of foods with common allergens, implementing strategies for allergen risk management, and labelling ingredients on foods sold. Ingredient information should be available in a manner that is understandable to the consumer.

The Superintendent with responsibility for Human Resource Services is responsible for:

1. ensuring that there is appropriate training for responding to life-threatening allergic reactions available for staff and that the training is completed annually.

The Superintendents of Schools are responsible for:

1. ensuring each school has developed a school-wide Anaphylaxis Prevention and Management Plan (see Appendix F), as well as a Plan of Care for each student and staff member with life-threatening allergies.

Principals and Vice-Principals are responsible for:

1. communicating, on an annual basis, Board policies on supporting students with prevalent medical conditions to parents, staff, and others in the school community who are in direct contact with students (e.g., food service providers, transportation providers, volunteers);
2. creating a school-wide Anaphylaxis Prevention and Management Plan, which includes:
 - a. sharing information and creating awareness;
 - b. developing reasonable procedures for avoidance of potential life-threatening allergic reactions; and
 - c. executing appropriate emergency procedures;
3. communicating 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 Plan of Care with the principal. This process should be communicated to parents, at a minimum:

- a. during the time of registration;
 - b. each year during the first week of school, by providing an updated Authorization for Administration of Medication Health Form 5 (see **Appendix B**) to be completed and returned;
 - c. when a child is diagnosed and/or returns to school following a diagnosis;
4. respecting the confidentiality of students' medical information within the school environment, including practices for accessing, sharing, and documenting information. Schools must comply with applicable privacy legislation and obtain parental consent in the individual Plan of Care prior to sharing student health information with school staff, other students, or service providers. Parents and school staff should be informed of the measures to protect the confidentiality of students' medical records and information;
 5. co-creating, reviewing, or updating the Plan of Care for students with life-threatening allergies at a minimum annually with the parent(s), in consultation with school staff (as appropriate) and with the student (as appropriate), using Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A;
 6. maintaining a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition;
 7. providing relevant information from the student's Plan of Care to school staff, and others who are identified in the Plan of Care, as well as to occasional staff, volunteers, co-operative education students, student teachers, and other service providers, as appropriate, using Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A, including when there are any revisions made to the plan;
 8. providing relevant information from the student's Plan of Care to the student's transportation provider using Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A, including updates when the plan is revised;
 9. facilitating mandatory training related to life-threatening allergic reactions, via the [Safe Schools Training website portal](#), at a minimum annually, for all school staff who have direct contact with students with medical condition(s). Particular consideration should be given to the training needs of occasional staff. Training should take place within the students' first thirty days of school, where possible, to ensure the safety and well-being of the student;
 10. implementing school-based procedures to minimize exposure to allergens found in their school community such as, but not limited to:
 - a. conducting food safety discussions with all students at the beginning of the year and at regular intervals throughout the year while exercising sensitivity to impact on affected students' need for privacy;

- b. highlighting the school Anaphylaxis Prevention and Management Plan twice annually through school newsletters, websites, or social media feeds and at Catholic School Council meetings;
 - c. providing anaphylaxis information through distribution of the PVNC brochure, 'Keeping Schools Safe - Protecting Anaphylactic Students' (see [Appendix C](#)), in student agenda books, on the school website, and via social media;
11. identifying locations where students are at risk by posting 'Allergy Alert Stop Signs' outside affected classrooms;
 12. promoting emergency procedures by displaying the posters "[Anaphylaxis: Delaying Treatment Could Be Fatal](#)" and "[Blue to the Sky, Orange to the Thigh](#)" throughout the school in prevalent and relevant areas;
 13. informing parents of students with life-threatening allergies in writing (see sample letter in [Appendix D](#)) that the school requires 2 EpiPens®: one which is to be worn on the student's person at all times, and one which is to be kept at a central location in the school, accessible to staff if needed for that student;
 14. storing the second EpiPen® provided by the parents to the school in a safe, central location, readily accessible to all staff, and communicate this location to all staff, to the parents of students with life-threatening allergies, and to the students with life-threatening allergies themselves. Locations may vary within the school and between schools, given the varying floor plans, yard parameters, number of staff, number of classrooms, number of students with life-threatening allergies, etc;
 15. requesting the cooperation of parents and students of the school community in creating an allergy-safe environment (see sample letter [Appendix E](#));
 16. including a process and appropriate resources to support students with prevalent medical conditions in the event of a school emergency (e.g., bomb threats, evacuation, fire, "hold and secure", lockdown) or for activities off school property (e.g., field trip, sporting event). This process should also include considerations for occasional staff;

