



YORK REGION DISTRICT SCHOOL BOARD

Policy #218.0, Healthy Schools and Workplaces
Procedure #218.1, Healthy Schools and Workplaces:
Substance Use, Addiction and Related Behaviour
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WORKING DOCUMENT

Executive Summary

Board Policy and Procedure #218.0, Healthy Schools and Workplaces addresses the health and well-being of students and staff of the York Region District School Board.

Stakeholder Groups with Responsibilities under this Policy and Procedures

- Director of Education
- Associate Directors of Education
- Superintendent of Human Resources
- Superintendents of Schools
- Senior Team
- Supervisors of Facility Services
- Principals
- Managers
- All Staff
- School Councils
- Parents/guardians and students
- Community Partners

Relationship to Board Priorities

The Healthy Schools and Workplaces policy and procedures support each of the three areas of the [Trustees' Multi-Year Plan](#). It does this by ensuring that student and staff well-being is a priority to support the delivery of effective and sustainable educational programs and other priority areas.

This policy and procedure support the foci identified in the [Director's Annual Plan](#) by;

- a) improving student achievement and well-being,
- b) increasing opportunities to engage students in authentic inquiry that is connected to their interest and strengths,
- c) increasing opportunities for student voice to be heard in order to build equitable and inclusive school cultures,
- d) engaging parents and the community as partners in the move towards modern learning,
- e) aligning the Board's business departments with strategic priorities and initiatives that enable modern learning and working,
- f) promoting and implementing evidence-based practices for building mentally healthy working and learning environments,
- g) reinforcing ongoing YRDSB work in well-being via the YRDSB Well-Being Steering Committee which will:
 - continue to develop strategies to address issues of bullying, cyberbullying and substance misuse and abuse;
 - provide supports for positive student character development and good citizenship;
 - grow our environmental initiatives and Ontario EcoSchools certification rates;
 - continue to foster student involvement and citizenship through character education; and
 - continue to support schools and workplaces in their planning for Healthy, Caring and Safe environments.

Legislative Context and Related Documents

[Ontario Human Rights Code](#)

[Accessibility for Ontarians with Disabilities Act](#)

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

[Board Policy #135.0, Food Services](#)

[Board Policy #152.0, Inclement Weather Days](#)

[Board Policy #210.0, Communicable Diseases](#)

[Board Policy # 235.0, Environmental Responsibility](#)

[Board Policy #240.0, Respectful Workplace and Learning Environment](#)

[Board Policy #250.0, Violence Prevention and Intervention](#)

[Board Policy #261.0, Equity and Inclusivity](#)

[Board Policy #350, Outdoor Education](#)

[Board Policy #407.0, Accessibility](#)

[Board Policy #425.0, Provision of Barrier-Free Facilities](#)

[Board Policy #461.0, Tobacco and Smoke-Free Environment](#)

[Board Policy #540.0, Health and Safety - Employees](#)

[Board Policy #601.0, Supports for First Nations, Métis, and Inuit Students](#)

[Board Policy #610.0, Reporting Children in Need of Protection](#)

[Board Policy #642.0, Field Trips](#)

[Board Policy #661.0, Anaphylactic Reactions](#)

[Board Policy #668.0, Caring and Safe Schools](#)

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property, or partaking/volunteering in Board or school-sponsored events and activities, will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures



Board Policy #218.0 Healthy Schools and Workplaces

WORKING DOCUMENT

1. Policy Statement

The York Region District School Board believes that a healthy learning and working environment has a positive effect on student and staff achievement, contributes to health and well-being, and is essential for students and staff members to reach their full potential. Positive experiences at school and work help lay the foundation for healthy, productive lives.

A healthy school and workplace is developed through a comprehensive approach to both health promotion and health protection efforts.

A healthy learning and working environment is the responsibility of all stakeholders including but not limited to students, staff members, parents/guardians, community partners and all individuals who learn or work in Board facilities. Strong community partnerships are important to the achievement of healthy schools and workplaces.

The Board believes that all students and staff members are entitled to learn and work in healthy environments that are responsive to needs identified across the system, in accordance with the [Multi-Year Plan](#), Board priorities and applicable legislation.

2. Application

Healthy learning and working environments are supported through the Board [Healthy Schools and Workplaces Framework](#). The principles outlined in the [Charter of Rights: Mental Health and Well-Being](#) by the Ontario Student Trustees' Association and the [Standard for Psychological Health and Safety in the Workplace](#) by the Canadian Standards Association are embedded throughout this policy and support the Board's commitment to student and staff achievement.

3. Responsibilities

3.1 The Board of Trustees is responsible for:

- a) reviewing the Healthy Schools and Workplaces policy in accordance with the priorities in the Trustees' Multi-Year Plan and the approved policy review cycle; and
- b) understanding and communicating with members of the community about the Healthy Schools and Workplaces policy, as required.

3.2 The Director of Education is responsible for:

- a) implementing and operationalizing the Healthy Schools and Workplaces policy; and
- b) providing system leadership for creating and maintaining healthy learning and working environments including, but not limited to;

- establishing cross-functional committees to integrate strategies for healthy learning and working environments, and
- encouraging partnerships with municipal, regional, provincial and community representatives to promote and support healthy schools and workplaces.

3.3 The Associate Directors are responsible for:

- a) ensuring the Healthy Schools and Workplaces policy and its related procedures are implemented.

3.4 The Superintendent of Human Resource Services is responsible for:

- a) ensuring providers for staff health supports are secured, in accordance with Board policy and procedure, External Presenter Presentations Guidelines and Corporate Discount Rates Guidelines.