School staff are responsible for:

1. ensuring that they know their responsibilities as outlined in Bill 3, Sabrina's Law, and that they are knowledgeable about these Administrative Procedures;
2. being aware of all students with life-threatening allergies in the school via the Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A provided by the school administration;
3. participating in annual training related to life-threatening allergic reactions, via the [Safe Schools Training website portal](#) provided;

4. reviewing the contents of the Plan of Care, specifically information outlined in Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A, for any student with whom they have direct contact;
5. sharing information on a student's signs and symptoms with other students, as outlined in the Plan of Care;
6. following strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care;
7. supporting a student's daily or routine management, and responding to medical incidents and medical emergencies that occur during school, as outlined in the student's Plan of Care;
8. supporting inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student;
9. enabling students with prevalent medical conditions to participate in school to their full potential, as outlined in their Plan of Care;
10. being involved in the review of the school Anaphylaxis Prevention and Management Plan annually;
11. leaving appropriate student medical needs information for occasional staff replacing them, in a prominent and accessible format;
12. discussing life-threatening allergies and how to avoid these reactions with their classes, in age-appropriate terms, including:
 - a. encouraging students not to share lunches or trade snacks;
 - b. choosing allergy-safe foods for classroom/school events;
 - c. reinforcing with all students the importance of hand washing before and after eating;
 - d. the importance of cleaning surfaces after eating;
13. covering/removing garbage containers to reduce the risk of insect-induced anaphylaxis;
14. washing and disinfecting tables, other areas, equipment, and materials that are used by students with life-threatening allergies, as required;
15. ensuring that the student's second EpiPen® is taken on field trips and excursions for emergency purposes.

Parents are responsible for:

1. educating their child about their medical condition(s) with support from their child's health care professional, as needed;
2. guiding and encouraging their child to reach their full potential for self-management and self advocacy;
3. informing the school of their child's medical condition(s) and allergens, and keeping the school updated on any changes in the child's Plan of Care;
4. co-creating the Plan of Care for their child with the principal and the child's health care professional on an annual basis;
5. supplying their child and the school with 2 current EpiPens® (one which is worn on the student's person, and one which is kept in a central, accessible location in the school) in their original, clearly labelled containers, as prescribed by a health care professional and as outlined in the Plan of Care, and tracking the expiration dates;
6. completing the Plan of Care for Prevalent Medical Conditions - Health Form 5, Appendix A in conjunction with the school administration;
7. providing their child with a way to carry at least one EpiPen® at all times (such as a belt with a holster, a body pouch or fanny pack);
8. providing a Medic Alert bracelet or necklace for their child;
9. providing their child with safe foods, including for special occasions;
10. responding cooperatively to requests from the school to eliminate allergens from packed lunches and snacks;
11. encouraging their children to respect anaphylactic students and school prevention plans.

Students are responsible for:

1. taking 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;
2. participating in the development and review of their Plan of Care;
3. carrying out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carrying their EpiPen® on their person, avoiding allergens, knowing how to administer their EpiPen®);
4. communicating with their parent(s) and school staff if they are facing challenges related to their medical condition(s) at school;
5. wearing medical alert identification that they and/or their parent(s) deem appropriate;
6. if possible, informing school staff and/or their peers if a medical incident or a medical emergency occurs;

7. learning to recognize symptoms of an anaphylactic reaction;
8. following the school rules about keeping allergens out of the classroom and all common areas of the school.

PROGRESS INDICATORS:

1. The members of PVNC school and workplace communities have the information which they need to provide support to those with life-threatening allergies, including minimizing the risk of a life-threatening allergic reaction, and responding effectively if one occurs.
2. Service providers for PVNC schools also have the information which they need to provide support to those with life-threatening allergies, including minimizing the risk of a life-threatening allergic reaction, and responding effectively if one occurs.
3. Students advocate for their own health and well-being to minimize the risk of a life-threatening allergic reaction.
4. Parents cooperate with the school to provide all relevant information on their child's allergies, they consent to share that information appropriately, and they provide two EpiPens® to the school for their child's safety.
5. Data indicates that the implementation of these administrative procedures results in a decrease in life-threatening allergic reactions at school or at work.

DEFINITIONS:**ANAPHYLAXIS**

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

It is important to note that any food can cause a reaction. The priority food allergens as identified by Health Canada are peanuts, tree nuts, eggs, shellfish, seafood, milk, wheat, sesame seeds, sulphites, mustard and soy products.

While food is one of the most common causes of anaphylaxis, insect stings, medications, latex and exercise (alone or sometimes after eating a specific food) can also cause reactions. The recommended treatment for anaphylaxis is epinephrine (e.g., EpiPen®).

PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a prevalent medical condition. According to PPM 161, school board policies and procedures must include a Plan of Care form, to include:

1. preventative strategies to be undertaken by the school to reduce the risk of medical incidents and exposure to triggers or causative agents in classrooms and common school areas;
2. identification of school staff who will have access to the Plan of Care;
3. identification of routine or daily management activities that will be performed by the student, parent(s), or staff volunteer(s), as outlined in school board policy, or by an individual authorized by the parent(s);
4. a copy of notes and instructions from the student's health care professional, where applicable;
5. information on daily or routine management accommodation needs of the student (e.g., space, access to food). Where possible, a student should not be excluded from the classroom during daily or routine management activities, unless the student or the parent(s) indicate they prefer exclusion;
6. information on how to support or accommodate the student to enable participation to their full potential in all school and school board activities (e.g., field trips, overnight excursions, board-sponsored sporting events);
7. identification of symptoms (emergency and other) and response;
8. emergency contact information for the student;
9. clear information on the school board's emergency policy and procedures;
10. details related to storage and disposal of the student's prescribed medication(s) and medical supplies, such as:
 - a. parental permission for the student to carry medication and/or medical supplies;
 - b. location of spare medication and supplies stored in the school, where applicable;
 - c. information on the safe disposal of medication and medical supplies;

11. requirements for communication between the parent(s) and the principal (or the principal's designate) and/or school staff, as appropriate, including format and frequency;
12. parental consent to share information on signs and symptoms with other students.

The Plan of Care for a student with a prevalent medical condition should be co-created, reviewed, and/or updated by the parent(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the first thirty school days of every school year and, as appropriate, during the school year (e.g., when a student has been diagnosed with a prevalent medical condition).

Parents have the authority to designate who is provided access to the Plan of Care. With authorization from the parents, the principal or the principal's designate should share the Plan of Care with school staff who are in direct contact with students with prevalent medical conditions and, as appropriate, others who are in direct contact with students with prevalent medical conditions (e.g., food service providers, transportation providers, volunteers).

REFERENCES AND RESOURCES:

Sabrina's Law: <https://www.ontario.ca/laws/statute/05s07>, 2005.

[PPM 161](#): Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools, 2017.

Food Allergy Canada: <http://foodallergycanada.ca/resources/print-materials/>

Allergy Aware: www.allergyaware.ca (Free online courses about food allergy and anaphylaxis for school, child care and community settings)

Healthy Schools, Ministry of Education:

<http://www.edu.gov.on.ca/eng/healthyschools/medicalconditions.html>

PVNCCDSB Brochure 'Keeping Schools Safe - Protecting Anaphylactic Students'

Appendix A

Plan of Care for Prevalent Medical Conditions (Health Form 5, Appendix A)

Photo	Student Name: Medical Condition: Medication: Signs and Symptoms of Condition(s): Response: Staff to have access to Plan of Care: Information to be shared with other students:
-------	--

Emergency Response Procedures:

Emergency Procedure for Anaphylactic Reactions

1. Stay calm.
2. Give epinephrine auto-injector (e.g., EpiPen®) at the first sign of a known or suspected anaphylactic reaction.
3. Dial 9-1-1. Students must go to the hospital, even if symptoms are mild or have stopped, as the reaction could get worse or come back.
4. Give a second dose of epinephrine as early as 5 minutes after the first dose if there is no improvement in symptoms.
5. Inform the emergency contact, as outlined in the student's Plan of Care.

Preventative strategies to be undertaken by the school:

Routine or daily management activities, accommodations:

_____ if anaphylactic, student wears EpiPen on his/her person
_____ 2nd EpiPen is provided and in safe, accessible location: _____
_____ student is wearing medical alert identification

Appendix A Plan of Care for Prevalent Medical Conditions (Health Form 5) AP-319

Emergency Contact Information			
Name, Relationship	Cell Phone	Home Phone	Cell Phone

____ Copy of relevant PVNC administrative procedures provided to parents, student (anaphylaxis, asthma, diabetes, epilepsy)

____ Authorization for Administration of Medication form completed, signed, including prescribing physician's signature

____ Parents are consenting to sharing the information in the Plan of Care with those indicated above

____ Parents and school staff co-created this Plan of Care, and agree to exchange relevant information as it emerges throughout the year

Parent Signature

Principal's Signature

Date

Date

Next Plan of Care review date: _____

Information Collection Authorization: The personal information contained on this form has been collected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. The information is collected for the purpose of responding to medical conditions and will be reviewed annually. Questions with respect to this information should be directed to the school Principal.