3.5 Superintendents are responsible for:

- a) supporting and maintaining a healthy learning and working environment;
- b) ensuring staff, students, parents/guardians and community members have opportunities to contribute to creating healthy learning and working environments;
- c) providing leadership to ensure the effective implementation of the Healthy Schools and Workplaces Policy;
- d) ensuring wellness goals are embedded in all school and department improvement plans; and
- e) supporting work with community partners to enhance healthy learning and working environments.

3.6 Principals, Managers and Supervisors are responsible for:

- a) supporting and maintaining a healthy learning and working environment;
- b) providing leadership and identifying learning opportunities for staff members, students, parents/guardians and school council members in accordance with the [Healthy Schools and Workplaces Framework](#), where applicable;
- c) ensuring that the policies, procedures and guidelines related to personal safety and injury prevention are adhered to;
- d) ensuring that the [Ontario Physical Education Safety Guidelines](#) are adhered to;
- e) facilitating community partnerships to enhance healthy learning and working environments;
- f) ensuring that wellness goals, aligned with the [Healthy Schools and Workplaces Framework](#), are embedded in school or department improvement plans and implemented;
- g) encouraging the use of Ministry of Education, Board and community partner resources, such as, but not limited to the [Healthy Schools and Workplaces Action Plan](#), to support well-being initiatives; and
- h) providing staff members with contact information for personal health support programs offered through the Board.

3.7 All staff members are responsible for:

- a) their own personal well-being and professional growth for personal and organizational benefit;
- b) being a positive influence in support of student achievement and well-being;
- c) maintaining a high standard of conduct that reflects their position of influence and responsibility;
- d) creating and sustaining a healthy learning and working environment;
- e) developing and/or supporting the [Healthy Schools and Workplaces Action Plan](#), as applicable,
- f) working with community partners to implement strategies associated with well-being goals identified within school or department improvement plans;
- g) facilitating the development of knowledge, skills and leadership among students and/or staff members to support a healthy learning and working environment, applying the principles outlined in the [Healthy Schools and Workplaces Framework](#); and
- h) adhering to the policies, procedures and guidelines related to personal safety and injury prevention.

3.8 Municipal, Regional, Provincial, and Community Partners are responsible for:

- a) supporting staff members in promoting and maintaining a healthy learning and working environment, in accordance with Board priorities, policies and procedures;
- b) providing facilities, staff support, resources, and consultation services as per agreements,
- c) working with board staff members to align practices that meet collective organizational goals, and
- d) supporting and participating in cross-functional committees where applicable.

3.9 Parents/Guardians, Students and Community Members are responsible for:

- a) supporting the promotion and maintenance of a healthy learning environment, in accordance with Board priorities, policies and procedures.

4. Definitions

[Charter of Rights: Mental Health and Well-Being](#)

The charter is a declaration by the Ontario Student Trustees' Association (OSTA-AECO) that encourages a united stance on mental health issues affecting Ontario's children and youth. The charter outlines rights to respect, acceptance, support, service, success and protection. These rights describe a set of ideal standards for accepting, respecting, assisting and engaging children and youth in the context of mental health within their communities.

4.1 Community Partners

Community partners are organizations with which the Board works to promote staff and student achievement and well-being. They may include, but are but not limited to, public health, provincial health organizations, local municipalities, local social service agencies and local health charities.

4.2 Health

Health is a state of complete physical, mental, spiritual and social well-being among students and staff through the establishment of a healthy physical environment, supportive and inclusive social environment, quality instruction, professional development and programs, and community partnerships (adapted from the World Health Organization and Ministry of Education).

4.3 Healthy School and Workplace

A healthy school and workplace addresses the physical environment, occupational health and safety requirements, health and lifestyle practices, and supportive and inclusive school and workplace culture as elements that support both health protection and health promotion for all students and staff members (adapted from Excellence Canada).

4.4 Health Promotion

Health promotion involves strategies to address elements of health and lifestyle practices, as well as a supportive workplace culture.

4.5 Health Protection

Health protection involves strategies to address elements of the physical environment and occupational health and safety.

4.6 Healthy Learning and Working Environment

A healthy learning and working environment:

- a) contributes to student and staff achievement and well-being;
- b) involves being respectful of one another's social, emotional, spiritual and physical well being; and
- c) comprehensively addresses all foundations of the [Healthy Schools and Workplaces Framework](#) in an integrated and holistic way;

4.7 Mental Health

Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. In this positive sense, mental health is the foundation for individual well-being and the effective functioning of a community (World Health Organization).

[Healthy Schools and Workplaces Framework](#)

The framework, adapted from Ministry of Education's [Foundations for a Healthy School](#), supports an integrated, comprehensive approach to school and workplace health by providing opportunities to observe, learn and sustain positive health habits.

[Healthy Schools and Workplaces Action Plan](#)

The action plan is a tool to support schools and departments in developing and implementing student and staff well-being goals. The action plan is based on the Board [Healthy Schools and Workplaces Framework](#).

[Ontario Physical Education Safety Guidelines](#)

The guidelines developed by [Ophea](#), represent the minimum standards for student risk management practice for school boards. They apply to physical activities that occur on the

school site or as part of a school-sponsored trip. They do not apply to free-play activities during recess and lunch (Ophea, 2013).

4.8 Personal Safety and Injury Prevention

Personal safety involves taking intentional measures to minimize the risk of physical or mental harm that may be either intentional or unintentional. Injury prevention involves developing skills and strategies to avoid personal harm that may otherwise occur through high risk behaviour or exposure to risk factors. These strategies could include, but are not limited to, safety-mindedness, allergy awareness and first aid.

4.9 Spirituality

Spirituality refers to the way that individuals develop a world view involving principles, values, traditions, and customs in their understanding of the purpose and meaning of life. Spirituality is often associated with religious practice, but can also be developed outside of religion. Practices that support spiritual well-being may include, but are not limited to, reflection, introspection, meditation, and/or specific religious practices (adapted from Draft Program Accommodation of Religious Requirements, Practices, and Observances: A Guideline, [University of Maryland Medical Centre](#), [University of California, Riverside](#), and [Ministry of Children and Youth Services](#)).

[Standard for Psychological Health and Safety in the Workplace](#)

The voluntary standard was commissioned by the Mental Health Commission of Canada and developed by the Canadian Standards Association. The standard has been designed to help organizations strive towards becoming workplaces that actively promote psychological well-being and prevent harm to employee psychological health, including in negligent, reckless, or intentional ways, and promote psychological well-being.

4.10 Wellness/Well-Being

Wellness/well-being involves maintaining a balance between physical, mental, spiritual and/or social resources and challenges. It is the optimal state of health of individuals and groups. There are two focal aspects: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually and economically, and the fulfillment of one's role expectations in the family, community, workplace and other settings (adapted from [World Health Organization, 2006](#), and [Dodge, Daly, Huyton, and Sanders, 2012](#)).

Contact

Educational and Community Services
Curriculum and Instructional Services
Human Resource Services

History

Replaces Policy #575.0, Program of Employee Assistance
Approved 2009
Working Document June 2014
Revised March 2016



Board Procedure #218.1

Healthy Schools and Workplaces: Substance Use, Addiction and Related Behaviour

1. Procedure Statement

The York Region District School Board recognizes that minimizing harm associated with substance use, addiction and related behaviour has a positive effect on the physical, mental, spiritual and social well-being of students and staff members. In particular, substance use, addiction and related behaviour can impair achievement, readiness to learn and work, and self-esteem.

2. Application

This procedure outlines the process for responding to substance use, addiction and related behaviour of students and staff members. Managing substance use, addiction and related behaviour helps to lay the foundation for healthy, productive lives.

All students and staff members are expected to take reasonable efforts to be well enough to report to and remain fit and ready for learning and work.

3. Responsibilities

3.1 The Director of Education shall:

- a) allocate staff and resources to support the Healthy Schools and Workplaces: Substance Use, Addiction and Related Behaviour procedure.

3.2 Human Resource Services shall:

- a) with regard to staff member substance use, abuse and related behavior:
 - **based on reasonable cause**, work with the immediate supervisor to safely remove the staff member from their responsibilities in the workplace,
 - refer or provide access to support as required, such as, but not limited to, the Employee Assistance Program (EAP), disability management and/or community supports, and
 - determine appropriate discipline.

3.3 Principals, Managers and Supervisors shall:

- a) ensure that all staff members are aware that the use of alcohol or illicit substances, or the abuse of prescriptive drugs, are prohibited during regular working hours, on Board property, at school- or Board-sponsored events while in the direct supervision of students, or while operating any Board vehicles or equipment;
- b) ensure that students and staff members are aware of and comply with this procedure;
- c) ensure that all staff members are aware of their responsibilities under [Tobacco and Smoke-Free Environment policy and procedure](#);
- d) provide students, parents/guardians, staff members and community members with information about addiction or family support programs, as required;
- e) with regard to staff member substance use, abuse and related behavior, ensure appropriate actions are taken:
 - **based on reasonable cause**, work with Human Resource Services to safely remove the staff member from their responsibilities in the workplace,
 - contact Human Resource Services to determine appropriate action to be taken, and
 - refer staff members with self-identified substance, addiction and/or related behavioural issues to supports such as, but not limited to, the Employee Assistance Program (EAP), disability management and/or community supports; and
- f) with regard to student substance use, abuse and related behavior:
 - contact the parent(s)/guardian(s) and take appropriate steps, in accordance with [Caring and Safe Schools policy and procedure](#),
 - arrange interdisciplinary team meetings as appropriate, and
 - contact the Children's Aid Society of York Region if parent(s)/guardian(s) refuse to access supports.

3.4 All staff members shall:

- a) provide opportunities for students to increase their knowledge, skills, and attitudes about substance use, addiction and related behaviour;
- b) notify the principal if a student is in possession of or under the influence of alcohol or any illicit substance; and
- c) participate in interdisciplinary team meetings as requested by the principal.
- d) not use and/or be under the influence of alcohol and/or illicit substances, abuse prescription drugs, or use drug paraphernalia during regular working hours, on Board property, at school- or Board-sponsored events while in the direct supervision of students, while operating any Board vehicles or equipment, or in personal vehicles while parked on Board property;
- e) understand and comply with [Tobacco and Smoke-Free Environment policy and procedure](#); and
- f) report to their principal, manager or supervisor if there is reasonable cause to suspect another staff member is under the influence of alcohol, other substances, or demonstrating related behaviour during regular working hours, following appropriate protocols according to the [Ontario Teaching Profession Act](#).

3.5 Students, parents/guardians and community members shall:

- a) consider engaging in opportunities to acquire and apply knowledge and skills in addressing substance use, addiction and related behaviour;
- b) not use and/or be under the influence of alcohol and/or illicit substances, abuse prescription drugs, or use drug paraphernalia while on Board property, at school- or Board-sponsored events, or while in the direct supervision of students at school- or Board-sponsored events; and
- c) understand and comply with the [Tobacco and Smoke-Free Environment policy and procedure](#).

4. Definitions

Addiction and Related Behaviour

Addiction is the uncontrollable use of one or more substances and/or dependency on an activity or activities. Being addicted is associated with discomfort or distress when that use is discontinued or severely reduced (Health Canada). Related behavior includes, but is not limited to, substance misuse, which can include activities like occasional or experimental drug use or the use of a prescription drug for purposes other than for which it was prescribed.