AUTHORIZATION FOR ADMINISTRATION OF MEDICATION

Student Name: _____ Date of Birth: _____

Home Address: _____

City: _____ Postal Code: _____ Home Phone: _____

School: _____ Teacher: _____

Parents /Guardians must immediately notify the Principal or designate if administration of medication outlined in the Authorization for Administration of Medication form is not to occur on a given day. Such requests shall also be documented in the Student Medication Log.

MEDICATION INFORMATION

1. Name of Medication: _____
2. Amount to be Given (e.g. mg.): _____
3. Time(s) of Administration: _____
4. Duration of Administration: _____
5. Possible Side Effects: _____
6. Physician's Name: _____

Physician's Signature: _____ Date: _____
Address: _____ Phone: _____

Please share any written documentation which would be helpful.

CONSENT FOR STUDENT TO CARRY AND SELF-ADMINISTER ASTHMA MEDICATION

We agree that, _____ (name of student)

- ☐ will carry his/her prescribed asthma medications on their person at all times.
- ☐ **can carry** his/her prescribed asthma medications and delivery devices to manage asthma while at school and during school-related activities.
- ☐ **can self-administer** his/her prescribed asthma medications and delivery devices to manage asthma while at school and during school-related activities
- ☐ **requires assistance** with administering his/her prescribed asthma medications and delivery devices to manage asthma while at school and during school-related activities.
- ☐ We will inform the school of any change in medication or delivery device. The medications cannot be beyond the expiration date

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

DESIGNATED PERSON ADMINISTERING MEDICATION

I, _____, (print name) agree to administer the medication herein requested by the Parent/Guardian as prescribed by the Physician and to maintain a log of such administration.

Signature of Person Administering Medication: _____ Date: _____

Principal's Signature: _____ Date: _____

PARENT'S/GUARDIAN'S APPROVAL

Parent's/Guardian's Signature: _____ Date: _____

A new Authorization for Administration of Medication must be submitted each school year and whenever medication is modified.

Information Collection Authorization: This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and is within guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989. The information is collected for education purposes and will be used to meet student medical needs. This information will become part of the Ontario Student Record. Any questions with respect to this information should be directed to the School Principal. Users: Staff administering medication or special services.

Legal Considerations

- Immunity/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 damages are the result of an employee's negligence.
- Common law ("Good Samaritan") protects people when they provide emergency first aid in a reasonable and acceptable manner.
- Giving epinephrine and calling 911 is the medically recommended response.
- The Supreme Court of Canada has recognized that the "standard of care" owed by an educator to a student is that of "a careful or prudent parent."

Parent Obligations

- Inform the school about your child's life threatening allergies and complete an Emergency Response form.
- Ensure child carries EpiPen®/Twinject™ at all times.
- Provide additional emergency EpiPen®.

For more information, refer to the Peterborough Victoria Northumberland and Clarington Catholic District School Board Anaphylactic Policy (404) & Administrative Procedures available on the PVNCCDSB web site at:

<http://pvnccdsb/trustees/Policies & Procedures/Anaphylaxis: Reducing the Risk>



Resources

DISTRICT HEALTH DEPARTMENTS

CSACI (Canadian Society of Allergy and Clinical Immunology) www.csaci.medical.org. Updated guidelines for use by school boards, schools, and other settings.

Anaphylaxis Canada www.anaphylaxis.org. Links to resource materials and sites.

Lesson plans for students for various age groups. www.safe4kids.ca/content/schools/schools.asp

AAIA (Allergy/Asthma Information Association) Educational articles and brochures. www.aaia.ca

Food Allergy and Anaphylaxis Network (U.S.) Resource information and classroom posters www.foodallergy.org

Allerex-Canadian Distributor of EpiPen®
www.allerex.ca / www.epipen.ca

Dey L.P. - Distributor of EpiPen® www.epipen.com

Canadian MedicAlert Foundation www.medicalert.ca

Canadian Food Inspection Agency www.inspection.gc.ca

Fact Sheets regarding priority allergens
www.inspection.gc.ca/english/fssa/labeti/allerg/allerge.shtml

Paladin Labs - Canadian Distributor of Twinject™
www.paladinlabs.com / www.twinject.ca