Drug Paraphernalia

Drug paraphernalia is any equipment, product or material that is used to produce, conceal, consume or distribute substances. This may include, but is not limited to, bongs, roach clips, miniature spoons, electronic vaporizers, straws, needles and various types of pipes (National Anti-Drug Strategy).

Electronic Vaporizers

Electronic vaporizers facilitate consumption of nicotine solutions and related products. They may include, but are not limited to, electronic products such as electronic cigarettes and pipes. Most of these products are shaped and look like their conventional counterparts. They may produce a vapour that resembles smoke and a glow that resembles the tip of a cigarette.

Reasonable Cause

Reasonable cause is determined by firsthand observation of diminished performance or overall demeanour including, but not limited to, situations where the individual:

- a) is noticeably and clearly impaired;
- b) has impaired alertness, coordination, reactions, responses or effort;
- c) exhibits a condition that threatens personal safety or that of others;
- d) exhibits physical characteristics such as glassy and/or bloodshot eyes, the smell of alcohol and/or illicit substances, or slurred speech;
- e) demonstrates impaired capacity to learn or work due to dependence on a substance or activity; and/or
- f) exhibits a condition or behavior that presents the appearance of inappropriate and/or unprofessional conduct or impaired judgment.

Any of the above may be detrimental to students, the school community and/or co-workers. Reasonable cause should be determined by at least two individuals, including the principal, supervisor or manager and/or others observing the individual.

Substance

A substance is anything taken into the body that changes the way you think, act and/or feel, including but not limited to:

- a) alcohol
 - b) street drugs
 - c) tobacco
 - d) nicotine
 - e) caffeine
 - f) over-the-counter and prescription medications
 - g) vitamins, herbal remedies, or natural substances
 - h) other products used to gain a "high", such as solvents and aerosols.
- (York Region Public Health)

5. Contact

Education and Community Services
Curriculum and Instructional Services
Human Resource Services

6. History

Replaces Policy #604.0, Substance Abuse
Approved 2009
Working Document June 2014
Revised January 2016



Board Procedure #218.2

Healthy Schools and Workplaces: Physical Activity

1. Procedure Statement

The York Region District School Board recognizes that providing students and staff with opportunities to be physically active has a positive effect on their physical, mental, spiritual and social well-being. In particular, physical activity affects achievement, readiness to learn and work, and self-esteem.

2. Application

By promoting healthy physical activity, the Board expands upon the Ministry of Education's commitment to daily physical activity in elementary schools, grades 1-8, and provides a consistent message about physical activity to elementary students. The Board encourages physical activity at all ages and provides opportunities, where appropriate, for all students, staff, parents/guardians, and community members to participate in physical activity and active living.

3. Responsibilities

3.1 The Director of Education shall:

- a) allocate staff and resources to support the Healthy Schools and Workplaces: Physical Activity procedure.

3.2 Principals, Managers and Supervisors shall:

- a) ensure that the expectations of the [Ontario Health and Physical Education Curriculum](#) are met;
- b) comply with [Ministry of Education requirements](#) regarding daily physical activity where applicable;
- c) in secondary schools and workplaces, offer diverse forms of physical health and education courses, where numbers warrant, such as, but not limited to, dance, yoga and weight training, that encourage student and staff member engagement, confidence and skill-building;
- d) provide leadership and learning opportunities to students, staff, parents/guardians and school councils that promote active living and implement physical activity;
- e) establish collaborative partnerships with stakeholders to comprehensively support physical activity;
- f) communicate with staff members, parents/guardians and students about programs available to support families with physical activity;
- g) initiate, support and monitor the [active and safe routes to school/work program](#);

- h) collaborate with regional, municipal and community partners, Planning Services and Plant Services to plan for active travelers to safely arrive on Board property;
- i) when planning school facility renovations, collaborate with Planning Services and Plant Services to consider developing outdoor space that promotes physical activity and active play; and
- j) encourage the use of active travel among students, staff members, parents/guardians, school councils and community members.

3.3 School staff members shall:

- a) provide opportunities for students to increase their knowledge, skills and attitudes about physical activity;
- b) facilitate a minimum of 20 minutes of daily physical activity during the elementary school day; and
- c) ensure that students' right to daily physical activity is not compromised.

3.4 Planning Services and Plant Services shall:

- a) collaborate with regional and municipal partners, staff members and other members of the community to plan for active travelers to safely arrive on Board property; and
- b) consider developing outdoor space that promotes physical activity and active play.

3.5 All staff members shall:

- a) encourage the use of active travel among staff members and students; and
- b) recognize that voluntary participation in recreational or fitness activities on personal time during breaks, lunch, and after regular working hours is considered outside the scope of employment and that WSIB benefits would not be applicable in the event of an injury.

3.6 Students, parents/guardians and community members shall:

- a) make efforts to understand the value of healthy and active living and consider taking advantage of opportunities to;
 - live actively, and to acquire and apply knowledge and skills that develop and sustain physical activity, and
 - use active travel to and from school and work where possible.

4. Definitions

4.1 Active Living

Active living is a lifestyle in which physical activity is valued and integrated into daily life. It involves a conscious choice for a balanced way of living that includes a variety of physical activities within daily routines and leisure pursuits.

4.2 Active and Safe Routes to School/Work

[Active and Safe Routes to School/Work](#) is a collaborative program designed to mobilize students, staff and community members to make active travel safer and more convenient.

4.3 Active Travel

Active travel is the use of any form of self-propelled transportation, including, but not limited to walking, cycling, in-line skating, using a wheelchair, or riding a skateboard or scooter.

4.4 Daily Physical Activity

Daily physical activity is a minimum of 20 minutes of sustained moderate to vigorous physical activity each school day (Policy/Program Memorandum No. 138, Daily Physical Activity in Elementary Schools, Grades 1-8).

4.5 Physical Activity

Physical activity is movement that increases heart rate and breathing. Physical activity includes exercise as well as other activities like active travel, walking, active games, dance, aquatics, sports, and fitness and recreational activities. Health Canada recommends that adults engage in at least 150 minutes of moderate to vigorous physical activity, each week and that children and youth engage in at least 60 minutes of moderate to vigorous physical activity per day.

4.6 Physical Literacy

Individuals who are physically literate move with confidence in a wide variety of physical activities that benefit the development of the whole person (Physical and Health Education Canada).

5. Contact

Curriculum and Instructional Services
Human Resource Services

6. History

Working Document June 2014
Revised January 2016



Board Procedure #218.3 Healthy Schools and Workplaces: Healthy Eating

1. Procedure Statement

The York Region District School Board recognizes that reinforcing healthy eating habits can have a positive impact on physical, mental, spiritual, and social well-being. In particular, healthy eating and hydration can have an effect on achievement, readiness to learn and work, behaviour and self-esteem, and can reduce the risk for chronic diseases.

2. Application

By promoting healthy eating and supporting a healthy school nutrition environment, the Board is supporting the [Ministry of Education School Food and Beverage Policy](#), and [Ontario Regulation 200/08 Trans Fat Standards](#).

3. Responsibilities

3.1 The Director of Education shall:

- a) allocate staff and resources to support the Healthy Schools and Workplaces: Healthy Eating procedure.

3.2 Principals, Managers, and Supervisors shall:

- provide leadership and learning opportunities to students, staff members, parents/guardians and school councils to support a healthy eating environment in schools and workplaces,
- establish collaborative partnerships with stakeholders to comprehensively address healthy eating and hydration;
- encourage staff members and students to maintain proper hydration in all weather conditions in accordance with recommendations from the [Extreme Hot and Cold Weather and UV Protection Guideline](#); and
- communicate with parents/guardians, staff members and students about programs available to support families with healthy eating and hydration.

3.3 School staff members shall:

- provide opportunities for students to increase their knowledge, skills and attitudes about healthy eating and hydration;
- encourage parents/guardians and students to pack healthy lunches and snacks, and provide nutrition information in school communications; and
- consider [Ministry of Education recommendations](#) before offering food or beverages to students as a reward or incentive.

3.4 All staff members shall:

- encourage healthy eating and hydration among staff members and students;
- encourage the use of reusable containers according to the [Reusable Beverage Containers](#) procedure; and
- consider including healthy food and beverage choices according to [Canada's Food Guide](#) when providing food and beverages for participants at meetings and events.

3.5 Students, parents, and community members shall:

- consider taking opportunities to acquire and apply knowledge and skills that develop and sustain healthy eating and hydration in their home, community, and throughout the learning environment; and
- encourage the use of reusable containers according to the [Reusable Beverage Containers](#) procedure.

4. Definitions

4.1 Health Literacy

Health literacy involves the development of skills needed to get, understand and use information to make good decisions about healthy living (Adapted from Canadian Public Health Association, 2013).

4.2 Healthy Eating

Healthy eating includes the enjoyment of a variety of foods from each of the four food groups from [Canada's Food Guide](#) and respect of one's hunger and satiety cues. Healthy eating is determined over time as people experience fluctuations in appetite and food and beverage intake for many reasons. It is the overall pattern of foods eaten over time and not any one food or meal that determines if eating behaviours are healthy ([Nutrition Tools for Schools](#)).

4.3 Healthy Eating Environment in Schools and Workplaces

A school or workplace with a healthy eating environment is one that promotes and supports healthy eating for students and staff members through words and actions. The goal is to ensure consistency between lessons and the active and passive nutrition messages provided in the school environment. There is commitment to a culture of healthy eating.

4.4 Hydration

Hydration refers to adequate consumption of fluids, particularly water, to replenish the body's fluid balance throughout the day. Dehydration, the depletion of a body's fluid supply, can lead to tiredness, lack of focus, illness, or more severe health conditions. Maintaining adequate hydration throughout the day can help to maintain physical and mental health. The amount of water that a person needs to drink every day varies for each person and under certain environmental conditions.

5. Contact

Curriculum and Instructional Services
Human Resource Services

6. History

Working Document June 2014
Revised January 2016



Board Procedure #218.4 Healthy Schools and Workplaces: Mental Health

1. Procedure Statement

The York Region District School Board recognizes that mentally healthy students and staff members contribute to healthy learning and working environments. In particular, supporting individuals to be mentally healthy through raising awareness, reducing stigma in self and others, and coordinating and integrating programs, services and training opportunities enhances learning and working achievement, learning readiness, self-esteem and individual resiliency.

2. Responsibilities

2.1 The Director of Education shall:

- a) allocate staff and resources to support the Healthy Schools and Workplaces: Mental Health procedure.

2.2 Principals, Managers, and Supervisors shall:

- a) provide leadership and learning opportunities for students, staff members, parents/guardians, and school councils to promote mental health literacy and reduce stigma;
- b) follow the [Student Threat Assessment and Intervention Protocol](#) as required;
- c) support students struggling with mental health challenges to seek appropriate individual assistance and/or short-term counseling, such as, but not limited to, by the guidance department, school social workers, school psychologists or psychological associates, community agencies or other appropriate supports;
- d) arrange an in-school team meeting to develop plans to help any student facing mental health challenges, if necessary;
- e) support staff members struggling with mental health challenges to seek appropriate individual assistance and/or short-term counseling, such as, but not limited to, by referring to Employee Assistance Program (EAP), Disability Management or community agencies; and
- f) provide parents/guardians and students with information about programs available to support students and their families with mental health through school communications.