BILL 3 — Sabrina's Law

Anaphylaxis Resource Kit developed for the Ministry of Education by Anaphylaxis Canada www.eworkshop.on.ca

PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD

1355 Lansdowne Street West, Peterborough, Ontario, K9J 7M3

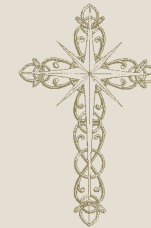
Phone: (705) 748-4861 • Fax: (705) 748-9734
1-800-461-8009

Visit our web site: www.pvnccdsb.on.ca

© COMMUNICATIONS SERVICES 2006



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board



KEEPING SCHOOLS SAFE — PROTECTING ANAPHYLACTIC STUDENTS

Sabrina's LAW BILL 3



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board



2018-01-30 Policy Committee Meeting



What is Sabrina's Law?

BILL 3 – Sabrina's Law is named after Sabrina Shannon, a 13-year-old from Pembroke with a milk allergy, who died in 2003 from an anaphylactic reaction after eating French fries which may have been contaminated by a dairy product.

The legislation has been enacted to protect anaphylactic students in a school setting, and became effective on January 1, 2006.

What is Anaphylaxis?

Anaphylaxis (*anna-fill-axis*) is a serious allergic reaction that can be life-threatening. Anaphylaxis affects multiple body systems, including skin, upper and lower respiratory, gastrointestinal, and cardiovascular.

What causes an Anaphylactic Reaction?

Food is the most common cause of anaphylaxis, but insect stings, medicine, latex, immunotherapy, or exercise can also cause a reaction. Ninety percent of serious food allergy reactions are caused by:

- Peanuts
- Shellfish
- Tree Nuts
- Milk
- Fish
- Soy
- Egg
- Wheat
- Sesame
- Sulphites (food additives)

Recognizing Symptoms

Think F.A.S.T.*

During an anaphylactic reaction any of these symptoms may appear.

- | | |
|------------------|---|
| F FACE | itchiness, redness, swelling of face and tongue |
| A AIRWAY | trouble breathing, swallowing or speaking |
| S STOMACH | stomach pain, vomiting, diarrhea |
| T TOTAL | hives, rash, itchiness, swelling, weakness, pallor (paleness), sense of doom, loss of consciousness |

* ANAPHYLAXIS CANADA

Emergency Response

- 1 Act quickly – give epinephrine immediately.
- 2 Stay with student and send someone for help.
- 3 Call 911 and use the word “anaphylaxis” or drive to the hospital.
- 4 Contact the student's parents.

What is Epinephrine?

Epinephrine is the most common medication used in a potentially life-threatening allergic reaction. The EpiPen® or Twinject™ should be administered immediately in the event of an allergic reaction.



Board Prevention and Management Anaphylaxis Plan

To adhere to the principles of Bill 3 - Sabrina's Law, the Peterborough Victoria Northumberland and Clarington Catholic District School Board has developed a Health and Safety Policy (404) and related Administrative Procedures entitled Anaphylaxis: Reducing the Risks.

The Policy and Administrative Procedures:

- Develop awareness about the management of allergens;
- Establish avoidance strategies to reduce the risk of exposure;
- Provide training on dealing with life-threatening allergies;
- Develop emergency response procedures within each Catholic school community.

In addition, the Board requires that contracts with food service providers and transportation operators address anaphylaxis awareness, avoidance, and emergency procedures.

School Prevention and Management Anaphylaxis Plan

It is the duty of every school to provide a safe environment for all students. The School Prevention and Management Anaphylaxis Plan shall fulfill the school's obligations by:

- Sharing information and creating awareness;
- Developing reasonable procedures for avoidance of potentially anaphylactic situations and reducing risks where possible, by:
 - Keeping allergens out of classrooms and common areas.
 - Eating in designated areas and keeping food areas clean.
 - Covering/moving garbage containers from play areas.
 - Eliminating nests of insects which sting.
 - Encouraging people to read food labels.
 - Avoiding unlabeled foods and not sharing food, utensils, straws and food containers.
 - Washing hands before and after eating.
 - Disinfecting classroom tables, learning materials and resources.
 - Avoiding the use of products containing rubber/latex with students who have spina bifida and/or have had invasive surgeries at a young age.
- Executing appropriate emergency procedures.

While recognizing the parents' rights to food choices for their child, most parents acknowledge the right to life and safety as greater, and will support procedures which protect the allergic child.