2.3 School staff members shall:

- a) provide opportunities to reduce stigma by promoting mental health literacy among students and staff members;
- b) using professional judgment, discuss with the principal, when appropriate, concerns about a student or staff member's mental health and well-being; and
- c) participate in in-school team meetings as requested by the principal.

2.4 All staff members shall:

- a) be aware of and honour the principles of the [Charter of Rights: Mental Health and Well-Being](#) and the [Standard for Psychological Health and Safety in the Workplace](#);
- b) seek appropriate support for personal mental health challenges as necessary.

2.5 Students, parents, and community members shall:

- a) be aware of and honour the principles of the [Charter of Rights: Mental Health and Well-Being](#); and
- b) consider taking opportunities to acquire and apply knowledge and skills that develop and sustain mental health in their home, community, and throughout the learning environment.

3. Definitions

3.1 Mental Illness

Mental illness has a serious impact on a person's ability to function over a long period time, different from short-term, normal reactions to difficult situations. Depending on the illness, a person may have a serious disturbance in thinking, mood or behavior. They may not be able to cope with the simplest aspects of everyday life and may need help in regaining balance in their lives (Health Canada).

4. Contact

Education and Community Services
Curriculum and Instructional Services
Human Resource Services

5. History

Working Document June 2014
Revised January 2016



Board Procedure #218.5 Healthy Schools and Workplaces: Disability Management Program – Staff

1. Procedure Statement

The York Region District School Board is committed to accommodating staff members with disabilities within the workplace, consistent with the principles of independence, dignity, integration and equality of opportunity. The Board strives to prevent discrimination against persons with disabilities and recognizes that staff members with disabilities have a right to privacy and to accommodation, in keeping with current legislation.

2. Application

The Healthy Schools and Workplaces: Disability Management Program procedure outlines the process for:

- a) identifying staff members who enter into the disability management program;
- b) creating individual workplace accommodation plans;
- c) creating return to work plans; and
- d) supporting the application of any income protection benefits.

3. Responsibilities

3.1 The Director of Education shall:

- a) allocate staff and resources to support the Healthy Schools and Workplaces: Disability Management Program procedure.

3.2 Disability Management Support Team members shall:

- a) identify staff members who have been absent from work for 15 consecutive days or longer;
- b) create the Notice of Prolonged Absence (NPA) Report form to contact absent staff members and outline the disability management services available;
- c) provide federations/unions with NPA for their members;
- d) provide staff members with a Functional Abilities Report to be completed by their health care provider(s);
- e) review medical documentation to determine next steps, including, but not limited to;
 - transferring the file to a case manager where a workplace accommodation is required,

- scheduling a follow-up consultation in cases where a follow-up medical appointment is required,
 - advising the principal, manager or supervisors of the duration of work absence, return to work date or required accommodations, and
 - providing the staff member with information related to income replacement benefits, including sick leave and short-term disability leave benefits, long-term disability benefits and employment insurance sick leave benefits;
- f) recording all contact with staff members in accordance with appropriate Board protocol;
 - g) store medical documentation in the staff member's disability management file;
 - h) except as required by law, ensure that no medical information is shared with any person other than Disability Management Team members who are required to know in order to support the staff member;
 - i) ensure that disability management files are stored and destroyed in accordance with the Board's records management procedures; and
 - j) authorize payment for the Functional Abilities Report.

3.3 Case Managers shall:

- a) receive disability management files from the support team;
- b) contact the staff member to support with the development of a workplace accommodation plan and/or a return to work plan;
- c) support the staff member throughout the process by providing appropriate resources;
- d) communicate with the staff member's health care provider(s), where applicable, to better understand any potential barriers the staff member may face in the workplace;
- e) ensure that the staff member's principal, manager, supervisor and union/federation representatives, where applicable, are aware of the workplace accommodation plan or return to work plan;
- f) document all communications and workplace accommodation/return to work plans including follow up meetings/review dates in accordance with Board protocol;
- g) indicate in the workplace accommodation/return to work plan if an [Employee Emergency Response Plan](#) is required;
- h) ensure the Employee Emergency Response Plan takes into consideration the individual's accessibility needs;
- i) store medical documentation in staff member's disability management file;
- j) except as required by law, ensure that no medical information is shared with any person other than Disability Management Team members;
- k) make a referral for an independent medical evaluation, functional abilities evaluation or medical file review when medical information is complex, controversial or, in extenuating circumstances, to assist the Board in determining if an accommodation can be achieved and if so, how this accommodation can be made;
- l) obtain staff member consent to release personal medical information if required;
- m) liaise with external service providers including, but not limited to, long-term disability carriers for all staff plans;
- n) provide the staff member with information related to income replacement benefits including sick leave and short-term disability leave benefits, long-term disability benefits and employment insurance sick leave benefits;
- o) notify staff members when submitted medical documentation is not satisfactory to the Board to support the use of sick leave and/or short-term sick leave; and

- p) ensure that the disability management procedure and related supporting documentation reflect Board and legislative requirements.

3.4 Superintendents shall:

- a) support principals, managers and supervisors when implementing a workplace accommodation or return to work plan.

3.5 Principals, Managers and Supervisors shall:

- a) ensure staff members are aware that the Board is supportive of accommodating disabilities in the workplace;
- b) refer staff members who request a workplace accommodation to the Disability Management Team;
- c) participate in the development of a workplace accommodation plan or return to work plan with the Disability Management Team;
- d) make arrangements for required supports identified in the workplace accommodation/return to work plan;
- e) follow up with staff members who have workplace accommodation/return to work plans to ensure that their plan has been implemented appropriately and is meeting their needs;
- f) address challenges with the implementation of workplace accommodation/return to work plans;
- g) ensure that other staff members are aware of their role in supporting their colleagues if applicable;
- h) ensure that workplace accommodation/return to work plans are only shared with those needing to know;
- i) provide the workplace accommodation/return to work plan to any new principal, manager or supervisor to whom the staff member directly reports;
- j) understand that only functional or cognitive limitations may be shared with appropriate staff members and that specific details about medical conditions, if known, are confidential;
- k) ensure any medical information the staff member discloses to you is kept strictly confidential;
- l) ensure that no medical documentation is stored in the staff member's school/department file;
- m) with the staff members, complete an [Employee Emergency Response Plan](#) if required; and
- n) provide general education to all staff members on the importance of supporting staff who may be involved in the disability management program.