Appendix D - Sample Letter to Parents Requesting EpiPens®

Date

Dear Parent(s) and / or Guardian(s),

As part of our annual review of student medical needs, we would like to highlight some important practices in supporting the safety of your child.

The safety of our students is our first priority and it is a shared responsibility between the school, the parents and the student. The onus for taking precautions rests increasingly with the individual student as he/she progresses in age and maturity. While it is impossible to create a risk-free environment, steps can be taken to minimize risk for those students with life-threatening allergies. As per the Board's Administrative Procedure - *Anaphylaxis: Reducing the Risks*, schools are responsible for creating a school-wide Anaphylaxis Prevention and Management Plan, which includes:

- a. sharing information and creating awareness;
- b. developing reasonable procedures for avoidance of potential life-threatening allergic reactions; and
- c. executing appropriate emergency procedures.

Also under this Administrative Procedure, parents/guardians are responsible for sharing updated information on their children's life-threatening allergies or medical conditions with the school, and for co-creating a Plan of Care for their child with the school staff. They are responsible for ensuring that their child has a medical alert bracelet or necklace. Students with life-threatening allergies are required to carry their prescribed EpiPen® on their person at all times. Further, parents/guardians are required to provide the school with a second EpiPen®, which will be kept in an accessible location in the school. EpiPens® for individuals under the age of 24 are covered by their OHIP, as of January 1, 2018, with a prescription.

Thank you for your cooperation and support in keeping our children safe at school. Please do not hesitate to contact me should you have any questions.

Yours truly,

Principal

Appendix E - Sample Letter from the Principal (Elementary) to Parents/Guardians re Students with Life-Threatening Allergies

Dear Parent / Guardian,

Within our school community **(can be adapted just for a classroom)** there are several students who have a potentially life-threatening allergy (anaphylaxis) to foods, predominantly to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio). We feel the best way to reduce the risk of accidental exposure to these students is to respectfully ask for the co-operation of the parents/guardians within this school community to:

(choose one or replace with wording for other allergens)

- a. avoid sending peanut butter or products with peanuts listed in the ingredients; and/or
- b. talk to your children about eating at a designated location/table where they may consume products containing peanuts or tree nuts.

Thank you for your understanding. While it is impossible to create a risk-free environment, we thank you for helping us to provide an 'allergy-safe' environment for children at risk of anaphylaxis.

Please contact me should you have any questions or concerns.

Yours truly,

Principal

Appendix F - Anaphylaxis Prevention and Management Plan Components

- ☐ Plan to develop awareness of life-threatening allergies among staff, students, parents via information sharing and training
- ☐ Strategies for reducing allergens in designated classrooms, areas, school-wide
- ☐ Annual anaphylaxis and epinephrine auto-injector pen training information, including dates of training
- ☐ An individual Plan of Care for each student with a known life-threatening allergy
- ☐ Communication plan (students, parents, staff, transportation, volunteers, service providers)

Prevention and Awareness

While it is not possible to create a completely risk-free environment, school staff and parents/guardians can take important steps to minimize potentially fatal allergic reactions. It is unrealistic to attempt to ban/eliminate allergens completely. The goal is to minimize and control allergens through education.

Communication with the parent community is also an important prevention tool. Providing information on the topic of allergens and specifically on how to reduce the use of common allergen-containing foods for lunch or snacks enhances awareness.

As a suggestion, and with the cooperation and participation of the classroom teacher, the following practices may be implemented to help to create safer environments in classrooms for persons with severe food allergies:

- Students with food allergies eat only the snacks or lunch they bring from home.
- Cross-contamination (where some foods may become contaminated with a non-related allergen) should be avoided during the preparation of foods.
- Trading and sharing of food should be discouraged.
- Students should be reminded not to share utensils, drinking cups or straws.
- The use of food in crafts and activities should be reviewed in all shared spaces.
- Hand washing should be encouraged before and after eating, or after lunch or recess.
- Desks or other eating surfaces should be kept clean of food.
- Attempts should be made to reduce food allergens in the classroom during snacks, lunches and special occasions.