3.6 Unions/Federations shall:

- a) cooperate in the development of a workplace accommodation plan or return to work plan, where applicable.

3.7 Staff members shall:

- a) advise their principal, manager or supervisor that they are requesting a workplace accommodation;

- b) contact a member of the Disability Management Team if they feel a workplace accommodation plan is required;
- c) contact their union or federation for representation, if applicable;
- d) provide the Disability Management Team with medical documentation suitable to the Board to support their request for workplace accommodation;
- e) provide case managers with medical documentation suitable to the Board to support the use of short-term sick leave;
- f) maintain reasonable and regular contact with the Disability Management Team to provide updates on status and changes in condition, and review progress through their workplace accommodation/return to work plan;
- g) complete, with the principal, manager or supervisor, an [Employee Emergency Response Plan](#), if required;
- h) provide case managers with sufficient notice to support return to work or required accommodations;
- i) cooperate in the development of a workplace accommodation plan or a return to work plan;
- j) ensure that no tasks are being performed other than those outlined in the workplace accommodation or return to work plan; and
- k) schedule medical appointments, when possible, so that they do not interfere with normal work hours set out in the workplace accommodation/return to work plan.

4. Definitions

4.1 Consent to Obtain and Release Information

Signature of staff member allows case manager to obtain and release medical information when required.

4.2 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 co-ordination, 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.

4.3 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 area.

4.4 Employee Emergency Response Plan

A plan to ensure the safety of a staff member(s) with a disability in the case of an emergency within the school/building.

4.5 Employment Insurance Sick Leave Benefits

Sick leave income replacement benefits provided to eligible employees through Service Canada.

4.6 Functional Abilities Evaluation

An objective assessment of a staff member's functional capabilities. The evaluation involves a standard set of tests to assess level of function. The information assists in identifying where potential barriers or gaps exist between the functional demands of the job and the staff member's capabilities.

4.7 Functional Abilities Report

This form is to be completed by the staff member's treating health care specialist(s) providing information related to the staff member's physical and cognitive abilities, and the date the employee will be re-assessed.

4.8 Independent Medical Evaluation

A medical evaluation of a staff member provided by a third party, who has not treated or previously seen the individual. There is no doctor-patient relationship.

4.9 Long-Term Disability Benefits

Staff member is paid income replacement benefit when disabled from working in accordance with the applicable Long-Term Disability policy.

4.10 Medical File Review

An independent medical review of the staff member's file provided by a third party, who has not treated or previously seen the individual. There is no doctor-patient relationship.

4.11 Notice of Prolonged Absence Report

Report required by the Long-Term Disability (LTD) carrier as part of the LTD plan. Notifies the Ontario Teachers' Insurance Plan (OTIP) and the applicable federation/union when an employee has been absent for a set period of time.

4.12 Return to Work Plan

An individual plan developed to support the employee in returning to work after a long-term absence. This may or may not include an accommodation plan.

4.13 Short-Term Sick Leave and Disability Plan

Days provided for personal illness reasons for short-term disability leave as per the applicable collective agreement or Board policy.

4.14 Sick Leave

Days provided for personal illness reasons as per the applicable collective agreement or Board policy.

4.15 Workplace Accommodation Plan:

A workplace accommodation plan includes an adaptation or adjustment that enables a staff member with a disability to perform the essential duties of their job. There is a duty to accommodate on the part of the employer, short of undue hardship, to provide reasonable accommodation for the employee with a disability as defined by the Ontario Human Rights Code.

This includes:

- a review of the current functional abilities of the staff member with a disability, as outlined and supported by suitable medical documentation;
- a process that respects the dignity and confidentiality of the employee with a disability;
- an individualized, case by case approach, in attempting to meet the restrictions and limitations of the employee with a disability; and
- a collaborative, problem-solving process.

5. Contact

Human Resource Services

6. History

Working Document June 2014
Revised January 2016



Board Procedure #218.6 Human Development and Sexual Health Exemption – Students

1. Procedure Statement

Human development and sexual health has a positive effect on the well-being of students within learning environments. The Human Development and Sexual Health Exemption - Students procedure outlines how the Board will comply with [Policy and Program Memorandum No. 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019](#). (PPM 162)

2. Application

2.1 Exemption Guidelines

Individual student exemptions:

- a) are limited to instruction related to the Human Development and Sexual Health (HDSH) expectations found in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.
- b) are not related to any other expectations in the Health and Physical Education (HPE) curriculum or expectations in other curriculum subjects; and
- c) will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade and not for instruction related to selected expectations or groups of expectations.

References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption.

2.2 Academic Impact

There is no academic penalty for an exemption.

There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grades, in health and physical education, will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

2.3 Notice and Communications

The following communications will be provided to parents/guardians at least twenty school days before the start of the period of instruction related to the Human Development and Sexual Health expectations:

A letter that

- a) lists the Human Development and Sexual Health expectations by grade,
- b) informs parents that they can choose to have their child(ren) exempted from instruction related to Human Development and Sexual Health expectations by completing and returning the Human Development and Sexual Health Exemption Request Form (coming soon) for each child.
- c) notifies parents of the date by which the completed exemption form must be submitted in order for their child to be considered for exemption from instruction related to the Human Development and Sexual Health expectations. Please note that the deadline for parents to submit their completed exemption form or written request must not be more than five school days before the start of the period of instruction.