Appendix F – Anaphylaxis Prevention and Management Plan Components AP-319

- Parents/guardians should be asked to review the ingredients of food they send into the classrooms if specific food allergens are not be brought into a school environment.
- Staff should provide information to student volunteers who may be assisting in classrooms about who is allergic and how to get help quickly. Adult supervision during meal times should be considered for younger elementary students.
- Students should be reminded on a regular basis to help minimize the risk by not bringing food allergens to school. Annual education for all students on the topic of allergies/anaphylaxis so as to minimize risks and promote understanding and tolerance is important.
- Information regarding students with allergies/anaphylaxis (i.e., the individual Plans of Care) should be kept in a visible location in the classroom (teacher's day book, occasional staff notes on the teacher's desk and/or on bright, coloured paper posted on the wall). This information must be quickly accessed by all visitors to the classroom, from volunteers to supervising teachers.
- Anaphylactic students should be permitted, whenever possible, to keep the same desk/locker for the duration of the school year.
- Plans should be put in place (i.e., special seating or designated areas where allergens can or cannot be present and supervision is available) to minimize risks when parental support is not forthcoming, even after sufficient and reasonable requests have been made.

It is suggested that the following steps be taken to create safe conditions outside the classroom:

- Students/parents/guardians should be encouraged to provide and use belt/hip holsters or waist pouches, and carry an EpiPen® at all times.
- Students' 2nd EpiPen® should be taken on field trips.
- Emergency plans, that include a working cell phone, should be reviewed with teachers/volunteers before a field trip.
- Permission slips for off-site activities should include information about food allergies.
- Students should be discouraged from taking food outside at recess.
- Students should be encouraged to wash their hands before and after eating.
- A list of ingredients should be requested if foods are ordered in from commercial sources.
- Food preparation/handling areas should be kept clean to minimize cross-contamination.
- If packed lunches are required, students with life-threatening allergies should be reminded not to eat or drink anything that is not provided from the student's home.

Appendix F – Anaphylaxis Prevention and Management Plan Components AP-319

- Garbage disposal should be handled safely to avoid cross-contamination. Students with life-threatening allergies should not participate in garbage clean-up.

The following are recommended as additional prevention measures in secondary schools.

- Food ingredient lists should be posted in the cafeteria and available to students on request.
- On-going communication is recommended between school administration and food services staff to reduce common allergen-containing foods.
- Warning signs should be posted on vending machines where the product being sold may contain food allergens such as nuts, peanuts, or peanut butter.
- There should be on-going training for cafeteria kitchen contractors to prevent cross-contamination by hand washing after each preparation, separated cutting boards, sanitizing food preparation counters and cleaning/washing knives when changing food preparation.

Communication Plan

It is suggested that the parents and students in classes where there are life-threatening allergies, be given information on the first day of school and/or at appropriate times thereafter and that they be asked to cooperate in creating an allergen free environment.

It is suggested that the principal and staff gain the cooperation of other parents in the school by working with the parents of the students with life-threatening allergies to do the following:

- Provide information at the beginning of the school year, via newsletter, website, social media, et cetera, explaining the dangers of life-threatening allergies and the need for guidelines regarding certain foods.
- Possibly arrange for a buddy system for the classroom, playground and the school bus.

Parents/guardians and prescribing health care practitioners of students with life-threatening allergies are required to complete an Administration of Medication form annually, and submit this to the school.

The Plan of Care for each student with life-threatening allergies, as completed by the principal or designate, should be provided to parents, posted in appropriate areas, and copied to appropriate staff.

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Admission to Catholic Schools	206 (NEW) 813 (OLD)
Directional Policy	
Catholic Education - 200	

TITLE OF ADMINISTRATIVE PROCEDURE:

Admission to Catholic Schools

DATE APPROVED:

PROJECTED REVIEW DATE:

January 2023

Draft

DIRECTIONAL POLICY ALIGNMENT: 200 Catholic Education

Catholic schools provide Catholic and non-Catholic students the opportunity to learn in the context of Catholic worldview where faith and reason meet. In this pursuit, all students admitted to Catholic schools draw upon the teachings of the Church and, in doing so, the history of Catholic Education in the province of Ontario.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Catholic Education directional policy supports our Vision for Achieving Excellence in Catholic Education: Learn Lead Serve. This Vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The board and senior administration believe by providing excellence in Catholic Education in this region of the province we contribute to the best possible education for all students in this province (*This Moment of Promise*) whether they are Catholic or non-Catholic. In doing so, however, the unique character of Catholic schools must be maintained.

1. Admission to Elementary Schools for Roman Catholic Students

(a) All elementary school-aged students having the right of attendance will be admitted to the geographically appropriate school under the jurisdiction of the Board. Subject to space availability, enrolment/registrations at a school may be restricted, and it may be necessary to direct a student to another Catholic elementary school within the jurisdiction.

(b) A student will be admitted by the principal of an elementary school when the parents/guardians submit evidence that a student has the right to attend a Roman Catholic school. Evidence includes the following:

- (i) a Roman Catholic baptismal certificate for the child or parents/guardians;

- (ii) direction of taxes to the Catholic School Board; principals will ensure that parents/guardians complete the direction of taxation forms if they cannot provide direct evidence at the time of registration;
- (iii) proof of age of student through Birth Certificate or, if it is not available, through a Roman Catholic Baptismal Certificate.
- (c) A student will be allowed to enrol in Year 1 Kindergarten in September of that calendar year during which the student becomes four years of age.
- (d) A student will be enrolled in Year 2 Kindergarten in September of that calendar year during which the student becomes five years of age.
- (e) Catholic parents/guardians whose children have the right of attendance and but whose children have not received the sacrament of Roman Catholic Baptism will be provided with our Religion and Family Life program information, along with encouragement for Catholic Baptism.
- (f) The principal of an elementary school will admit a student who is a ward of the Children's Aid Society where a Roman Catholic Baptismal Certificate is received.

2. Admission to Elementary Schools of Children of Other Faiths

The principal of an elementary school can admit students of another faith who do not enjoy a statutory right to attend, subject to the provisions of this Administrative Procedure.

- (a) The principal will provide the parents/guardians with information outlining the Religion and Family Life programs which can be found in the information posted on the Board website.
- (b) In considering a request for admission, the principal will attend to the following areas:
 - (i) the reasons given by the parents/guardians for their request to register their child(ren) in a Catholic school;
 - (ii) the level of support which the parents/guardians can provide to the student to foster the practice of their own faith and the support they are willing to provide in relation to the teachings of the Church presented at school;
 - (iii) the age of the child(ren) and particular grade level(s) involved;

(iv) the enrolment capacity of the school and, in particular, the class(es) to which the child(ren) would be assigned (e.g. primary class size cap);

(c) Where a principal has concerns about an admission request, he or she will forward the request to the appropriate supervisory officer.

3. Admission to Secondary Schools

(a) Subject to Board policies regarding transportation and school boundaries, any secondary school-aged student within the Board's jurisdiction may choose to attend a Catholic secondary school [Education Act, Section 42(1)].

(b) All secondary school-aged students and their parents/guardians must accept and recognize the distinctive Catholic character and culture that pervades the Catholic secondary school community and must be willing to support its purpose, goals, and expectations.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- reviewing this administrative procedure to ensure its alignment with the Catholic Education Directional Policy;
- reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure;
- Reviewing requests for admission to a Catholic school, where the matter has been referred by a principal.

Principals and Vice-Principals are responsible for:

- Reviewing requests for admission to a Catholic school in alignment with this Administrative Procedure;
- Ensuring school staff members understand this Administrative Procedure and are requesting the appropriate supporting documentation from parents;
- Meeting with parents/guardians of students of another faith to ensure that they understand the expectations included in this administrative procedure.

School Staff are responsible for:

- Reviewing registration documents, including Roman Catholic baptismal certificates, to ensure that students are eligible for admission.

Students are responsible for:

- Becoming active participants in the experience of Catholic education.

Parents are responsible for:

- Providing current and accurate documentation to support the registration application;
- Providing proof of Roman Catholic baptism of either the student and/or one of the parents;
- Meeting with the Principal or Vice-Principal when the student is of another faith.
- Accept and recognize the distinctive Catholic character and culture that pervades the Catholic school community and be willing to support its purpose, goals, and expectations.

PROGRESS INDICATORS:

- Students registered in the Board's elementary and secondary schools accept and recognize the distinctive nature of Catholic character and culture that pervades the Catholic school community and are be willing to support its purpose, goals, and expectations.
- Students bring the best of themselves to the society in which they live, in fulfillment of the Catholic Graduate Expectations.
- PVNC has consistent admission practices and procedures across its schools.

DEFINITIONS:**ROMAN CATHOLIC BAPTISMAL CERTIFICATE**

- A certificate issued from a Roman Catholic parish which indicates the person has been baptised into full communion (Cf. Catechism of the Catholic Church, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome.

RIGHT OF ATTENDANCE

- The right of attendance defined in the Education Act means that all elementary school-aged children of parents/guardians who are eligible (Roman Catholic baptismal certificate - parent and/or child) and who direct their taxes in support of a Catholic School Board are eligible to attend a Catholic school.

REFERENCES:

- Education Act
- Catholic Education Directional Policy 200
- [This Moment of Promise \(1989\): Assembly of Catholic Bishops Statement about the state of Catholic Education](#)