A standard Exemption Form will be available to parents every school year.

Schools have the authority to defer the period of instruction to a later date in the school year and will provide notice of the change to parents/guardians as soon as reasonably possible.

2.4 Exemption Process

The process will include:

- a) providing parents with access to an Exemption Form;
- b) considering students for exemption from instruction related to the Human Development and Sexual Health expectations when a request for an Exemption Form is received from a parent/guardian;
- c) determining the supervision of the exempted students based on whether the request falls within the guidelines outlined in PPM 162 and any Board practices related to supervision; and
- d) informing parents of the final decision regarding supervision during the periods of instructions.

2.5 Supervision of Exempted Students

Parents/guardians must decide how they would like their exempted child to be supervised during the exemption period by selecting one of the following options for their child:

- a) The child remains in the classroom without taking part in instructional activities related to HDSH, with an understanding that the child's activities unrelated to HDSH during the exemption period will be at the discretion of the teacher.
- b) The child will leave the classroom and remain in the school under staff supervision (with an understanding that the child's activities during the exemption period will be at the discretion of the teacher or principal).

- c) The child will be released into the care of the parent/guardian or the care of an approved designate.

If the Exemption Request form is returned with a parent/guardian signature but without one of the three supervision options selected, the principal (or designate) will consult with the parents/guardians to determine a supervision option.

3. Responsibilities

3.1 The Director of Education shall:

- a) allocate staff and resources to support the Human Development and Sexual Health Exemption – Student procedure.

3.2 Associate Directors and Superintendents shall:

- a) provide leadership to school administrators for the effective implementation of the HDSH exemption procedure; and
- b) ensure that individuals who work and learn in YRDSB are made aware of and are in compliance with the Human Development and Sexual Health Exemption procedure – Students.

3.3 Principals shall:

- a) provide leadership for the effective implementation of the Human Development and Sexual Health Exemption – Students procedure, by ensuring that all individuals who work and learn in their school are made aware of and are in compliance with the HDSH exemption process; and
- b) take appropriate actions for HDSH Curriculum exemption requests by following the **Framework for Responding to Human Development and Sexual Health Exemption Requests** that includes;
 - ensuring teachers are providing parents/guardians access to the **Parent Letters** (coming soon) for their appropriate grade level, at least 20 school days prior to the period of instruction;
 - ensuring that teachers provide parents/guardians access to the **HDSH Exemption Request Form** (coming soon);
 - communicating to parents/guardians that Part 1 HDSH Exemption Request Forms must be returned up to five school days prior to the period of instruction;
 - reviewing Part 1 of the HDSH Exemption Request Forms within 1 - 5 days prior to the period of instruction;
 - reviewing the exemption requests in consultation with the appropriate staff members, ensuring that the requests fall within the guidelines of PPM 162 and any Board practices related to supervision;
 - developing supervision plans to accommodate requests;
 - discussing alternate options regarding exemption requests with parents/guardians and reaching a common understanding of the supervision that will occur during the exemption period, as required;
 - consulting with the Superintendent regarding supervision options, as required;

- completing Part 3 - The Acknowledgement of Supervision on the HDSH Exemption Request Form;
 - copying and returning the updated HDSH Exemption Request Form to parents/guardians;
 - ensuring staff implement the supervision plan during the period of exemption; and
 - ensuring that all HDSH Exemption Request forms are maintained in the school office for a period of one year.
- c) provide leadership and learning opportunities to students, parents/guardians, school councils and community members about human development and sexual health learning; and
- d) refer students with issues related to human development and sexual health such as, but not limited to, sexual activity, gender identity, sexual orientation, or self-image, to appropriate individual assistance and/or short-term counselling through school social workers, school psychologists or psychological associates, community agencies, or other appropriate medical or social services.

3.4 Teachers shall:

- a) provide opportunities for students to increase their knowledge, skills and attitudes with regards to human development and sexual health;
- b) ensure that expectations related to human development and sexual health are taught;
- c) provide parents/guardians access to the **Parent Letters** (coming soon) for their appropriate grade level, at least 20 school days prior to the period of instruction;
- d) provide access and communicate to parents/guardians that Part 1 HDSH Exemption Request Forms must be returned up to five school days prior to the period of instruction; and
- e) use professional judgment and discuss with the principal, when appropriate, concerns about a student's well-being who may be facing issues related to human development and sexual health, such as, but not limited to sexual activity, gender identity, sexual orientation, self-image or safety.

3.5 Parents/Guardians shall:

- a) consider taking opportunities to personally acquire knowledge and skills that support human development and sexual health of students in their home, community, and learning environment;
- b) review the Human Development and Sexual Health curriculum expectations and/or the **Parent Letters**, and contact the teacher to address any questions;
- c) if required, access or request the **HDSH Exemption Request Form** (coming soon), complete Part 1 of the form, and return it to the school up to five school days prior to the period of instruction;
- d) if required, engage in discussion with the school to reach a common understanding of the supervision that will occur during the exemption period; and
- e) be aware of and consider accessing the available supports identified within the school and community to support their child with learning related human development and sexual health.

3.6 Students shall:

- a) comply with the information outlined in Part 3 of the Human Development and Sexual Health Exemption Request Form; and
- b) be aware of and consider accessing the available supports within the school and community to support their own human development, sexual health and well-being.

4. Definition

4.1 Period of Instruction

The dates during which the instruction in Human Development and Sexual Health will be delivered. This period could extend over several days or weeks, depending on individual school calendars and teachers' lesson plans.

5. History

Drafted: November 18, 2020